



UNIVERSITY OF MARYLAND EASTERN SHORE

**Reaffirmation of Accreditation
Comprehensive Self-Study with Emphasis:
Assessment of Student Learning and Institutional Assessment
2004-2006**

Prepared by
**UMES-MSCHE Reaffirmation of Accreditation
Self-Study Steering Committee**

Presented to
**MIDDLE STATES COMMISSION ON HIGHER EDUCATION
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Assessment of Student Learning
and
Institutional Effectiveness

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Assessment of Student Learning and Institutional Effectiveness

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Executive Summary



**Assessment of Student Learning
and
Institutional Effectiveness**



UNIVERSITY OF MARYLAND EASTERN SHORE

Reaffirmation of Accreditation

Comprehensive Self-Study with Emphasis:

Assessment of Student Learning and Institutional Assessment

2004-2006

EXECUTIVE SUMMARY

Founded September 13, 1886, the University of Maryland Eastern Shore (UMES) has a Mission which continues to evolve and which has necessarily become more comprehensive in scope as University's affiliations, organizational structure, and purpose have been redefined by relevant governing bodies to address state, national, and global needs. UMES, however, maintains its legacy as a comprehensive, 1890 Land-Grant, Historically Black institution and continues its advance to become a Carnegie Doctoral/Research-Intensive institution.

Since UMES' last comprehensive reaffirmation for accreditation Self-Study in 1996 (ES-1), the University has undergone extraordinary change. The profile of the University has been changing over recent years due to a period of unprecedented growth. With a fall 2005 enrollment of 3,870, from 2,878 in 1995 (i.e., increase of 34.5 percent), the University stands as one of the University System of Maryland's (USM, ES-2) fastest growing institutions, with entering students from all 23 counties in the State of Maryland, representing more than 35 states in the United States, and originating from over 50 foreign countries. The program mix has expanded from 15 undergraduate and 9 master's degree programs in 1996 to 29 undergraduate, 11 master's and 6 doctoral degree programs in 2005. UMES' graduation rate has increased from 32 percent (1996) to 50 percent (2004) over a ten-year period and the University currently holds the distinction of having the highest graduation rate among Historically Black Colleges and Universities (HBCU, ES-3) in the USM. Overall, growth extends beyond enrollment to programs that define UMES as a modern comprehensive University that honors its unique 1890 Land-Grant Mission (ES-4) and that respects the urgent need for workforce development on the Eastern Shore of Maryland, in the nation, and throughout the global community.

Nature and Scope of Self-Study

During the Spring of 2003, the President's Cabinet, Expanded Cabinet, Executive Council, and UMES Reaffirmation of Accreditation Steering Committee undertook a thorough review of Middle States Commission on Higher Education's (MSCHE) documents: *Characteristics of Excellence in Higher Education* (ES-5) and *Designs for Excellence: Handbook for Institutional Self-Study* (ES-6) 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; Executive Council; University community, and MSCHE liaison Dr. Elizabeth H. Silbolski, the University chose the Comprehensive with Emphasis Design Model to direct its self-study.

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Specifically, the UMES Self-Study provided a comprehensive assessment of the entire University with special emphasis upon the assessment of the institution and student learning. This seemed most appropriate for during the preceding year the same group had chosen as its model: *Learning and Leadership*.

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 the University's 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 excellence. As a result of self-study, the intent is twofold: (1) provide a roadmap for continuous improvement, and (2) achieve *Reaffirmation of Accreditation* from the Middle States Commission on Higher Education. In order to attain these goals, the following objectives were established:

1. Conduct a thorough assessment of the institution (Chapters 1-7) and student learning (Chapters 8-14), which accurately reflects strengths and weaknesses of UMES based upon its Mission.
2. Propose concrete changes that address weaknesses, identify opportunities, and support strengths.
3. 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.
4. Develop a widely shared sense of the University's current situation and prospects for future growth.
5. Foster a sense of community among all students, parents, alumni, staff, faculty, governing boards, and community through participation in the self-study, ownership of the Mission, and identification with the UMES experience.
6. Examine the relationship among assessment, strategic planning, and budget process to create and enhance institutional effectiveness and student achievement.
7. Produce a set of concrete action steps that identify and address UMES' opportunities and challenges and support continuity in its strengths.

Overall, the self-study has demonstrated that the University of Maryland Eastern Shore is in compliance with all the standards of the Middle States Commission on Higher Education as confirmed by the major findings summarized in the sections that follow.

Standard 1: Mission, Goals, and Objectives. Chapter 1 confirms that UMES has clearly defined Mission (ES-7), goals (ES-8), and objectives (ES-9) that guide the University community in its decisions pertaining to planning, resource allocation, program and curriculum development, and the definition of program outcomes. Equally important, the University supports scholarly and creative activity appropriate to its purposes and character. The Mission, goals, and objectives of the University are developed through collaborative participation of all members of the University community responsible for institutional development and improvement. One component

EXECUTIVE SUMMARY

of the Mission statement speaks to the purpose of *nurturing and launching leaders*. Consistent with this purpose, there is wide student participation in University governing bodies including the Executive Council (ES-9), Strategic Planning Committee (ES-10), and Self-Study Subcommittees. In addition, as required by the Maryland Higher Education Commission (MHEC) every five years, UMES' Mission statement underwent a review in 2005. The Mission review was a collaborative process involving faculty, staff, and student representatives under the coordination of the Executive Vice President.

Goals and objectives are aligned with the Mission to ensure that the University responds effectively to the needs of both its internal and external constituencies. Given that the University has a 1890 Land-Grant mandate (ES-11), students and faculty engage in many community engagement activities, including community partnerships with schools, the city, and town commissions. Town Hall meetings with officials of the City of Princess Anne have proven to be a particularly effective forum for promoting understanding and good neighbor relationships between the city and University communities. In addition, engagement activities through the Rural Development Center (ES-12) and Mini-Medical School (ES-13) have been well received by the community. Weekend programs, such as the doctoral program in Organizational Leadership and extramural lectures (i.e., the Lunch and Learn program in Fenwick Island, MD) confirm the University's commitment to its external constituencies. Finally, the goals and objectives focus on the continuous improvement of institutional effectiveness and student learning and justify the University's self-study design.

Standard 2: Planning, Resource Allocation, and Institutional Renewal. UMES has a process in place for conducting ongoing planning and resource allocation based on its Mission, while utilizing results of assessment activities for institutional renewal as confirmed in Chapter 2. For example, the five-year Strategic Plan (2004-2009, ES-14) developed through a University-wide collaborative process has five goals and 41 strategies/objectives. Each unit of the University develops yearly operational plans and submits annual progress reports on milestones or accomplishment of objectives using a common format (detailed in Chapter 7). The progress reports also indicate any adjustments in strategies that may be necessitated by changing circumstances. To facilitate monitoring, operational plan activities are assigned to specific activity leaders. In addition, a Budget Allocation Task Force (ES-15) is in place that advises the President about strategic priorities for budget allocation based on Strategic Plan imperatives.

Results of assessment of the planning process are used for improving operations and the planning process. For example, the Student Satisfaction Survey (ES-16), regularly administered by the Office of Institutional Research, Assessment, and Evaluation, solicits student opinions about services provided to them. In the most recent survey in 2004 a significant number of students (41.3 percent) indicated dissatisfaction with or were neutral about the academic advising they received. This has triggered changes that include the development of an academic advising manual by deans to improve the service. In summary, the University uses results of Strategic Planning outcomes to inform improvements.

Standard 3: Institutional Resources. Chapter 3 confirms that UMES has adequate human, financial, technical, physical facilities, and other resources to accomplish its Mission and goals. In addition, a process is in place that monitors the efficient and effective uses of institutional resources. The University's enrollment has experienced

EXECUTIVE SUMMARY

unprecedented increase during the past five years (FY 2001-FY 2005), while the state support for the general fund has declined from 35 percent to 27 percent during the same period. In light of the decline in state funding, the University has sought alternative sources of funding and increased the amount of funds leveraged through grants and contracts from \$13.1 million to \$19.7 million (50.4 percent) during the same period. This significant increase in grants has enabled the University to continue to provide high quality programs and services. Improvements in technology include recently implemented electronic systems that ensure accurate, complete and timely institutional data management and reporting. The University utilizes PeopleSoft (ES-17) for student financials, Payroll and Human Resources (PHR, ES-18) for employee data, and Financial Record System (FRS, ES-19) to report the entire campus' financial status. The financial health and resource utilization of the University are reviewed by the University System of Maryland (USM), the Maryland Higher Education Commission (MHEC), the Department of Budget and Management (DBM) and other external policymaking agencies. The University is guided by clearly stated goals and objectives for planning and resource allocation through its Strategic Planning Committee's initiatives and the Budget Allocation Task Force's recommendations on institutional priorities.

UMES systematically assesses the utilization of its human, financial, technical and physical facilities. A comprehensive human resource evaluation system by which the performance of all its non-faculty employees (i.e., 545 staff in fall 2005) is reviewed on an annual basis has been in place over the last seven years. Faculty (i.e., 272 faculty in fall 2005) reviews are conducted annually by department chairs and the Faculty Tenure and Promotions Committee. The utilization of physical facilities is assessed using the space utilization report on an annual basis by UMES, USM and MHEC, and ten-year projections of space needs are made and reviewed. As a result of these assessments, it has been established that UMES needs an additional building for Engineering, Math, and Computer Science. Clearly, in the context of UMES' Mission and goals, the University demonstrates effective and efficient use of its resources.

Standard 4: Leadership and Governance. UMES is in compliance with Standard 4 concerning a system of governance that clearly defines the roles of institutional constituencies in policy development and decision-making. The Board of Regents (BOR), appointed by the Governor of Maryland, determines policies and procedures for 11 University System of Maryland Institutions, including UMES, with the Chancellor as the Systems Chief Executive Officer. Article 1, Section 1 of the By-Laws of the Board of Regents of the University System of Maryland clearly states that *"The Board of Regents is the Body established by statute and charged with the responsibility of the governance and management of the University System of Maryland and all constituent institutions, centers and institutes thereof."* For example, BOR policies and procedures include provisions for dealing with cases of conflict of interest among members of the University Community, policies on personnel, and all aspects of university governance.

At the institutional level, the President of UMES, its Chief Executive Officer, has established a system of shared governance that provides critical input in the implementation of USM policy at this level. The shared governance system operates through several constituent groups that include the President's Cabinet, the Expanded Cabinet, Board of Visitors, the Executive Council, UMES Senate, Faculty Assembly, and the Student Government Association. Shared governance ensures that all relevant constituencies—faculty, staff and students—have their input in the way UMES is

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managed. The shared governance constituent groups are governed by the By-Laws of the Board of Regents of the University System of Maryland, the By-Laws of the University of Maryland Eastern Shore Faculty Assembly, the Student Government Association Constitution, the Graduate Faculty Constitution and By-Laws, and the University of Maryland Eastern Shore Board of Visitors By-Laws.

Procedures are in place for the periodic objective assessment of institutional leadership and governance. Every year the President's performance is assessed by the Chancellor who reports to BOR on the State of the University. In summary, the shared-governance system 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 University.

Standard 5: Administration. UMES is in compliance with Standard 5 as described in Chapter 5. The President of UMES, who holds strong administrative leadership and academic/scholarly credentials, was appointed by the Board of Regents of the University System of Maryland in 2002. She has the authority and responsibility for leading UMES in developing strategic goals and objectives and achieving these goals. The President also has authority and responsibility for the operation of UMES, including (1) setting tuition and fees, (2) establishing administrative standards, (3) developing personnel management oversight procedures, (4) initiating institutional development and fundraising initiatives, (5) creating and eliminating academic programs, (6) creating, allocating, and managing institutional budgets and financial resources, (7) establishing institutional traffic regulations and enforcing legal statutes at the institution, (8) managing athletic and student activities, including enrollment, (9) developing local services needed by the community, and (10) performing any duties as assigned by the Board of Regents. In carrying out these duties, the President is assisted by five vice presidents with requisite credentials responsible for the divisions of academic affairs, administrative affairs, student affairs, institutional advancement, and commercialization/technology. In addition, the Executive Vice President has primary responsibilities for institutional effectiveness. All in all, the University is supported by over 500 qualified administrators, technical experts, such as institutional research, planning, and assessment, and support staff.

Periodic assessments of the administrative structure are conducted through the annual performance evaluation of the President by the Chancellor and the BOR of the University System of Maryland. Additional assessments include Strategic Plan progress reports, Student Satisfaction surveys, and other assessment instruments. Students evaluate the services provided by the University. Furthermore, once a year (March), a two-day leadership retreat to review the University's performance in accomplishing priority goals of its Mission is conducted. Evaluations of the leadership retreat for over the last three years (2003, 2004, and 2005) show that the retreat was well received by participants. Similarly, before the beginning of every academic year, each of the five divisions holds a retreat for its entire staff to review its performance and map out new strategies for improvement during the coming year. The current administrative structure fosters the continuous improvement of services and supports UMES' administration and governance. In addition the Board of Visitors (BOV) also has a related retreat and the Student Government Association (SGA) conduct student leadership training.

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Standard 6: Integrity. UMES is in compliance with Standard 6. Concerns pertaining to grievances by faculty, staff or students are promptly, appropriately, and equitably addressed by the University through existing policies and procedures that have been developed with input from the University community, as well as the University System of Maryland (USM) Board of Regents (BOR). The policies are publicized through the catalog, handbooks (faculty, staff, and students), websites, and other sources, including the conditions and terms of employment. Any violations of policies and/or procedures are brought to the attention of the appropriate authorities as specified in the relevant policy documents. For example, the Division of Academic Affairs has established procedures for resolving student problems/concerns using the Student Grievance Procedure as outlined in the Student Handbook (ES-20). The Division of Academic Affairs maintains a record of students' complaints and how they were resolved. The USM has published directives that govern both faculty and staff employees. Its policies, which are also contained in the UMES Faculty Handbook, address issues related to appointment, rank, tenure, and dismissal.

The Division of Administrative Affairs has responsibility for policies dealing with employee hiring, evaluation, and dismissal through its Department of Human Resources. During the past five years there have been only five complaints in the area of the Performance Management Process (PMP, ES-21), and all these were resolved at the lowest level of the organizational structure. In addition, there are unions representing all categories of staff employees. It is clear that UMES adheres to ethical standards and its own stated policies while providing support for academic and intellectual freedom.

Standard 7: Institutional Assessment. Chapter 7 confirms that UMES has a written Strategic Plan that reflects use of data from the systematic assessment of operational plan outcomes. UMES has developed and continues to implement an effective institutional assessment plan/process. The Strategic Planning effort, which is grounded in the principle of shared governance, recognizes the critical role of the participation in the process by faculty, staff, and students and ensures that plan priorities reflect the views of the University community. It is based on the community's understanding of both the internal and external environments. The process encapsulated in UMES' Institutional Effectiveness Management Model (Figure 7.1), systematically evaluates UMES' overall effectiveness in implementing its annual operational plans and in achieving its Mission and goals. The assessment process uses multiple measures that include outcomes routinely reported to the University System of Maryland and Maryland Higher Education Commission (i.e., Management for Results Objectives, ES-22; Peer Performance Measures, ES-23; Minority Achievement Report Measures, ES-24; and audits, ES-25), surveys (i.e., Student Satisfaction Surveys, Senior Exit Interviews, National Survey of Student Engagement, and Program Development), and Faculty Workload Analysis.

Both Management for Results (MFR, ES-22) and Peer Performance Measures (PPM, ES-23) track retention and graduation rates. The MFR provides five years of data including two years of projected data. The PPM provides cross-sectional data that facilitate a comparative performance analysis with peer institutions. Based on the reports for 2005 with an overall graduation rate of 50 percent (1998 cohort), UMES led the other three Historically Black Institutions in the University System of Maryland and was among the top three among its peers on the Peer Performance Measures report. The same report, however, shows that UMES' performance on retention needs improvement to meet its target of 79 percent by 2009.

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The periodic reviews of the Strategic Planning process that occur every five years (e.g., current plan for 2004-2009 was reviewed in 2004) ensures that the goals are fine-tuned based on the experiences from the previous five-year planning cycle. For example, previous plans projected UMES' retention rate to grow to 80 percent, and in light of experience, the target has been adjusted to 79 percent. This goal is achievable with the implementation of strategies that include the provision of overlapping/intrusive mentoring/tutoring/advising services for those students who need to strengthen their basic skills to succeed in college. The Leadership Retreat of 2005 (ES-25) focused on retention and a special committee of Vice Presidents was set up to study the issue and make recommendations for long-term solutions. This demonstrates that UMES systematically monitors the implementation of its Strategic Plan operations and uses results to inform change in the quality of programs and services.

The Budget Allocation Task Force (ES-15) ensures that resource allocations reflect the Strategic Plan priorities including the need for access to and availability of the state-of-the-art technology. For example, the UMES Technology Plan (ES-26) assessment of outcomes for 2001 concerning the campus computer ownership rate, which was estimated to be 15 percent, prompted the University to devise a strategy for enhancing access to computers. Consequently in 2004, Waters Hall was refurbished to accommodate five computer labs with 164 computers. An additional 200 laptops were also purchased with funds provided by the Board of Regents (\$400,000) as investment in technology for students with significant financial need who may check out the laptops from the Library.

In summary, Chapter 7 provides evidence that UMES' Strategic Plan reflects use of data from the systematic assessment of institutional outcomes. For example, use of environmental scanning data ensures that the Strategic Plan is based on a systematic assessment of current and future needs of educational programs, research, and community engagement activities. With the ever declining state support of the general fund, the University must increasingly turn to alternative sources of funding, such as contracts and grants from public and private sources, including business and industry, alumni and friends. Between FY 2003 and FY 2005, UMES alumni giving grew from 2 percent to 15 percent, and during the same period, its grants and contract funds increased by 14.5 percent from \$17.2 million to \$19.7 million. MFR reports indicate that through the use of a variety of efficiency measures, UMES was able to save \$1.67 million in FY 2005. Therefore, not only is UMES diversifying its sources of funding but also utilizing efficiency measures that extend the quality and quantity of services.

Standard 8: Student Admissions. Chapter 8 provides evidence that UMES' admissions policies are consistent with and supportive of the Mission and goals of the University. Policies and admissions criteria are available on the UMES website (ES-27), and in printed recruitment material, such as viewbooks, applications, and brochures; and in UMES undergraduate and graduate catalogs. In addition, prospective students may obtain information directly from departments of their interest. The Office of Admissions can also provide individualized information. Finally, prospective students may also contact the admissions staff for more detailed information, including information on placement testing.

Handbooks (e.g., Student Life and academic departments, ES-29), as well as catalogs, provide helpful information to students concerning expected student learning outcomes. Enrollment 101 (ES-2) provides opportunities to prospective students and their

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parents to learn more about UMES programs and services, including financial aid, scholarships, grants, loans, refunds, career plans, and accommodations. Once admitted, students are administered placement tests to determine their appropriate placement to ensure success in college and their career goals. Students have access to advisors in student services and are assigned an individual academic advisor in their major to receive advisement and to ensure that they take the right sequence of courses. Clearly the Admissions process takes great care to ensure both academic and social integration of all of the University's students.

Standard 9: Student Support Services. Chapter 9 confirms that UMES provides student support services reasonably necessary to enable each student to achieve the University's goals. Three clusters of services are provided in the following areas: (1) *Campus Safety*, (2) *Enrollment Management* and (3) *Campus Life*. Campus Safety includes University Police, Student Security, and Judicial Services; Enrollment Management includes Preparation and Adjustment for College Entrance (PACE) Program, Academic/Student Advising, Tutoring Program, New Student Orientation, Office of Retention, Financial Aid, Office of Admissions, Office of the Registrar, Office of Services for Students with Disabilities, Computer Lab and Technology Support, and International Student Programs; and Campus Life includes Intercollegiate Athletics, Residence Life, Auxiliary Services, Intramural Sports and Recreation, Student Activities, Student Health, Career Services, Counseling Services, Child Care, and Library Services. Student support services are provided by competent and experienced faculty and staff. Depending on the nature and scope of student services needed, students may be referred to various service areas within UMES. For example, students experiencing academic issues are referred to the Associate Vice President for Academic Affairs for assistance. When necessary, students are referred for academic advisement, tutoring, and other appropriate academic support services.

The Department of Intercollegiate Athletics at UMES offers programs that include basketball, baseball, tennis, volleyball, softball, track and field, and cross country. The athletics program emphasizes a proper balance in social, athletic and academic pursuits. UMES athletes are scholar athletes. The 1996 cohort of athletes for UMES achieved the highest graduation rate in the Mid-Eastern Athletic Conference (MEAC, ES-30) and consequently UMES was awarded \$25,000 at the MEAC Basketball Tournament during March 2005. In 2004 the athletic program completed an National Collegiate Athletic Association (NCAA) Certification Self-Study and was found to be in compliance in all areas of regulation. UMES was the only MEAC institution that met the minimum academic performance standard set by the NCAA. Therefore, the UMES' athletics program continues to be in good standing.

UMES recognizes both Family Educational Rights and Privacy Act (FERPA, ES-31), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA, ES-32) in the governance of student records. Procedures concerning filing complaints or grievances are found in the Student Handbook (ES-33) and the Student Code of Conduct (ES-34), and the Office of the Registrar provides FERPA workshops during Enrollment 101 (ES-28) for new students. The University adheres to the proper process and procedures for handling student information. To date, it has never been cited for being in violation of the FERPA regulations.

The Division of Student Affairs, the Student Government Association, and the Office of Institutional Research, Assessment and Evaluation conduct student satisfaction

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surveys. The results of these surveys have been used to make changes in the procedures and organizational structure for delivering the services that support student learning. For example, the new structure of clustering student support services into Campus Safety, Enrollment Management, and Campus Life for more effective delivery of service was a result of findings from a survey (ES-35) conducted by the Division of Student Affairs in 2004.

Standard 10: Faculty. Chapter 10 confirms that UMES is in compliance with Standard 10. The University's learning, inquiry and community engagement programs are designed and delivered by competent and productive faculty who are also the most diverse in the USM. The University's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals. Eighty-nine percent of full-time tenured and tenure track faculty hold doctorates. For two consecutive years, beginning in 2003, two UMES faculty members in the Departments of Natural Sciences and Social Sciences have received the prestigious USM Board of Regents Award for Excellence in Collaborative Teaching (ES-36). In addition, in 2004 a professor in the Department of Agriculture was the recipient of the Nationwide 1890 Land-Grant Universities Integrated Research Award for Excellence in Research (ES-37). These achievements and attributes confirm the high quality of UMES faculty.

Faculty productivity is measured in all the three areas of learning, inquiry and engagement through the Faculty Workload Analysis Reports (ES-38) and students evaluations of faculty (ES-39), as well as Student Satisfaction Surveys (ES-16), including the National Survey of Student Engagement (ES-40). All these measures confirm faculty's strong productivity. For example, Faculty Workload Analysis reports of 2003-2004 and 2004-2005 indicated that full-time tenured and tenure track faculty taught 7.8 and 7.5 course units per faculty respectively on a standard of between 7 and 8 course units per full-time tenured or tenure track faculty.

The student learning outcomes criteria are designed, maintained and updated primarily by faculty and other professionals who are academically prepared and qualified to ensure that criteria are congruent with the overall Mission, vision, and the goals of the University. Students are provided adequate information to make informed decisions about program choices. In addition, academic departments provide detailed information for current and prospective students on degree completion requirements through orientation, departmental handbooks, and the University Catalogs.

UMES provides opportunities to its faculty for professional development. The Division of Academic Affairs organizes a faculty retreat every year before the beginning of the fall semester and at the end of the spring semester. In addition, there are all-faculty meetings during the course of the year to inform faculty of new developments and to solicit input from them on new initiatives. Faculty members engage in many professional development activities. In the 2004-2005 academic year, 100 core faculty members made 159 professional presentations, published 98 articles in refereed journals, and 79 in non-refereed journals, as well as spending 810 days in public service, based on the Faculty Workload Report for that year.

Criteria for the appointment, supervision, and review of teaching effectiveness of part-time and other faculty, consistent with those for full-time faculty, are provided in the Faculty Handbook (ES-41). The Tenure and Promotions Committee (ES-42) reviews all material submitted by individuals for promotion and tenure, using carefully articulated and equitable criteria.

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Standard 11: Educational Offerings. Chapter 11 confirms that UMES is in compliance with Standard 11. Since the Middle States Self-Study of 1996 (ES-1), the program profile of UMES has changed as the University aspires to become a Doctoral/Research Intensive University. UMES has added 17 new degree-granting programs to its offerings and currently offers 29 Bachelor's, 11 Master's and 6 Doctoral Degree programs, all of which are consistent with the University's Mission and goals. Equally important is the fact that these programs are offered at the level of rigor that is appropriate.

Regular program reviews (ES-43) ensure that programs operate in a continuous quality improvement mode, and the University System of Maryland and Maryland Higher Education Commission mandate that every program at UMES and other constituent institutions is reviewed every 5 years. Under the current President's leadership, high quality is emphasized for every program offered by UMES. Over the last three years, 22 programs (ES-49), including 16 in Education, have received new accreditation or reaffirmation of their accreditation by their respective professional organizations. Programs currently pursuing accreditation applications include Criminal Justice; Business, Management, and Accounting; and Hotel and Restaurant Management. 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 on 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 for 16 programs from the Maryland Department of Education and the National Council for Accreditation of Teacher Education (NCATE).

UMES provides learning resources, facilities, library services, technology, and professional staff that are adequate to support the University's educational offerings. The collection in the Frederick Douglass Library includes over 204,000 volumes, 48,000 bound periodicals, and over half a million microfiche. In addition, the library has electronic capabilities to tap into resources of other institutions through interlibrary loan arrangements. Students have access to at least 739 computers, including 200 laptops which they can borrow from the library, providing a student/computer ratio of 5 students to 1 computer (i.e., 3,870 students to 739 computers), a much more favorable ratio as discussed in the most recent Technology Plan (ES-26).

The collaboration between library staff (25) and faculty (174 full-time) is strong. The library currently offers instruction to students in information literacy on an as-needed basis, but plans are in process for offering information literacy for credit. UMES also offers programs at off-site locations. These programs are identical in both rigor and design to those offered at the main campus. For all these programs, the University employs a systematic process of assessing student learning outcomes, and the process is described in great detail in Chapter 14.

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Standard 12: General Education. Chapter 12 presents documentation that demonstrates that UMES is in compliance with Standard 12. Adequately structured General Education (ES-44) courses that reflect UMES' particular programs and Mission are offered in six areas—Arts and Humanities, Social and Behavioral Sciences, Biology and Physical Sciences, Mathematics, English Composition, and Emerging Issues. The General Education requirements encompass various aspects of academic knowledge and are sufficiently broad to prepare and provide students with understanding and awareness that is expected of college students. General Education constitutes a significant component of the undergraduate curriculum, accounting for more than a third of the 120 minimum credit-hour requirements for graduation for undergraduates.

Apart from providing the general transferable knowledge and skills needed to be successful in students' majors, General Education provides students a balanced educational curriculum for lifelong learning. Every program specifies in detail its General Education requirements without which students cannot graduate. Advisors draw the attention of students to these requirements each time students register for classes, and the University Catalog (ES-45), available to students both in hard copy and online, provides information on General Education. Although there is flexibility as regards the scope of General Education requirements for different majors/programs, there is a core of competencies required of all undergraduate students by UMES, University System of Maryland (USM), and the Maryland Higher Education Commission (MHEC). The five competencies in which students must be proficient include (1) written and oral communication, (2) scientific and quantitative reasoning, (3) critical analysis and reasoning, (4) technological competency, and (5) information literacy. UMES reports to MHEC on student performance in these five competency areas every three years through the Student Learning Outcomes Assessment Report (SLOAR).

For purposes of assessment, General Education is treated like a program, and thus, the UMES Student Learning Outcomes Assessment Process elaborated upon in Chapter 14 is utilized (Figure 14.2). To satisfy the communication competency, the English Proficiency Examination (EPE) is administered to all students who must pass the examination to graduate. This test is given to students after they have completed English courses ENGL 101 (Basic Composition I) and ENGL 102 (Basic Composition II). To ensure consistency, each paper is scored by two faculty members, using an analytic scoring rubric. In the event that there is disagreement on scoring, a third rater reviews the paper(s). During the period between fall 2001 and spring 2004 the pass rates for EPE have ranged between 88 percent and 91 percent. Based on this performance, faculty members have concluded that students adequately achieve competency in written communication. Students who do not pass are provided additional support in preparing to retake the exam.

Currently, information literacy skills are provided to students through the library instructional programs on an as-needed-basis. Faculty from discipline areas identify the needs of their students based on their diagnosis of the skills those students demonstrate with regard to information literacy. Indirect measures (surveys) are mainly used for assessing student proficiency in information literacy; and feedback from students and comments from instructors about the proficiency of respective majors are used for continuous improvement of instruction. Student outcomes in the other competencies are assessed using a course- embedded approach that is under review.

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Standard 13: Related Educational Activities. Chapter 13 confirms that UMES' programs and activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship, are in compliance with this standard. Several experiential learning programs provided by UMES demonstrate that sufficient care is taken to ensure that the programs do not jeopardize the University's integrity and academic excellence. The University policies and procedures widely available in the University Catalogs (ES-45), Student Handbook (ES-33), brochures, booklets, website, Office of Admissions, and Office of the Registrar are clear about the assessment of experiential learning for credit. The criteria include the following: (a) credit should be awarded only for learning and not simply for experience, (b) college credit should be awarded only for college-level learning, (c) credit should be awarded for learning that has balance, that is appropriate to the subject, between theory and practical application, (d) the determination of competence levels and credit awards must be made by appropriate subject matter and academic experts, and (e) credit should be appropriate for academic context in which it is accepted.

Programs offered at off-campus locations are identical in rigor and quality of instruction to those offered on the main campus (programs are currently offered at seven sites in the State of Maryland). Appropriate student advisement is provided to ensure that students at these sites complete their programs smoothly and no program is discontinued until the last student has graduated.

UMES also offers distance learning opportunities that are of high quality with clearly articulated expectations of student learning and that are responsive to the University's Mission (ES-7) and goals (ES-8). These offerings include interactive videoconferencing, hybrid web-based format, and off-campus programs. Faculty members are provided the training they need to utilize the appropriate instructional technology. In this regard the University is steadily increasing use of alternative delivery of instruction and is in the process of adding hybrid courses to the curricula that will require significant adjustment to learning styles by both faculty and students. These new approaches will enhance faculty and student productivity and expand opportunities for students including non-traditional students, to graduate in a timely manner by making courses they need accessible and more convenient than at present.

Standard 14: Assessment of Student Learning. Chapter 14 provides a detailed appraisal of UMES' assessment of student learning, demonstrating that students have attained the knowledge, skills, and competencies consistent with institutional goals and that each students at graduation has achieved appropriate higher education goals. The assessment of student learning is monitored through the following processes: (1) UMES Strategic Plan Outcomes Assessment Process, (2) Student Learning Outcomes Assessment, (3) State Academic Program Productivity Review and (4) Discipline-Specific Accreditation Peer Review. All of these assessments are interconnected and share common assessment data. However, the focus of Standard 14 is on assessment of student learning.

Expectations of student learning are articulated at various levels, including University, program, and course levels in consonance with the University Mission, standards of higher education, and relevant disciplines. Chapter 14 provides an analysis of assessing student learning as a comprehensive program outcomes-based process that is defined by an institution-wide participatory climate. The assessment of student learning is a systematic analysis of assessment data on the basis of which meaningful conclusions

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and recommendations are made for continuous improvement of programs, instruction, student learning, and supporting services.

UMES' comprehensive assessment plan for student learning has been strengthened over the last two years. The revitalization plan begins with program goals that are aligned with the University Mission and that address to important program purposes. The next five components (1) identification of expected specific critical student learning outcomes relating to each goal; (2) identification of integrative/core courses or experiences in which the learning outcomes are most clearly manifested; (3) identification of specific assessment tools, scoring process, and standards to be used; (4) summary of results, conclusions, and recommendations based on the results; and (5) evidence of use of the results for continuous improvement/closing the loop. This process is used in documenting assessments in both the Major Field and General Education (also discussed in Chapter 12). The process uses multiple direct and indirect measures. Meaningful assessment data, ease of administration/scoring and analysis/summarization are key to successful implementation of the assessment process.

Chapter 14 provides evidence of the use of comprehensive, systematic program-based student learning outcomes, including the use of results for continuous improvement by academic departments/units at UMES. A survey was administered to academic departments/units in the fall of 2004 to solicit information concerning their use of five types of assessment practices. Using a four-point scale of 4 for Exemplary, 3 for Accomplished, 2 for Developing, and 1 for Beginning, the achieved results reveal that a significant number (18 or 48.6 percent) are at the developing level, while 12 (32.4 percent) were reported to be at the exemplary and accomplished level of use. These results have been used for fine-tuning departmental assessment plans to enhance the usage of comprehensive assessment approaches. Chapter 14 provides compelling evidence of programs that systematically collect, analyze, and use assessment data for continuous improvement. For example, after experiencing low pass rates on the PRAXIS II Exams (between 31 and 59 percent) over a four-year period (1999-2000 – 2002-2003), the Professional Education Unit/Department of Education changed its policy for admitting students into the program, requiring students to pass PRAXIS I (ES-46) and providing those who don't pass additional academic support services including better and sustained advisement. The net result was an increase in the pass rate in PRAXIS II (ES-47) exams to 100 percent in 2004-2005. The Physician Assistant Program is another example of the use of assessment results. This program offered clinical medicine courses simultaneously with pharmacology, pathophysiology and anatomy, and physiology. In the 2001-2002 academic year, 50 percent of the students either dropped out of the program or were decelerated. In 2003-2004 the sequencing of courses in the program was changed so that during the didactic phase, system specific anatomy, physiology, and pharmacology modules precede the corresponding medicine and physical modules. The net result of this change was a dramatic increase in retention (83.3 percent) and 100 percent pass rate in the Physician Assistant National Certification Exam in 2004-2005 (ES-48).

As will be clear from the analysis in Chapter 7, Assessment of Student Learning is a major component of the Institutional Effectiveness process. Results from the assessment of student learning become important inputs for the Strategic Planning (ES-14) process, confirming the interconnectedness of the four levels of assessment. The overarching purpose of the UMES assessment process is to promote continuous improvement of student learning. Since faculty drive the process, it is imperative that

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they are given professional development opportunities in the area of assessment. Thus, since March 2004, two workshops on assessment have been offered on the campus and one is scheduled for January 2006. In addition, some faculty will continue to attend assessment workshops elsewhere to keep abreast of best practices on assessment in their disciplines.

This Executive Summary encapsulates the status of the entire Self-Study but is not a substitute.

Summary of Action Steps

Based on Self-Study findings, the following action steps have been proposed:

Standard 1: Mission, Goals, and Objectives

The University should renew and intensify publicity among staff, students, and faculty of the University community to increase awareness of the University's Mission, goals, and objectives in order to remain current concerning the future direction of the University.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

UMES should continue to leverage resources from a variety of sources to overcome the financial constraints resulting from limited federal and state funding.

Standard 3: Institutional Resources

UMES should continue to ensure that resource allocations reflect the core of the Mission and Strategic Plan imperatives.

Standard 4: Leadership and Governance

None.

Standard 5: Administration

For the past three years, students have been given an opportunity and should continue to be encouraged to participate in shared-governance.

Standard 6: Integrity

1. The University should continue to ensure that the University's Mission/Vision statement is included in all appropriate University publications.
2. University-level boards and committees should continue to require that plans and proposals for curriculum changes, degree changes, and capital improvement changes, among others, be related clearly and explicitly to the Mission of the University.
3. UMES should continue to improve communications between the various campus constituents.

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Standard 7: Institutional Assessment

1. The University should continue to complete Strategic Plan Outcomes Summary Report and disseminate progress to University constituents.
2. The University should continue to encourage all units to embrace and use the concepts of institutional effectiveness to measure outcomes and inform decision-making.

Standard 8: Student Admissions

1. UMES should improve the navigation from department to department on the UMES website.
2. UMES should update information on the UMES website on a scheduled basis.
3. UMES should ensure consistency and uniformity in the design and language of print and non-print media.
4. UMES should continue to provide accessibility to all pertinent information to the consumers of the information.

Standard 9: Student Support Services

UMES should continue to promote/emphasize excellence in the quality of student support services.

Standard 10: Faculty

1. UMES should continue to encourage faculty to seek grant funding for supporting their release time for sabbaticals and other enrichment activities.
2. UMES should continue to demand the highest possible credentials when employing faculty.

Standard 11: Educational Offerings

UMES should continue the mandate to have all programs with accrediting agencies to be nationally accredited.

Standard 12: General Education

1. The University will establish a General Education Taskforce to review general education curriculum requirements to ensure currency.
2. The University should continue to strengthen General Education assessment so that meaningful results are available and used for continuous improvement of student learning.

Standard 13: Related Educational Activities

1. UMES Catalog and PeopleSoft/HawkWeb should include the mode of class delivery, e.g., web/hybrid, interactive video, or lecture.
2. Faculty should continue to sequence course offerings to ensure that students can complete their degree in a timely manner.
3. The University will review the opening hours of the library to determine the extent to which the schedule meets the needs of students.

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Standard 14: Assessment of Student Learning

1. The University's programs should continue to improve the use of comprehensive, systematic approaches to student learning outcomes assessment.
2. The University should continue to support assessment training and workshop initiatives.

Additional Action Step

The University should appoint a task force to monitor implementation of the Self-Study Action Steps

Conclusion

The University of Maryland Eastern Shore (UMES) undertook the 2004-2006 Self-Study with the full conviction that this was truly an opportunity for the University to engage in a serious and meaningful conversation with all its constituents concerning the fulfillment of its Mission in the past, present, and in the future. Through this process of thorough and systematic self-assessment involving the entire University community, UMES has confirmed a track record of success. The University has experienced unprecedented growth from under 2,878 in 1995 to just under 4,000 in 2005, making UMES one of the fastest growing institutions within the University System of Maryland (USM); the University's program mix has expanded from 15 undergraduate and nine master's programs to 29 undergraduate, 11 master's, and 6 doctoral degree programs, the only doctoral degree granting institution on the Eastern Shore; and the University currently holds the distinction of having the highest graduation rate among the Historically Black Colleges and Universities (HBCU) in the USM.

The process of comprehensive self-assessment has also confirmed the positive impact of the philosophy of shared governance advocated by President Thelma Thompson as a way of ensuring high quality decisions and university-wide commitment to the University's Mission. The strategic planning process, which has been strengthened as confirmed by this analysis, has benefited from institution-wide participation in its development and implementation. Strategic priorities, including academic program offerings are set by the planning process and the budget process is designed to translate the strategies into action. Similarly, during the past 20 months, the assessment process has been strengthened by the Assessment Council, faculty, staff, and students so that it has become an effective tool for comprehensively and systematically collecting, analyzing, and using student learning assessment data for continuous improvement of learning.

It is clear from the findings of this 2004-2006 Self-Study that the University of Maryland Eastern Shore is in compliance with each of the 14 Standards for Reaffirmation of Accreditation established by the Middle States Commission on Higher Education. More specifically, UMES has met the following criteria: its Mission is appropriate to higher education; it is guided by well-defined and appropriate goals, including goals for student learning; it has established conditions and procedures under which its Mission and goals can be realized; it assesses both institutional effectiveness and student learning outcomes, and uses the results for continuous improvement; it is accomplishing its

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Mission and goals substantially; it is so organized, staffed, and supported it can be expected to continue to accomplish its Mission and goals; and that it meets the eligibility requirements and standards of the Middle States Commission on Higher Education.

Continuous improvement is a process and not an event. The action steps identified for each chapter will, therefore, ensure that UMES continues to provide the best services and academic programs to meet its three-fold mission of providing opportunities for high quality learning, inquiry, and engagement. Its distinctive mix of outstanding faculty and academic programs, an able student body at both undergraduate and graduate levels, all bode well for moving the University closer to its goal of preeminence as a doctoral/research-intensive university in the 1890 Land-Grant tradition.

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Middle States Commission on Higher Education

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CERTIFICATION STATEMENT

Compliance with MSCHE Eligibility Requirements & Federal Title IV Requirements

An institution seeking initial accreditation or reaffirmation of accreditation must affirm that it meets or continues to meet established MSCHE eligibility requirements and federal requirements relating to Title IV program participation by completing this certification statement. *The signed statement should be attached to the Executive Summary of the institution's self-study report.*

If it is not possible to certify compliance with all eligibility requirements and federal Title IV requirements, the institution must attach specific details in a separate memorandum.

University of Maryland Eastern Shore is seeking:

(Check one) ☐ Initial Accreditation ☒ Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established eligibility requirements of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation.

☐ Exceptions are noted in the attached memorandum (*Check if applicable*)

Dr. Thelma B. Thompson, President
University of Maryland Eastern Shore

2/2/2006
Date

Mr. David H. Nevins, Chairman
Board of Regents
University System of Maryland

2-2-2006
Date

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The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.

EXECUTIVE SUMMARY



Middle States Commission on Higher Education

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www.msache.org

INSTITUTIONAL PROFILE

University of Maryland Eastern Shore

Founded September 13, 1886

Control Public

Affiliation University System of Maryland (USM)

Institution Type Master's I

Degrees Offered Baccalaureate, Master's, and Doctorate

Branch Campuses None

Additional Locations

1. Baltimore Museum of Industry (BMI), Baltimore, MD
2. Community College of Baltimore County-Catonsville (CCBC), Catonsville, MD
3. Eastern Correctional Institution (ECI), Westover, MD
4. Eastern Shore Higher Education Center at Chesapeake College, Wye Mills, MD
5. Frederick Community College, Frederick, MD
6. Montgomery College (MC), Rockville, MD
7. The Universities at Shady Grove (USG), Rockville, MD

Initial Accreditation 1937

Last Reaffirmed 2001

Self-Study Design: Comprehensive with Emphasis on Institutional Assessment and Assessment of Student Learning

Introduction



**Assessment of Student Learning
and
Institutional Effectiveness**



UNIVERSITY OF MARYLAND EASTERN SHORE

Reaffirmation of Accreditation

Comprehensive Self-Study with Emphasis:

Assessment of Student Learning and Institutional Assessment

2004-2006

INTRODUCTION

The University of Maryland Eastern Shore (UMES) maintains its legacy as an 1890 Land-Grant institution (INTRO-1) and continues its advance to become a Carnegie Doctoral/Research University-Intensive and a Four-Year 3 classified institution. Since UMES' last comprehensive reaffirmation for accreditation Self-Study in 1996 (INTRO-2), the University has undergone extraordinary change. The profile of the University has been changing over recent years due to a period of unprecedented growth. With a fall 2005 enrollment of 3,870 from less than 3,000 in 1995, the University stands as one of the USM's fastest growing institutions, with entering students from all 23 counties in the State of Maryland, representing more than 35 states in the United States, and originating from over 50 foreign countries. In addition, the University has the highest graduation rate among HBCUs in the USM. Overall, growth extends beyond enrollment to programs that define UMES as a modern comprehensive university, one that honors its unique land-grant University Mission and that respects the urgent need for workforce development on the Eastern Shore of Maryland and in the global community.

Nature and Scope of Self-Study

During the Spring of 2003, the President's Cabinet, Expanded Cabinet, Executive Council, and UMES Reaffirmation of Accreditation Self-Study 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 MSCHE liaison Dr. Elizabeth H. Silbolski, 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 which 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, and 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. Thelma B. Thompson assumed the Presidency on July 1, 2002, and implemented *Preparation for Progress* (INTRO-1) as her first initiative to empower and

INTRODUCTION

enable leadership by revitalizing institutional effectiveness protocols for planning and assessment. Propelled by the vision of President Thompson, the University's success with integrating the Strategic Planning process (INTRO-4) throughout the campus is due largely to the new vision and emphasis upon shared-governance, accountability, assessment, and continuous improvement.

The *Preparation for Progress* (INTRO-3) 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, 22 UMES degree programs (INTRO-5) have achieved accreditation from their professional accrediting body and three are candidates, which include Criminal Justice; Business, Management, and Accounting; and Hotel and Restaurant Management. 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 on 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 for 16 programs from the Maryland Department of Education and the National Council for Accreditation of Teacher Education (NCATE).

Organizational Structure

The Self-Study Steering Committee, appointed by the President, during the summer of 2004, in consultation with the University community, developed guidelines for the overall makeup of the subcommittees. Based upon these guidelines, the Self-Study 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 Self-Study Steering Committee reviewed the various nominations and selected candidates for membership on each of the 15 subcommittee. The first 14 subcommittees were charged with responding to specific charge questions developed for each of the 14 MSCHE Standards. The 15th subcommittee was charged with providing logistical services.

INTRODUCTION

Comprehensive with Emphasis Design

After detailed study and reflection from the entire University community, the Self-Study Steering Committee selected the comprehensive with emphasis self-study design as best suited to achieve the goals of the UMES self-study. Such a design would provide the appropriate involvement required from every aspect of the University community in UMES' ongoing goal to respond to the current University environment, assess progress, and plan for the future.

Specific Goals and Objectives

The overarching goal of UMES' self-study is to create a living document that provides a mechanism for continuous growth, development, and improvement toward UMES' 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 excellence. As a result of self-study, the two-fold intent is to provide a model for continuous improvement and to achieve *Reaffirmation of Accreditation* from the Middle States Commission on Higher Education. In order to attain these goals, the following self-study objectives were established:

1. Conduct a thorough assessment of the institution (Chapters 1-7) and student learning (Chapters 8-14) which accurately reflects strengths and weaknesses of UMES based upon its Mission.
2. Propose concrete changes that address weaknesses, identify opportunities, and support strengths.
3. 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.
4. Develop a widely shared sense of the University's current situation and prospects for future growth.
5. Foster a sense of community among all students, parents, alumni, staff, faculty, governing boards, and community through participation in the self-study, ownership of the Mission, and identification with the UMES experience.
6. Examine the relationship among assessment, strategic planning, and budget process to create and enhance institutional effectiveness and student achievement.
7. Produce a set of concrete action steps that identify and address UMES' opportunities and challenges and support continuity in its strengths.

Subcommittees

The Self-Study Steering Committee established 15 subcommittees. The first 14 subcommittees were charged with responding to specific charge questions developed for each of the 14 MSCHE Standards; the 15th subcommittee was charged with providing logistical services. The 15 subcommittees convened by the Self-Study Steering Committee are as follows:

INTRODUCTION

- Standard 1: Mission, Goals, and Objectives Subcommittee
- Standard 2: Planning, Resource Allocation, and Institutional Renewal Subcommittee
- Standard 3: Institutional Resources Subcommittee
- Standard 4: Leadership and Governance Subcommittee
- Standard 5: Administration Subcommittee
- Standard 6: Integrity Subcommittee
- Standard 7: Institutional Assessment Subcommittee
- Standard 8: Student Admissions Subcommittee
- Standard 9: Student Support Services Subcommittee
- Standard 10: Faculty Subcommittee
- Standard 11: Educational Offerings Subcommittee
- Standard 12: General Education Subcommittee
- Standard 13: Related Educational Activities Subcommittee
- Standard 14: Assessment of Student Learning Subcommittee
- Subcommittee 15: Logistics

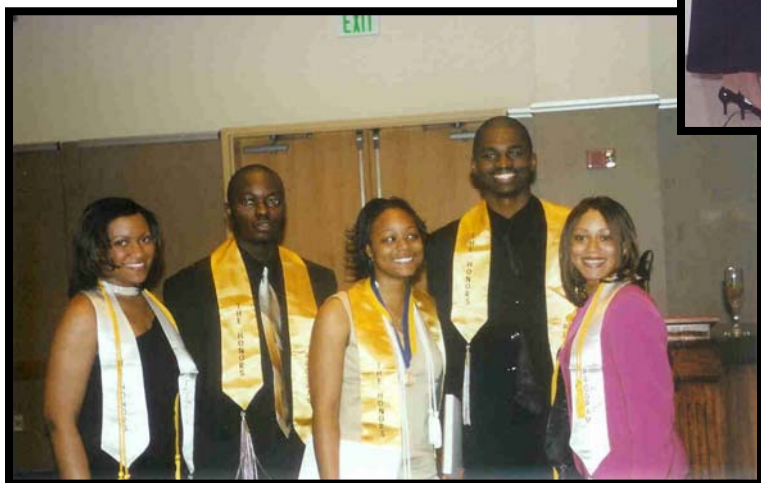
In order to create a living document that provides a mechanism for continuous improvement by the University toward its vision of excellence, each subcommittee was charged as follows:

1. Investigate with rigor and objectivity its assigned area according to the approved research design and charge.
2. Construe its task as primarily analytical (the systematic examination of an area under study by separating it into its constituent parts and giving an assessment of it) and produce a document that is minimally descriptive.
3. Draft and revise, in accordance with the due dates established by the Steering Committee, a doubled-spaced, 25-50 page report, plus appendix, which
 - a. Provides an overview of the area under review
 - b. Describes the process and methods employed
 - c. Identifies notable achievements since the 1996 self-study
 - d. Documents and analyzes current trends, strengths, and challenges in the area under review, and
 - e. Develops action items, suggestions, and recommendations for the area under review that build upon University strengths and meet identified challenges and opportunities.
4. Submit drafts electronically in Microsoft Word format, using Times New Roman 12-point font, doubled-spaced and fully justified.
5. Participate in the editorial process by which the subcommittee reports are incorporated into the final Self-Study Report.

Note: The original, full-length subcommittee reports are available among the Self-Study documents in the Middle States Resource Room. This document represents the essence of these reports, edited to meet Middle State's limitations in length of Self-Study.

Chapter 1

Mission, Goals, and Objectives



**Assessment of Student Learning
and
Institutional Effectiveness**

CHAPTER 1: MISSION, GOALS, AND OBJECTIVES

Standard 1: 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.

Introduction

Chapter 1 presents an assessment of UMES' Mission (I-1), goals (I-2), and objectives (I-3) within the context of higher education, and clarifies whom it serves and what it intends to accomplish. UMES' stated goals and objectives are consistent with the aspirations and expectations of higher education and clearly specify how the institution will fulfill its Mission. The Mission, goals, and objectives are developed and recognized by UMES with its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

A combination of external and internal processes were employed to obtain information and to determine the extent to which the UMES Mission is clear in definition of the University's purpose, services, values, and goals and the extent to which they are disseminated and known by the campus community. A two-pronged approach was used: (1) The external process involved the review of discipline-specific Mission statement requirements at state and national levels, as defined by relevant associations and accrediting bodies. (2) The internal process included the development of a survey instrument that was used to assess the campus awareness and familiarity with the University's Mission and goals.

In addition, the committee developed specific charge questions to guide the analysis of Mission clarity, purpose, services, values, and goals. Results of the external and internal processes enabled the committee to assess the fundamental adequacy of the UMES Mission, goals, and objectives and the extent to which they are known by the campus community. Twelve charge questions guided the analysis, and the committee's response to these questions is provided below.

The UMES Mission/Goals Knowledge Survey (2004, I-4) was administered throughout the campus during fall semester, 2004. Results of the survey confirmed that while there was general knowledge of the Mission statement, few members of the campus community were well versed on *all* major components of the Mission and had difficulty recalling the new Strategic Plan goals.

Congruency Among Mission, Goals, and Objectives

The institutional goals (I-2) and objectives (I-3) are consistent with the University's Mission. The official practice of the University is consistent with its Mission, not only with regard to its planning for the future, but also in its current operations. The University Undergraduate Catalog (2005-2007, I-5) and the University Graduate Catalog (2005-2007, I-6), as well as the individual schools and the General Education (I-7) statement of purpose found in the catalogs, are consistent with the

CHAPTER 1: MISSION, GOALS, AND OBJECTIVES

University's Mission. The University's recruitment materials are also consistent with the Mission of the institution.

The operational philosophy that supports the Mission is reflected in the following expectations excerpted from the President's Vision statement (I-8):

1. A culturally and ethnically diverse campus
2. A commitment to sound academic quality
3. The development of values-based leaders
4. The development of an inclusive environment for campus and community stakeholders
5. Improved planning and reporting processes for accountability
6. Increased enrollment
7. New approaches to fiscal soundness
8. Increased commitment to the land-grant imperatives for community outreach through partnerships and collaborations.
9. Infusion of international perspectives throughout the campus
10. The development of an Institutional Advancement Division to create a marketing initiative for the University

In addition, UMES offers six doctoral degree programs that will significantly meet the education and research needs of the region and state (Ref: University Graduate Catalog and University website).

To address statewide needs, the newly built Food Science and Technology Center provides facilities for the Maryland Department of Agriculture research and education; provides hands-on experience and research engagement for University students; and houses research for food processors, small businesses, and food service institutions.

Many of the University's units and programs are either connected, collaborated, or cooperated with local, state or regional secondary institutions, businesses and industries. Examples of such initiatives include:

1. Rural Development Center Small Business Loans
2. K-12 Partnerships and Professional Development Schools
3. 2+2 Degree and Distance Education Programs (Wor-Wic Community College, Eastern Shore Higher Center at Chesapeake College, Baltimore Museum of Industry, and The Universities at Shady Grove)

Principal Components of Institutional Mission

The principal components of the current University Mission statement (I-1) embrace the concepts of learning, inquiry, and engagement. UMES is committed to the philosophical tenets of being a 1890 Land-Grant university (I-9) that offers distinctive academic programs in agriculture, marine and environmental science, hospitality, and technology; provides quality education to persons who demonstrate the potential to

CHAPTER 1: MISSION, GOALS, AND OBJECTIVES

become quality students who serve the education and research needs of government agencies, business, and industry, while focusing on economic development needs on the Eastern Shore of Maryland. Further, UMES is committed to continuously enhancing its curriculum, inquiry/research, and engagement/outreach efforts (Ref: UMES Strategic Plan and UMES Mission Statement.)

Dissemination and Publication of University Goals and Objectives

The University goals (I-2) and objectives are clearly defined and articulated and disseminated throughout the campus and community. More specifically, the short- and long-term goals and objectives are described in several University documents, including the UMES Strategic Plan (I-10), UMES Strategic and Operations Guide (I-11), UMES Annual Report (I-12), and University website (I-12). In addition, the institution's short- and long-term goals (I-2) and objectives (I-3) are posted in high-visibility areas that are readily accessible by faculty, staff, students, and the community, e.g., the UMES Library, Student Services Office, Offices of the Vice Presidents, and the Office of the President.

Mission and Goal Alignment

Table 1.1 presents the relationship between the University's goals (I-2) and objectives (I-3) and its institutional Mission (I-1). As indicated, all principal components of the Mission are associated with an explicit goal or objective. Further, the principal components of the University Mission are clearly associated with the 2004-2009 strategic goals and objectives.

Mission Guidance in Scholarly and Creative Efforts

UMES is committed to ensuring that scholarly and creative activities are guided by its Mission (I-1). Responsive to its tripartite Mission as a comprehensive, 1890 Land-Grant, historically black institution, the UMES curriculum, extracurricular activities, community engagement and research are Mission driven. The following examples highlight this commitment:

- 1. Extracurricular Activities.** *Nurturing and launching leaders* is a critical aspect of UMES' Mission. Therefore, student participation in University governance is valued and demonstrated by student representation on the UMES Executive Council, the Strategic Planning Committee, and the University Self-Study committees. The University's current vision for Learning and Leadership is supported by the investment it makes in the Student Government Association (SGA) and the mentorship provided to student leaders, e.g., the Annual SGA Retreat and other such opportunities.
- 2. Community Engagement.** Community engagement embraces the wider UMES community, which includes business and industry, government agencies, and other institutions. For example, the University's 1890 Land-Grant Mission guides the nature of research and community training programs offered both on and off-campus. Students benefit from many activities and programs that target community partnerships with schools, city and town commissions, and other

CHAPTER 1: MISSION, GOALS, AND OBJECTIVES

Table 1. 1: Linking Goals with UMES Mission

Goal #	Goal Statement	Mission Component
1	Design and Implement academic programs responsive to the University's Mission with a commitment to sustained quality, relevance, and excellence to meet the challenges of a highly competitive and global workforce.	<i>UMES is committed to providing quality education</i> <i>The University serves education and research needs of government agencies, business and industry</i>
2	Promote and sustain a campus environment that supports high quality of life and learning.	<i>UMES aspires to become an educational model of a teaching/research institution that nurtures and launches leaders.</i> <i>...quality education to persons who demonstrate the potential to become quality students, particularly from among minority communities, while fostering multi-cultural diversity.</i>
3	Enhance University infrastructure to advance research, technology transfer, and quality of life in Maryland.	<i>The University serves education and research needs of government agencies, business and industry, while focusing on the economic development needs of the Eastern Shore.</i>
4	Redesign administrative systems to accelerate learning, inquiry, and community engagement.	<i>It will continue to enhance its 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.</i>
5	Efficiently and effectively manage the University's resources.	<i>UMES will continue to implement an integrated institutional strategic plan, which links planning, decision-making, enrollment management, budgeting, resource allocation, and evaluation for continuous improvement of student learning.</i>

CHAPTER 1: MISSION, GOALS, AND OBJECTIVES

community organizations. Through student and faculty volunteerism, internships, practicum experiences, mentoring, and training workshops, the University achieves its Mission to participate in meeting the needs of the community. The Rural Development Center is one such effort that provides assistance for new and existing local businesses to build and sustain a business infrastructure and thereby improve the economic strength of the community.

Further, the University's commitment to community engagement is demonstrated by numerous educational and cultural activities (I-14) that are open to the community annually, such as the UMES Mosely Gallery Art Exhibits, concerts and recitals at the Ella Fitzgerald Performing Arts Center, festivals, and public lectures. An excellent example of student, faculty, and community engagement is demonstrated by participation in the annual American Read-In Initiative at UMES. This event is an academic and culture experience that encourages student-faculty, student-community mentorship and partnership in fulfillment of the Mission's focus on "enhancing outreach to the community."

3. Research. Research initiatives (I-15) are Mission driven and serve to enhance instruction, learning, and community development. Faculty and students engage in research to address needs in such areas as agriculture, health and wellness, environmental health, and community vitality. The UMES Mini-Medical School has been a great asset to the community and the University's Mission and vision to promote health and wellness in its students, the citizens of the local community, and the State of Maryland. This program instructs and trains participants in preventive health practices that serve to prevent diseases, such as cancer, diabetes, high-blood pressure, and obesity that are critical concerns for the nation and are highly prevalent on the Eastern Shore of Maryland.

Promotion of the University's Mission

The University's Mission is promoted through its contact with the local, state, national, and international constituencies. From recruitment to graduation and outreach to alumni and others, the Mission is articulated through verbal and written communication. Each time faculty, students, and staff engage in outreach practices, scholarship, and research, the visibility and Mission of the University are promoted. For example, University recruitment occurs through communication with Alumni chapters across the country who infuse the Mission into their professional and civic lives. Additionally, student involvement in practicum-related social issues (school reform, health maintenance) has resulted in positive feedback and enhancement of the University's image. Graduates are highly sought by both the public and private sectors, and responses from employers of graduates include statements that indicate how UMES influences the local, state, and national scene.

CHAPTER 1: MISSION, GOALS, AND OBJECTIVES

Mission Development and Collaborative Participation

The Mission, goals, and objectives were developed through collaborative participation of representatives of the campus community, including faculty, students, and administrative staff. Consistent with the President's vision of shared-governance, the Mission, goals, and objectives were developed through campus-wide participation. The planning process was coordinated by the Executive Vice President in the Office of the President. The University-wide Strategic Planning Committee (I-13) was appointed by the president. The thirty-member committee formed subcommittees which were further populated by members of faculty, students and staff from all five divisions of the University.

The subcommittee process included several meetings throughout Academic Year (AY) 2003-2004. Subcommittee chairpersons utilized a reporting process that responded to the specific subcommittee focus and charge. In addition to the Strategic Planning Committee and subcommittees, supplemental support was provided by the appointment of a consultant to complete an environmental scan to assist with planning. The environmental scan was an inclusive process that involved the development of an environmental scan instrument with input from the University-wide Strategic Planning Committee.

Mission Approval and Dissemination Process

The University-wide Strategic Planning Committee was appointed by the President during fall semester, 2003. The Committee was chaired by the Executive Vice President and co-chaired by the Vice President for Academic Affairs and the Director of Institutional Research, Assessment, and Evaluation. Eleven subcommittee topics were established by the President's Expanded Cabinet.

Once subcommittee work and final reports were completed, five sessions for public presentations/hearings on subcommittee findings and recommendations were scheduled in February 2004. Open for public comment, the subcommittee's work concluded with the presentation of the final report. The University-wide Strategic Planning Committee and the public audience were given the opportunity to comment on the subcommittee's findings and recommendations for the public record.

A writing team from the Strategic Planning Committee summarized the recommendations and upon final committee approval, the Strategic Plan was presented to the University's Board of Visitors for comment. The document was finalized and submitted to the President and the President's Cabinet for review and approval.

The Mission, goals, and objectives are published in the UMES Strategic Plan 2004-2009 (2005); filed with the USM Board of Regents and officials, and UMES Board of Visitors; and can be viewed on the University website. UMES Strategic Plans are placed in the Frederick Douglass Library in the Archives and Special Collections and copies are forwarded to each division of the University.

CHAPTER 1: MISSION, GOALS, AND OBJECTIVES

Mission Relevance to External and Internal Constituents

The following external and internal practices are relevant:

External contexts

1. Organizing weekend programs, such as the Ph.D. in Organizational Leadership--that enable both UMES employees (internal constituency) and general public (external constituency) to obtain higher degrees and become highly skilled labor for the entire Delmarva Peninsula
2. Maintaining its 1890 Land-Grant tradition through the introduction of infrastructure for new technology in agriculture (e.g., UMES Hydroponics Facility)
3. Conducting extramural lectures like the Lunch and Learn Program in Fenwick Island, MD.
4. Organizing workshops like the Mini Medical School to teach both the internal and external constituencies about the nature of various diseases and how to get help when they have health problems. This program instructs and trains participants in preventive health practices that serve to prevent diseases, such as cancer, diabetes, high-blood pressure, and obesity that are critical concerns for the nation and are highly prevalent on the Eastern Shore of Maryland.

Internal Contexts

5. Granting tuition remission to UMES employees who take courses for credit, especially during the winter and summer semesters
6. Adopting the Service Learning protocol that grants UMES students credit for service learning projects that incorporate mentoring middle and high school students in the surrounding communities into specially designed academic courses.
7. Aggressively pursuing public and private funds to sustain the University. Examples are the UMES Golf Academy and the recent \$3 million Hazel Endowment to UMES.

Institutional Effectiveness and Student Learning Assessment

The Mission, goals, and objectives of UMES are used to guide virtually all decision-making at the University. The President's vision statement appears as a preface to the Strategic Plan and acts as a bridge to the Mission. The University explicitly links strategic goals and objectives to budget allocations in order to clarify the strategic priorities in each fiscal year. The Mission provides a context for curriculum development, program audits and course syllabi.

There is total congruence among the Mission, institutional goals and objectives, and the influence of these priorities on University planning and practices. The *UMES Institutional Effectiveness Management Model* (I-16) and the *Student Learning Outcomes Assessment Process* (I-17) ensure institutional commitment to assessment and evaluation. The following examples demonstrate the University's focus on student learning and institutional outcomes assessment to promote institutional improvement:

CHAPTER 1: MISSION, GOALS, AND OBJECTIVES

- a. Increased accreditation of academic programs between 2002 – 2005 with 22 new accreditations of academic programs.
- b. Committed to fostering “multicultural diversity” through increased emphasis on global/international education through sponsorship of a successful conference on *Global Perspectives in Education*, which convened higher education institutions from other countries.
- c. Maintained position as one of the most diverse institutions in the USM, promoting the growth of a diverse, multicultural, and multinational campus with students from all 23 of Maryland’s counties, 35 states, and over 50 foreign countries.

Summary

Chapter 1 presented an assessment of UMES’ Mission, goals, and objectives within the context of higher education, the population it serves, and what it intends to accomplish. UMES’ stated goals and objectives are consistent with the aspirations and expectations of higher education and clearly specify how the institution will fulfill its Mission. The Mission, goals, and objectives are developed and recognized by UMES with its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

The internal survey confirmed that the campus community would benefit from additional information to become more familiar with the University’s Mission, goals, and objectives for the current planning period. In response to this concern, the University began a campaign to engage the University community more actively and to communicate the new Strategic Plan goals, e.g., distribution of mouse pads that list the five goals. The communication campaign will ensure that the University’s Mission, goals, and objectives regarding the future direction of the University become imbedded as a natural part of each constituent’s consciousness. Division Heads and directors were asked to ascertain that their workforce was familiar with the UMES Mission.

Action Steps

Standard 1: Mission, Goals, and Objectives

The University should renew and intensify publicity among staff, students, and faculty of the University community to increase awareness of the University’s Mission, goals, and objectives in order to remain current concerning the future direction of the University.

Chapter 2

Planning, Resource Allocation, and Institutional Renewal



**Assessment of Student Learning
and
Institutional Effectiveness**

CHAPTER 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

Standard 2: 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.

Introduction

An assessment of how UMES conducts ongoing planning and resource allocation based on its Mission (II-1) and how it utilizes the results of its assessment activities for University renewal is presented in Chapter 2. Implementation and subsequent evaluation of the success of the UMES Strategic Plan and resource allocation support the development and change necessary to improve and to maintain University quality.

The University's planning process traces its origins to the planning guidelines contained in the Strategic Plan Executive Summary of 1997 (II-2) that embraced the idea of viewing UMES' Strategic Planning as the entire process of defining the future direction and character of the University and of attempting, over a specified time frame, to attain a desired status for the University. The process was spearheaded by a planning commission whose charge was to clarify UMES' Mission, assess its resources, examine the environment and determine priorities and strategies for accomplishing the University's Mission, goals, and objectives.

The Strategic Planning process was redefined in 2001 and 2003 and infused with the concept of shared governance and a participatory management approach to planning to ensure representation from faculty, staff, and students. In addition, the UMES Board of Visitors (BOV) and the public also provide input into the process. Improvements have also been made in the development of measurable objectives to facilitate the monitoring of operational plans by divisions, departments, and offices.

University documents (II-18) concerning the Strategic Planning process and operations and information obtained through interviews with division, department, and unit administrators were analyzed and assessed. In addition, survey information [i.e., results from Student Satisfaction Survey (II-3), Non-Returning Students Survey (II-4), Senior Student Exit Interview (II-5)], and the National Survey of Student Engagement (II-6) from the Office of Institutional Research, Assessment, and Evaluation, as well as audit and evaluation reports for various programs and service units were reviewed.

Organized for the Delivery of Programs and Services

Administrative Organization. UMES, as shown in Figure 2.1, is organized for the delivery of programs and services through the Office of the President, Office of the Executive Vice President, and five divisions: Division of Academic Affairs, Division of Administrative Affairs, Division of Student Affairs, Division of Institutional Advancement, and Division of Commercialization. Each division is headed by a Vice President who administers the policies, procedures, and directives of the President, the Chancellor, and the Board of Regents. It is within this governance structure that UMES

CHAPTER 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

delivers its programs and services. The realignment of top-level divisions and offices, administrators, and staff was a key component of President Thompson's vision (II-7) to enhance learning and leadership through shared governance and to launch the *Preparation for Progress* (II-8) initiative, which is designed to guarantee the integration of the Strategic Planning process, with all the essential efficiency and effectiveness activities, throughout the University.

The representative advisory bodies for UMES include The Board of Visitors, President's Cabinet, Expanded Cabinet, Executive Council, Faculty Assembly, UMES Senate, and Student Government Association (SGA). The active participation of each advisory group in the administration of the University is robustly encouraged and supported by the President. Through shared governance, the University community is able to participate in significant decisions concerning the operation and delivery of services at UMES. Each advisory group is uniquely positioned to represent its constituents on and off campus, collectively and individually; and each plays an essential role, functioning as an important advisory and consultative body to the President on matters affecting the attainment and delivery of the University's educational objectives and goals.

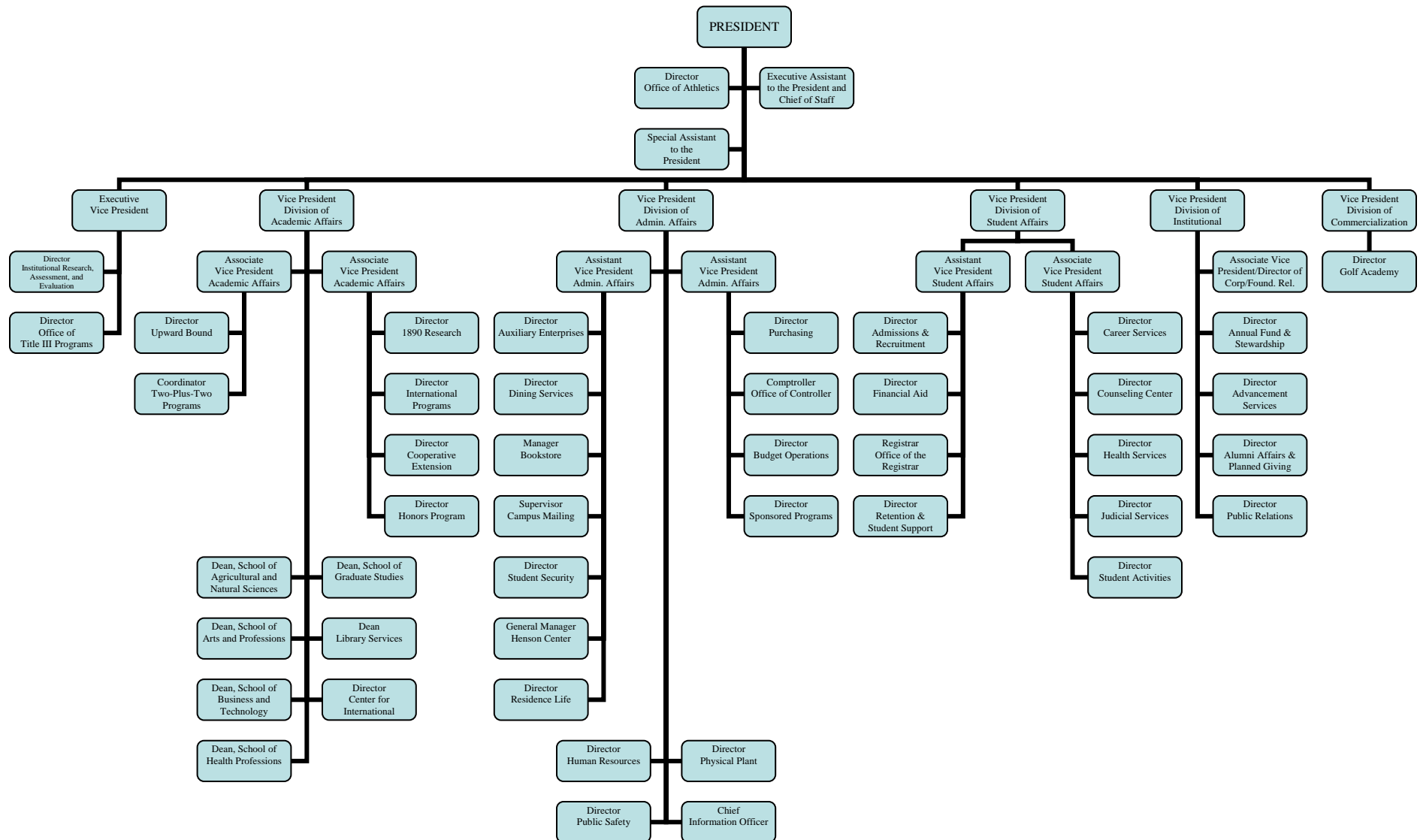
The *Preparation for Progress* initiative has enhanced the strategic planning and assessment process by placing increased emphasis on data management, assessment, and accountability for continuous improvement throughout all divisions and the University. The major focus of the initiative is the enhancement and empowerment of leadership to strengthen planning, assessment and accountability, and, consequently, effectiveness throughout the University. Ultimately, the initiative supports student learning through enhancement of the administrative infrastructure.

Faculty, Staff, and Students

There are 174 full-time faculty members at UMES, and 89 percent of the tenured faculty hold a doctorate or terminal degree in their field of specialization (Table 2.1). The student-to-faculty ratio is 18:1. There are more than 400 full-time employees (Table 2.2) who serve as members of the staff. These highly qualified, well-trained, and experienced professionals include directors, coordinators, administrative assistants, secretaries, technicians, security specialists, and technology experts. The University provides services to a student population of 3,870 students who range from First Generation College students to an international clientele. Students served by the instructional programs come from across the State of Maryland, around the nation, and from over 50 foreign countries. In keeping with the University's Mission, other constituencies are served through inter-agency agreements and contracts with governmental agencies, business, and industry.

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Figure 2. 1: University of Maryland Eastern Shore Organizational Chart
11/05/2005



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Table 2. 1: Fall 2005 Full-time Faculty Rank and Highest Degree

Faculty Rank	Bachelor's	Master's	First Professional	Cert of Adv. Study/Grad Specialist	Doctorate	Total
Professor	0	2	1	0	24	27
Associate Professor	0	4	1	0	30	35
Assistant Professor	0	7	0	0	41	48
Instructor	0	4	0	0	1	5
Lecturer	4	43	0	2	10	59
Total	4	60	2	2	106	174

Table 2. 2: Fall 2005 Staff Classification

Classification	Count
Exempt (Exec./Admin./Manager, and Professional)	197
Non-exempt (Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts and Service/Maintenance)	273
Total	470

Attainment of Objectives

The University has an established process for each unit to assess its objectives on a regular basis and to monitor progress toward their attainment. This process is grounded in the Strategic Planning initiative that was started in 1997 following the last Middle States Commission on Higher Education Reaffirmation of Accreditation visit of 1996 (II-9). The hallmark of the 1997 initiative was to “place the student at the center of all decision making” (Strategic Plan Executive Summary 2000, II-9). The current plan was developed on the principle of shared governance advocated by the President to enhance student learning. This is a five-year plan (2004 to 2009) that is a collaborative effort resulting from the participation of representatives from across the University community through the University-wide Strategic Planning Committee. This Committee is chaired by the Executive Vice President, with the Vice President for Academic Affairs and the Director of Institutional Research, Assessment, and Evaluation as co-chairs.

The University-wide Strategic Planning Committee (II-10) has a membership of 27 and is supported by planning subcommittees that include the Budget Allocation Task Force (II-11). The subcommittees develop recommendations of possible goals for the University based on data/information from both the external and internal environment. The University-wide Committee then develops a consensus on the final priorities of goals and strategies for achieving them. The academic and administrative departments/units in each of the five divisions (Academic Affairs, Administrative Affairs, Student Services,

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Institutional Advancement, and Commercialization) and the Office of the President select pertinent goals for their Missions which are aligned to the University Mission. For each year of the Strategic Plan, units within each division develop operational plans which identify the key persons for each activity. The units explain and delineate the methodologies to be used to accomplish the selected goals, and additional resources needed, milestones, and indicators of goal attainment.

In the 2003-2004 operational plan, each division and related departments/units responded to the appropriate goals and developed their own objectives for meeting those goals using a common format. The format has the following components:

1. Each unit in a division defines objectives it wishes to pursue based on a specific University-wide goal. The objectives are linked with a specific goal and both are clearly described and the objectives are written so that progress toward the attainment of goals can be assessed. A clear methodology for accomplishing the goals is delineated while a specific lead person for each activity is also identified to ensure accountability.
2. A timeline for activities and key people responsible for overseeing and ensuring that they take place is included in the operational plan. Start and end times for each activity are determined and additional or new resources for each activity are identified where appropriate. Milestones are also identified to facilitate monitoring of the plan's implementation.
3. Activities occur as planned and in some cases are modified in light of the experience during the implementation phase. During the month of May every unit/division evaluates its progress toward the accomplishment of goals. Reports from the different units are available in the Middle States Resource Room and provide details of the implementation process. For example, one of the objectives pursued by the Office of Institutional Research, Assessment, and Evaluation (OIRAE) was "To continue convening the reconstituted Assessment Council whose main purpose is to strengthen an institution-wide outcomes assessment plan for the continuous improvement of student learning and institutional effectiveness." OIRAE conducted meetings, supported Council members to attend workshops on assessment, and provided leadership in designing a strengthened assessment process. At the end of the operational plan year, OIRAE continued to conduct Council meetings on a regular basis, and representatives from academic departments and administrative support divisions shared information concerning how the assessment system could be strengthened (Assessment Council's Minutes, II-19) through the review of the individual assessment plans of programs.
4. UMES uses the lessons learned during the operational plan period for the improvement of future operations. The annual report is designed to determine the milestones reached/not reached, the barriers encountered, and what should be done differently in the future. During early February 2005, a workshop was conducted on assessment of student learning for members of the Assessment Council. This component is critical in closing the loop of assessment because lessons learned are used for the continuous improvement of student learning, supporting services, and facilities.

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Each subsequent operational plan makes adjustments in its strategies based upon the lessons learned from the previous year's operation including resource availability. In the example of strengthening the assessment process for student learning, the Council was reconstituted for the second time to utilize better the expertise of faculty in the departments. In addition, two on-campus workshops were offered—an internal workshop in February 2005 followed by an external consultant in May of the same year—to enhance members' professional development in the field of assessment.

In units/fields, such as finance, computing, research, athletics, etc., that are subjected to external periodic audits, the audits provide standards for assessing UMES' attainment of its goals with respect to its operations. Additionally, UMES' participation in the National Science Foundation survey (II-12) assesses the extent to which UMES benefits from the Foundation's resources for advancing research and development. It also reveals the trend in the growth of research and development grants every five years. Between 1999 and 2003, this growth averaged 32.2 percent (Peer Performance Measures Report for 2004, II-13), a very significant rate of growth by any standard. The growth is in large part due to the emphasis the University places on leveraging resources from grant opportunities to supplement the funds it receives from the federal government, the state, and tuition.

Planning

Planning is clearly defined and communicated in the decision-making processes. UMES has experienced continuous progress in its Strategic Planning process since the last reaffirmation of accreditation visit of 1996. During 2002, the new President's vision for the University emphasized a policy of shared governance, and she launched the *Preparation for Progress* initiative (II-14), using the theme: *Learning and Leadership* (II-20). This initiative ensured the integration of the Strategic Planning process, with all of the essential efficiency and effectiveness activities throughout the University.

The *Preparation for Progress* initiative has enhanced the Strategic Planning and assessment process by placing increased emphasis on data management, assessment, and accountability for continuous improvement throughout all divisions. The major focus of the initiative is the enhancement and empowerment of leadership to strengthen planning, assessment and accountability, and consequently institutional effectiveness throughout the University.

In implementing shared governance the President has established the Strategic Planning Committee chaired by the Executive Vice President and including faculty, staff, and student representatives. As shown in Table 2.3, in a typical planning year, the Committee accomplishes its work through eight phases. The phases are a clear manifestation of shared governance and they also lay out a clear process for communication and decision-making through the Strategic Planning initiative.

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Table 2. 3: UMES Strategic Planning Timeline

PHASE	TITLE	DATE	PURPOSE
I	Preliminary Phase	July 15	Reference documents are assembled and available for subcommittee use and stakeholder review
II	Assessment Phase	July 31 – Sept. 30	Convene university-wide planning committee, planning subcommittees, Budget Allocation Task Force
III	Reporting Phase	October	Subcommittee/Budget Allocation Task Force reports and recommendations
IV	Prioritizing Phase	November January	Summary recommendations to full committee/consensus building on final priorities
V	Public Comment Phase	February	Public comment campus and general public
VI	Final Phase - Confirmation of Priorities	March	Presentation, publication and dissemination of Strategic Plan priorities
VII	Campus-wide Division Planning Phase	April 1 – May 29	Divisions meet to discuss and confirm unit objectives that will support Strategic Plan priorities
VIII	Implementation Phase - The UMES Operational Plan	May 30 - July 1	Submission, approval, and publication of the <i>UMES Operational Plan</i>

Program Implementation and Assessment

The appropriate constituencies are involved in planning and improvement processes which are clearly communicated to the University community. The primary planning groups are the President's Cabinet and Strategic Planning Committee. The Presidents' Cabinet includes all vice presidents. A University-wide Strategic Planning Committee was established to assist in the planning and improvement process. The Committee is composed of vice presidents, deans, chairs, faculty, staff, and students. the Executive Vice President had the first meeting on June 30, 2003, to discuss the purpose or charge which will always be governed by the Mission of the University. Subcommittees were established to assist in responding to the charge given. The subcommittees established were institutional effectiveness and efficiency, budget, academic programs, community outreach, student life, technology infrastructure, faculty/student research and funding, enrollment management/retention/graduation, commercialization and partnerships, fundraising and university advancement, and campus environment.

While the Strategic Plan is being developed, announcements through various media are used, including public hearings, to include community involvement in the planning process. For example, in May 2001, Senate Bill 207 (II-15) was signed into law, which expanded the current state law governing collective bargaining to include public institutions of higher education, thereby UMES. Each bargaining unit is consulted or informed of pending changes, and this information is communicated to the units. The final plan addresses academic, social, technological and personal development and is incorporated into an annual report.

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Resources

The major goals and objectives are being supported with available resources; however, with an unstable economy and reduced state appropriations, a disparity remains between the planning goals and resources needed to implement them. As noted in Component One of the planning process, each division defines its objectives that will ultimately help the University achieve one of its goals. Each objective is linked to a specific goal in the Strategic Plan.

The University's Mission directs the allocation of budgeted funds. This includes the allocation of funds for mandatory increases, strategic initiatives and those related to ongoing operational activities. The Budget Allocation Task Force makes recommendations to the President on unmandated appropriations and finalizes recommendations for the preparation of the next funding cycle.

Internal resources and grants are sought to support priority goals and objectives and demonstrated in the annual assessment documents. The University funds goals and objectives as related to the Mission statement, but as economic changes occur, such as budget decreases, the level of funding for specific programs may be reduced. UMES has faced difficult fiscal management decisions given the state of the economy and general fund allocations. However, even during periods of budget cuts, priority is given to sustaining excellence in academic programs and student support. Being aware of these challenges, the budget must be tied to the Strategic Plan and it must be able to support the goals and objectives to complete the plan.

Resources are available to plan and develop long-range goals and objectives as indicated in the five-year plan and the campus master plan. The plans are implemented on an annual basis and revised accordingly. In the past five years, the University has twice received an annual increase in State general funds. Revenue support has shifted from greater dependence on State appropriations to that of tuition and fees.

The Division of University Advancement through private fund-raising campaigns provides scholarships for students, research grants to faculty, international study opportunities for both students and faculty, and an assortment of other "margin of difference" resources not supported by public funding and tuition and fees (Fiscal Year Fundraising Report for FY 03, FY 04 and FY05, II-16).

Assessment Results

Evidence of the planning, implementation, and resource allocation processes incorporates utilization of assessment results that are published annually in the Strategic Plan Summary of Outcomes (II-17). The planning process is assessment driven. The Strategic Plan addresses internal and external performance. The University used the planning process to develop the new Strategic Plan for the reporting period of 2005 through 2009.

The Strategic Plan Summary of Outcomes from all five divisions of the institution is used in supporting and improving their efforts. The Office of Institutional Research, Assessment, and Evaluation conducts an annual student satisfaction survey that encompasses each area of the University. This information is analyzed and disseminated to the respective departments for review/action. The Executive Council uses the

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assessment results as evidence of strengths and weaknesses in programs and services offered by the University.

Improvements and Assurance of Accountability

The ultimate responsibility for improvements and assurance of accountability resides with the President. However, each vice president is charged with the responsibility for the division's improvement and accountability. The vice president works with each unit head throughout the process.

These outcome evaluations are reviewed by the constituent group inclusive of the University-wide Strategic Planning Committee, the Executive Council, the President's Cabinet and the President. The recommendations for improvement are prioritized and acted upon, based upon these assessments.

The overall assessment of outcomes and accountability process directly relates resource allocation to performance and the effective and efficient use of resources. As individual units enhance performance, the institution's overall performance is enhanced. If an individual unit fails to enhance performance with resources, appropriate reviews are done to modify this outcome in the future to support continuous improvement of student learning. For example, a new policy limiting the teaching load of adjunct faculty was implemented during the academic year 2003-2004 to ensure high quality instruction.

Summary

An assessment of how UMES conducts ongoing planning and resource allocation based on its Mission and how it utilizes the results of its assessment activities for University renewal was presented in Chapter 2. Based upon assessment results several critical changes were implemented throughout the University, including laptop computer loan program, extending library and computer lab hours for students, revision of Student Handbook, and increasing adjunct requirements for employment. Implementation and subsequent evaluation of the success of the UMES' Strategic Plan and resource allocation support the development and change necessary to improve and to maintain University quality.

Action Steps

Standard 2: Planning, Resource Allocation, and Institutional Renewal

UMES should continue to leverage resources from a variety of sources to overcome the financial constraints resulting from limited federal and state funding.

*CHAPTER 2: PLANNING, RESOURCE ALLOCATION, AND
INSTITUTIONAL RENEWAL*

Chapter 3

Institutional Resources



**Assessment of Student Learning
and
Institutional Effectiveness**

CHAPTER 3: INSTITUTIONAL RESOURCES

Standard 3: 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.

Introduction

Chapter 3 presents an assessment of the human, financial, technical, physical facilities, and other resources necessary, available, and accessible to achieve UMES' Mission and goals. In the context of the UMES' Mission (III-1), the University clearly demonstrates how effective and efficient uses of its resources are analyzed as part of ongoing outcomes assessment. The University enrollment has experienced unprecedented increase during the past five years (FY 2001-FY 2005), while the state support for the general fund has declined from 35 percent to 27 percent during the same period. In light of the decline in state funding, the University has sought alternative sources of funding and increased the amount of funds leveraged through grants and contracts from \$13.1 million to \$19.7 million during the same period (50.4 percent). This significant increase in grants has enabled the University to continue to provide high quality programs and services.

UMES systematically assesses the utilization of its human, financial, technical and physical facilities. A comprehensive human resource evaluation system, by which the performance of all its non-faculty employees (i.e., 545 staff in fall 2005) is reviewed on an annual basis, has been in place over the last seven years. Faculty (i.e., 272 members in fall 2005) reviews are conducted annually by department chairs and the Faculty Tenure and Promotions Committee (II-2). The utilization of physical facilities is assessed using the space utilization report on an annual basis by UMES, USM and MHEC, and ten-year projections of space needs are made and reviewed. As a result of these assessments, it has been established that UMES needs an additional building for engineering, mathematics, and computer science.

Efficient Utilization of University Resources

UMES uses several strategies to measure and assess the efficient utilization of institutional resources to support its Mission and goals. For example, in a concerted effort to provide financial information in a more timely and accessible manner, the University procured and implemented a new electronic system. The University utilizes PeopleSoft (III-3) for student financials, Payroll & Human Resources (PHR, III-4) for employee data, and Financial Records System (FRS, III-5) to report on the entire campus' financial status. As these new software packages are being fully implemented, the University is moving forward with the procurement of an electronic data imaging system, which will enable the movement towards a totally paperless processing environment. Also, the University is procuring a data warehouse module for the PeopleSoft student administration module, software for institutional assessment, and a software package for institutional data reporting. The fiscal health and resource utilization of the University are reviewed by the University System of Maryland (USM),

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the Maryland Higher Education Commission (MHEC), the Maryland Department of Budget and Management (DBM), and others. There are mandatory fund balance requirements imposed that must be met annually. UMES has experienced, knowledgeable upper management in the Division of Administrative Affairs who have become experts at accomplishing more with fewer resources.

UMES has been proactive in its efforts to measure and assess the utilization of its human, financial, technical, and physical facilities. Over the last seven years, the University has institutionalized a comprehensive human resource evaluation system in which every regular and contingent II employee (III-6) is formally evaluated annually. The summative evaluation is based upon goals and objectives established at the beginning of each evaluation period by the employee and the supervisor. The employee/supervisor goals and objectives are consistently integrated through the hierarchal structure in conformance with University goals (III-7) and the Strategic Plan (III-8) that have been established. Throughout the evaluation period there is continuous employee/supervisor interaction and feedback, which is used to improve the performance of the employee and, ultimately, to enhance the University's efforts to achievement its Mission.

The utilization of physical facilities is assessed not only at the University level, but also by the University System of Maryland (USM) and the State of Maryland. Each annual assessment is based upon a detailed review of the Space Utilization Report (III-9). Periodically, the State of Maryland conducts onsite visits to assess all campus spaces and their utilization. These assessments are used to maximize the utilization of each space and provide the justification for new and enhanced space.

UMES uses the Operations Plan (III-10) to measure and assess each division. The Managing for Results (MFR, III-11), Program Review (III-12), and Peer Performance (III-13) allow the University to measure efficient utilization of resources in support of the Mission and goals. Cost containment measures are taken by the University annually, which lead either to improving program performance, an expenditure reduction, or additional generation of revenues.

A subcommittee from the Strategic Planning Advisory Committee on Institutional Assessment and Evaluation (III-14) was established to consider current initiatives in the areas of effectiveness, efficiency and accountability; identify strengths and weaknesses; and make recommendations to strengthen each area consistent with UMES' Mission, goals and objectives. The result of programmatic assessment of campus initiatives led to the allocation of resources for the improvement of deficiencies.

Benchmarks

The University of Maryland Eastern Shore, consistent with its Mission, is committed to a process of continuous improvement of its programs, supporting services, and facilities for the benefit of its students. It is, therefore, always looking for and comparing itself to the best practices and performances for similar activities by other institutions of higher education. Benchmarking (III-15) is a particularly important strategy for strengthening self-assessment using comparative data that compares UMES to its peers or aspirational peers (III-24). Accountability to the State and accreditation

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standards also requires that the University continuously compares its performance with other institutions and with accrediting standards.

In determining if the Strategic Plan (III-8), based upon UMES' Mission and goals, was successful in bringing about improvements in UMES' programs and supporting services designed to improve student learning and institutional effectiveness, an assessment of comparative data in resource allocation, human resources, and physical resources was conducted. Furthermore, benchmarking assumed special significance for UMES over the past five years when State support declined from 42 percent (FY 99) to 28 percent (FY 2004), while financial aid remained low. University performance in the use of resources was compared not only to other public colleges and universities that receive support from the State of Maryland, but also to other institutions, through the Management for Results (MFR, III-11) and the Peer Performance Measures (PPM) Reports (III-12).

The PPM data were collected, analyzed, and reported since 2001. The data comprised 15 indicators that include data on student demographics, retention rates, graduation rates, and performance in high demand professional fields, such as teacher training and information technology, alumni giving, research and development expenditures, and faculty and instruction quality. Three of these measures -- percentage of full-time faculty with terminal degrees, loan default rate, and information technology degrees as a percentage of all bachelor's degrees awarded -- are UMES-specific, while the remaining 12 apply to all 11 universities that make up the University System of Maryland (USM). PPM compares UMES' performance on these indicators to 10 peer institutions selected on the basis of similar size of unrestricted budget, program mix, and minority mix. Based on the "Funding Guidelines Peer Performance Analysis" report of January 2005 (III-22), UMES' performance on PPM indicators compares favorably to its peers. UMES showed performance improvement in most of the indicators and in some (i.e., six-year graduation rates for all students, all minorities and African American; total R&D expenditures per full-time faculty; average annual percent growth [five-year] in federal R&D expenditures; loan default rate; and IT degrees as percentage of all bachelor's degrees) it has exceeded the averages of the peers. The benchmark results for the retention rate, faculty quality as measured by the percentage of faculty with terminal degrees and passing rate on teacher licensure exams suggest a need for improvement. Each of these three benchmarks are addressed individually. Student retention is addressed by providing customized support services in the areas of academic support, financial counseling and support and social counseling and support. Faculty quality is being addressed through faculty development activities and the hiring process. The passing rate on teacher licensure exams has been addressed through enhanced support services and laboratories.

The Faculty Workload Analysis (III-23) is another productivity measure that focuses on faculty instructional and non-instructional productivity benchmark data for comparing faculty productivity at UMES to faculty at the other Carnegie Master's level universities within the University System of Maryland. Overall, UMES meets the standard course unit measure of 7 – 8 average course units per tenured/tenure track faculty member. The average course units for the 2003-2004 academic year for UMES was 7.8 course units, the highest it has been during the past five years.

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UMES is a member institution of the Mid-Eastern Athletic Conference (MEAC, III-15) of the National Collegiate Athletic Association (NCAA, III-16) whose membership continuation requires meeting high standards for student athletes. These standards include maintaining a high grade point average (GPA) and high graduation rate. The NCAA has devised an assessment tool through which benchmark data are collected: the Academic Progress Rate (APR), that measures both the institutional and student academic performance that defines the penalty thresholds. Following a perfect (100 percent) graduation rate report for student athletes, MEAC awarded UMES \$25,000 for its achievement.

Assessment of Resource Trends and Future Needs

Resource trends are analyzed through a monthly assessment conducted in the Division of Administrative Affairs. Actual-to-budget and year-to-date activity with monthly projections are reported by the Vice President for Administrative Affairs to the President's Cabinet, deans, etc., and the outcomes are used to develop and implement budgets. In addition, annual resource trends are analyzed annually and, based upon these assessments, annual operational budgets are developed and implemented.

Based upon the University's Mission, UMES determines its future educational and other needs through assessment of program data, resource trends, and the goals and objectives approved in the University's Strategic Plan, which guides the allocation of new resources and the reallocation of existing resources. Through the Strategic Planning process, academic programs, supporting programs, and other initiatives are determined and implemented. During the last five years the State of Maryland, however, has been unable to provide financial resources to accommodate the mandatory costs of the University; therefore, the implementation of new academic program initiatives has been the result of the reallocation of existing resources. Furthermore, the University engages in Program Review every three years, the last completed for the 2003/2004 year. Program Review includes an assessment of the University's Mission and goals, program goals, enrollment trends, classes duplicated in other USM institutions and other institutions, demographics, economic forecasts, new program initiatives, facilities, technology, etc. Assessment of outcomes provides information on the productivity of programs, determines if program goals were achieved, regulates future offerings, and eliminates low-performing programs.

Budget Process

The budgetary process utilizes the UMES Strategic Plan and department, division, and University assessment information. The institutional Strategic Planning process incorporates annual division, department, and office goals and objectives. With these goals and objectives, fiscal resource needs are identified with projected outcomes. Resources are allocated based on those goals and objectives, with a particular emphasis on the core Mission of the institution.

The operational budgetary process is in conformity with the campus, University System of Maryland, and the State of Maryland (Budget Process Timeline, III-17). The timelines correspond with regular Board of Regents meetings. The existing procedures

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allow for the incorporation of the Strategic Plan in its budget allocation recommendation by the campus committee to the President and Executive Council.

Master planning has guided development of the University since the early 1970s. The previous formal facilities master plan was developed in 1992 and identified renovations and locations for future sites such as academic classrooms, residences halls, and athletic facilities. This facilities master plan is developed with input from all constituencies: students, faculty, staff, and the local community. This input was gathered through surveys, and direct interviews with all constituencies, as well as through health and safety and space assessments.

Acquisition of Resources

The University seeks operational funds from the State of Maryland through the USM Board of Regents by using two processes. First, the regular project allocation is used to determine the State's level of affordability based upon its financial projections. The State allocates a level of funds that the USM can request and the USM allocates that level to the institutions. UMES makes its request based upon that level. Second, the University is allowed to submit a "separate list" (III-18), which is within a certain prescribed percentage of the request level. These requests are normally submitted to the USM by the third week of August. With approval by the USM Board of Regents, the request is forwarded to the State of Maryland, Governor, and the Maryland General Assembly for approval.

There is a comprehensive facilities master plan for the University of Maryland Eastern Shore, which is initiated with the informational request from each unit of the University through its division. A consultant formats, consolidates, and coordinates the prioritized requests into a facilities presentation that is presented to the governing bodies, community, and the USM Board of Regents for approval and submission to the State of Maryland.

Alternative Sources

The University regularly reviews and assesses opportunities to enter into cost saving opportunities. The University has reviewed its auxiliary operations, such as the bookstore, dining services, residential services, vending, telephone services, and other auxiliary related activities. For example, based upon a detailed assessment of its resources, dining services was returned to an in-house operation, which allowed the University to improve the quality of the food service and generate more net revenue while minimizing the cost of service to students. Vending and long distance telephone services to students have proved to generate additional operational revenues for the University. During 2000–2001, the University developed a request for proposal (RFP) for a public/private student residential housing project, because of a significant growth in student enrollment. However, with the development of a new road directly to the UMES campus, private student housing developers built new residential facilities adjacent to the campus, creating a "win-win" situation for the University, a new tax base for the Town of Princess Anne, and revenue for the developers.

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In October 2003, the USM Board of Regents approved the creation of the Maryland Hawk Corporation, an affiliated foundation for UMES. The intent of this nonprofit organization is to allow the University to generate revenues through technology transfer and other faculty and staff initiatives. The Maryland Hawk Corporation (MHC) is a University-Affiliated Foundation 501 (c) (3) non profit organization focused on the commercialization and entrepreneurial development of intellectual property developed at the University. Revenues from royalties, dividends, leases, licenses, and other commercial activities will be used to support the administrative function of the organization with excess revenues targeted to support the mission of the University of Maryland Eastern Shore.

The Rural Development Center, UMES has approved for MHC \$50k in development funds for accounting system, human resource and top secret development. MHC has signed agreements for a \$55k Rural Development USDA grant to support MHC project development and a \$70k grant from the Economic Development Administration, USDOC. The Rural Development Center will receive a \$25k sub-grant from Maryland TEDCO that can be used to purchase services from MHC for technology and incubator development. The Rural Development Center is preparing a \$500k grant request for the AviHome Poultry House project.

As a result of an Effectiveness and Efficiency Committee (III-19) created by the USM Board of Regents (BOR), a contract was entered into with Accenture (III-20), an efficiency organization with experience in value engineering and cost streamlining. Accenture identified possible savings opportunities for UMES ranging from \$33.9 million to \$76.2 million through shared services, strategic sourcing, streamlining, energy management, and technology commercialization. The University is currently in the planning and implementation stage of many of these recommendations, including enrollment management streamlining, procurement consolidation efforts, and energy management.

The University's allocation of assets is based upon State of Maryland laws and regulations, USM policies and procedures, and UMES' policies and Strategic Plan. Resources are designated in two primary categories: restricted and unrestricted. Unrestricted funds are further designated as self-supported, State supported, and other. Restricted funds are project-and/or contract-or grant-specific and can be used only on those specific activities. Self-supported revenues, which are inclusive of auxiliary enterprises, are normally activity-specific without any restrictions relative to reallocation. State supported activity supports the core Mission of the institution and is comprised of general funds, tuition, and other fees and unrestricted federal funds. All new funds for state support are first allocated to accommodate mandatory costs and then to initiatives. Efficiency efforts are also reviewed to reduce costs for new allocations.

Resource Allocation

Allocable resources are identified in two ways: first, new resources provided by the State of Maryland and use fees, such as tuition and other charges; and second, resources identified for reallocation through efficiency and effectiveness efforts. Funds are first allocated to cover mandatory costs. Funds in excess of the mandatory costs are recommended for allocation in accordance with the Strategic Plan by the campus-wide

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Budget Allocation Task Force (III-.21). This recommendation is made to the President and Executive Council. The final allocation decision is reviewed and determined by the President. The campus budget committee is comprised of representatives from all segments of the campus, inclusive of students, faculty, administrators, and staff. The Executive Council also is comprised of students, faculty, staff, and administrators.

The individuals on both the campus budgetary allocation committee and the Executive Council represent every constituency on the campus. The individuals interact with their respective constituencies to seek input and disseminate information on this and other activities and actions of the campus. Each unit is able to submit long-range plans and from these a priority order is developed.

All campus constituencies are adequately represented in this process. The President makes the final allocation decisions after seeking advice and recommendations from the Executive Council and the President's Cabinet. These allocations are disseminated to the Executive Council for the constituency dissemination. The President also apprises the campus of the fiscal climate through informational letters, convocations and informational sessions, and State of the Campus presentations. Budgets are available for public review at UMES' Frederick Douglass Library.

The allocation approach, in conjunction with the UMES' Strategic Planning process, efficiency and effectiveness review, personnel evaluation process, and facility utilization reviews, all work collectively to ensure a resource allocation/reallocation process that adequately supports the institution's Mission and outcome expectations. Funding is estimated by USM based on revenue appropriated for higher education by the Maryland Legislature. The USM budget requests attempt to move the state universities higher education agenda in a cost effective manner.

Summary

Chapter 3 presented an assessment of the human, financial, technical, physical facilities, and other resources necessary, available, and accessible to achieve UMES' Mission and goals. In the context of UMES' Mission, the University clearly demonstrates how effective and efficient uses of its resources are analyzed as part of ongoing outcomes assessment.

Action Steps

Standard 3: Institutional Resources

UMES should continue to ensure that resource allocations reflect the core of the Mission and Strategic Plan imperatives.

Chapter 4

Leadership and Governance



**Assessment of Student Learning
and
Institutional Effectiveness**

CHAPTER 4: LEADERSHIP AND GOVERNANCE

STANDARD 4: The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes the 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.

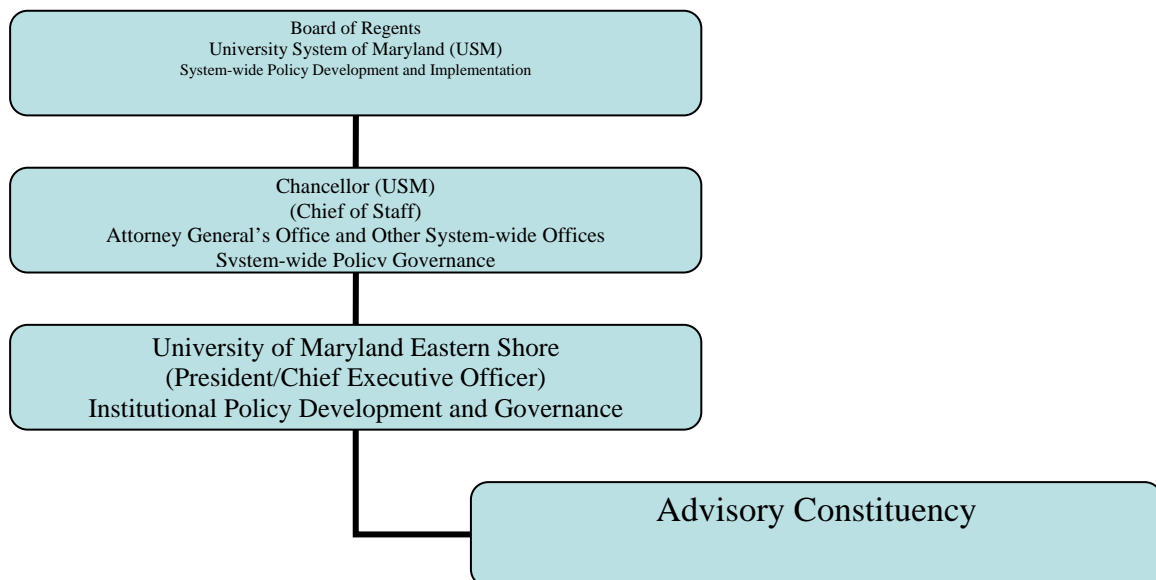
Introduction

Chapter 4 presents a detailed assessment of how UMES’ system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The shared-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 (IV-1) of the University.

The assessment of leadership and governance at UMES examined the relationship between the governing structure of the Board of Regents (BOR), which officially determines all policies and procedures for the 11 system institutions, including the University of Maryland Eastern Shore; the Chancellor for the University System of Maryland (USM); and the shared-governance structure established by the UMES President. The bi-level system of governance starts with the powers vested in the BOR for maintenance and control over all USM institutions and the system of shared governance delegated, developed, and implemented by the UMES President, as illustrated in Figure 4.1.

First, Article I, Section 1 of the *Bylaws of the Board of Regents of the University System of Maryland* (IV-2) clearly states that “*The Board of Regents is the body established by statute and charged with the responsibility of the governance and management of the University System of Maryland and all constituent institutions, centers and institutes thereof.*” For example, BOR policies and procedures have provision for dealing with cases of conflict of interest among members of the University Community.

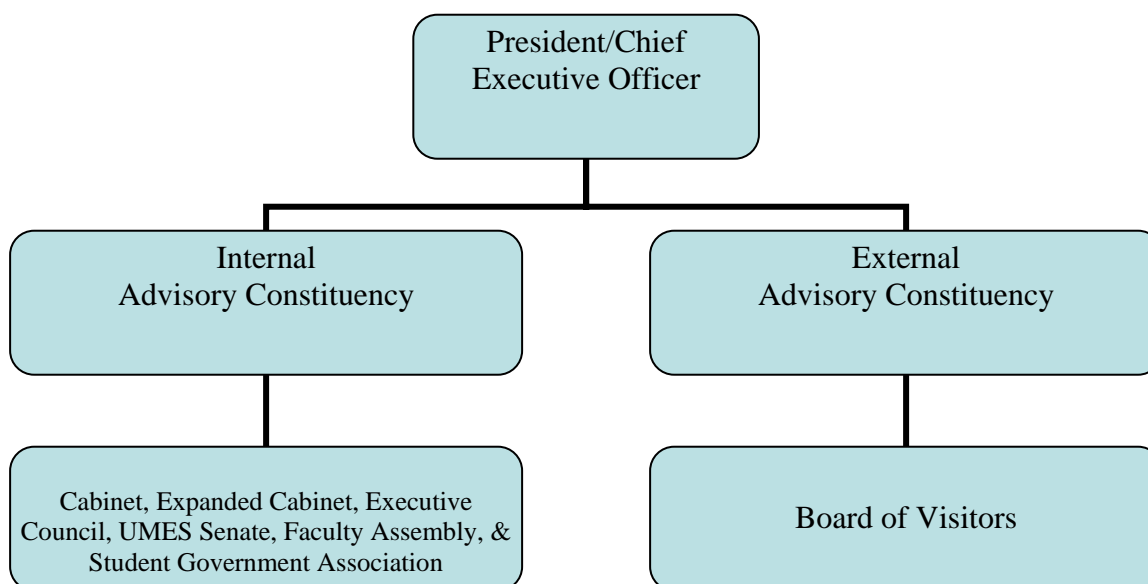
Figure 4. 1: Bi-Level System of Governance



CHAPTER 4: LEADERSHIP AND GOVERNANCE

Second, the UMES governing structure for policy implementation and institutional operations will be defined through its system of shared governance by the University President and advisory constituent groups (Figure 4.2). These constituent groups consist of the President's Cabinet, Expanded Cabinet, Board of Visitors, UMES Senate, Faculty Assembly, and the Student Government Association (inclusive of undergraduate and graduate students). The analyses that follow reflect the input provided to the University President and the Board of Regents of the University System of Maryland by these various constituent groups through their membership composition, assigned role and function, and written documents.

Figure 4. 2: University of Maryland Eastern Shore System of Governance



Shared Governance

The primary goal of institutional leadership and governance for the University of Maryland Eastern Shore (UMES) is to facilitate its stated Mission of 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, and business and industry, while focusing on the economic development needs of the Eastern Shore.

A policy of shared governance has been established at UMES, which deems that collaboration between and among administration, students, staff, and faculty is reflective of the University's unique Mission. This policy includes all relevant constituencies of the University, including the President's Cabinet, Expanded Cabinet, Executive Council, UMES Board of Visitors, UMES Senate, Faculty Assembly, and Student Government Association (SGA). The governing documents for these constituencies are the By-Laws of the Board of Regents (IV-2) of the University System of Maryland; the Constitution (IV-3) and By-Laws (IV-4) of the University of Maryland Eastern Shore Senate; the

CHAPTER 4: LEADERSHIP AND GOVERNANCE

Constitution (IV-5) and By-Laws (IV-6) of the University of Maryland Eastern Shore Faculty Assembly (IV-6); the Student Government Association Constitution (IV-7); the Graduate Faculty Constitution (IV-8) and By-Laws(IV-9); and the University of Maryland Eastern Shore Board of Visitors By-Laws (IV-10). Each one of these constituencies is responsible for carrying out its separate but complementary roles and responsibilities within a climate of mutual support.

The University President in 2002 created a shared-governance advisory structure (IV-11) by which representatives of all relevant constituencies on campus are provided an equal voice in decision-making. This shared-governance structure includes President's Cabinet (vice presidents), Expanded Cabinet (vice presidents, associate/assistant vice presidents, and directors), and Executive Council (28 member representatives from every constituency group across the University, including the UMES Senate Chair, UMES Faculty Assembly Chair, Student Government Association President, Deans, Office of the President, Cabinet, and Expanded Cabinet officials). The composition of these advisory vehicles is comprised of representatives from the five constituencies on campus: (1) administration, (2) faculty, (3) exempt staff, (4) students, and (5) nonexempt staff. Furthermore, the policy on shared governance affirms the BOR commitment for collegial governance amongst all system institutions, including UMES. One of the policy's fundamental principles (By-Laws of the Board of Regents, Policy 6.00 II – D; IV-10) provides for collegial governance and defines the development of institution-specific shared government practices. The beginning of collegial governance at the University of Maryland Eastern Shore is found in the President's Vision document (IV-12) of 2005. The inclusive environment for collegial governance is established and promoted for the institution in Goal II, Section 4 of the UMES Strategic Plan Goals for 2004-2009 (IV-13).

Documents utilized by various institutional constituent groups at UMES additionally portray the collegial governance of administration and faculty. One example of the University's provision for collegial governance, specific to administration and faculty, is found in the Constitution of the UMES Senate (IV-3 and IV-4). The purpose of the Senate is to provide the President and administrative officials with the benefit of systematic consultation with members of the UMES community and to enable the community to participate in the formulation of policies of concern to the UMES campus. The Senate forwards all recommendations to the Executive Council through its elected Chair who represents the UMES Senate at all monthly Executive Council Meetings.

Policy Development and Decision-making

The final authority and responsibility for the welfare of USM and its institutions (including the University of Maryland Eastern Shore) rests with the Board of Regents (BOR), which determines overall policy for all 13 constituent institutions within the USM. Most of these policies provide general guidelines and requirements for each constituency to use in the development and implementation of their respective campus policies (By-Laws of the Board of Regents of the University System of Maryland – Policy 6.00 III – A; IV-10).

UMES believes that collaboration between and among administrators, students, staff, and faculty is reflective of the University's unique Mission; therefore, all constituencies are guaranteed a voice in the governance of the University. UMES has identified governing bodies that represent various cross-campus constituencies

CHAPTER 4: LEADERSHIP AND GOVERNANCE

(constitution and By-Laws of the University of Maryland Eastern Shore Senate – Article II, Section 1; IV-3 & IV-4).

The Executive Council is the most comprehensive with representation from all vice presidents, associate and assistant vice presidents, deans, directors, Faculty Assembly, UMES Senate, and the Student Government Association (SGA). The SGA represents the student body, undergraduate and graduate. In addition, Town Hall meetings are held to address student concerns. The Faculty Assembly represents the faculty, including academic department chairs. The UMES Senate has senators from the faculty, administration, staff, and students. Each constituency group has a written constitution and by-laws that assign authority and accountability for policy development and decision-making.

Certain actions of UMES cannot occur without input and, in some cases, approval from one or more constituencies. For example, if a change in a grading policy is being considered, the Faculty Assembly would discuss the change and send a letter of recommendation to the Vice President for Academic Affairs and to the UMES Senate. The SGA would discuss the change and send a letter of recommendation to the Vice President for Academic Affairs and to the UMES Senate. The UMES Senate, since it represents all of the University constituencies, would discuss the change and send its letter of recommendation to the Vice President for Academic Affairs. The Vice President for Academic Affairs would add her/his recommendation and all the recommendations would be presented to the UMES President for final action. The President is not required to abide by the recommendations made by those consulting bodies. In addition, all governance documents are available to the public and University community through the reference department of the UMES Library and are posted on the UMES Website (IV-14).

The ultimate authority for the University lies with the President; however, the President's Cabinet, whose members include the President, Executive Vice President, Vice President for Administrative Affairs, Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Institutional Advancement, Vice President for Commercialization, and Executive Assistant to the President, meet to discuss and determine policy for UMES.

Summary

Chapter 4 presented a detailed assessment of how UMES' system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The shared-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 University.

Action Steps

Standard 4: Leadership and Governance

None.

Chapter 5

Administration



**Assessment of Student Learning
and
Institutional Effectiveness**

CHAPTER 5: ADMINISTRATION

Standard 5: 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.

Introduction

Presented in Chapter 5 is an assessment of how UMES' administrative structure and services facilitate learning, research, scholarship, service, discovery, inquiry, and engagement; foster the continuous improvement of quality; and support its organization and governance. During the 1998 Legislative session, the Maryland General Assembly approved *Senate Bill 488* (V-1), which reorganized public higher education in the State of Maryland. This legislation created the University System of Maryland (USM) and fully defined its governance structure. USM is an independent unit of the Maryland State government and a public corporation with its governance assigned to the Board of Regents (BOR). The BOR appoints a Chancellor to serve as the Chief Executive Officer of the USM and the Chief of Staff for the BOR. In consultation with the Chancellor, the BOR appoints a President for each of the 11 campuses, designated centers, and institutions. In the course of the 1999 legislative session, *Senate Bill 682* (V-2) was passed, which reinforced the 1998 *Senate Bill 488* and clarifies the role of the University System of Maryland and its authority as a public corporation.

Administrative Organization

Under the administration of the President, as shown in Figure 5.1, the administrative organization of the University is divided among the Office of the Executive Vice President, and five divisions: Division of Academic Affairs, Division of Administrative Affairs, Division of Commercialization, Division of Student Affairs, and Division of Institutional Advancement. Each division is headed by a vice president who administers the policies, procedures, and directives of the President, the Chancellor, and the Board of Regents. The organizational chart clearly differentiates both staff and line responsibilities.

Periodic assessments of the administrative structure are conducted through the annual performance evaluation of the President by the Chancellor of the University. Additional assessments include Strategic Plan progress reports, Student Satisfaction surveys, and other assessment instruments. Students evaluate the services provided by the University. Furthermore, once a year (March), a two-day leadership retreat to review the University's performance in accomplishing priority goals of its Mission is conducted. For example, evaluations of the leadership retreat for over the last three years (2003, 2004, and 2005) show that the retreat was well received by participants. Similarly, before the beginning of every academic year, each of the five divisions holds a retreat for its entire staff to review its performance and map out new strategies for improvement during the coming year. The current administrative structure fosters the continuous improvement of services and supports UMES' administration and governance.

CHAPTER 4: LEADERSHIP AND GOVERNANCE

President

Assessment of University documents indicates that the President of UMES has primary responsibility to lead the University toward achieving its goals and has responsibility for the administration of the institution. The President, serving at the pleasure of the BOR, functions as the Chief Executive Officer for the UMES, with the full authority and responsibility for implementing BOR policies, goals, plans and objectives. The President is responsible for developing the specific Mission, goals, and objectives of the University, which are in addition to those of the BOR. The President also has full administrative authority and responsibility for the operation of the institution, inclusive of the following: (a) setting of tuition and fees, (b) establishing administrative standards, (c) developing personnel management oversight procedures, (d) making institutional development and fundraising, (e) creating and eliminating academic programs, (f) creating, allocating, and managing institutional budgets and fiscal resources, (g) establishing institutional traffic regulations and enforcing legal statutes at the institution, (h) managing athletic and student activities, managing enrollment, developing local services needed by community; and (i) performing any other duties assigned by the Board of Regents.

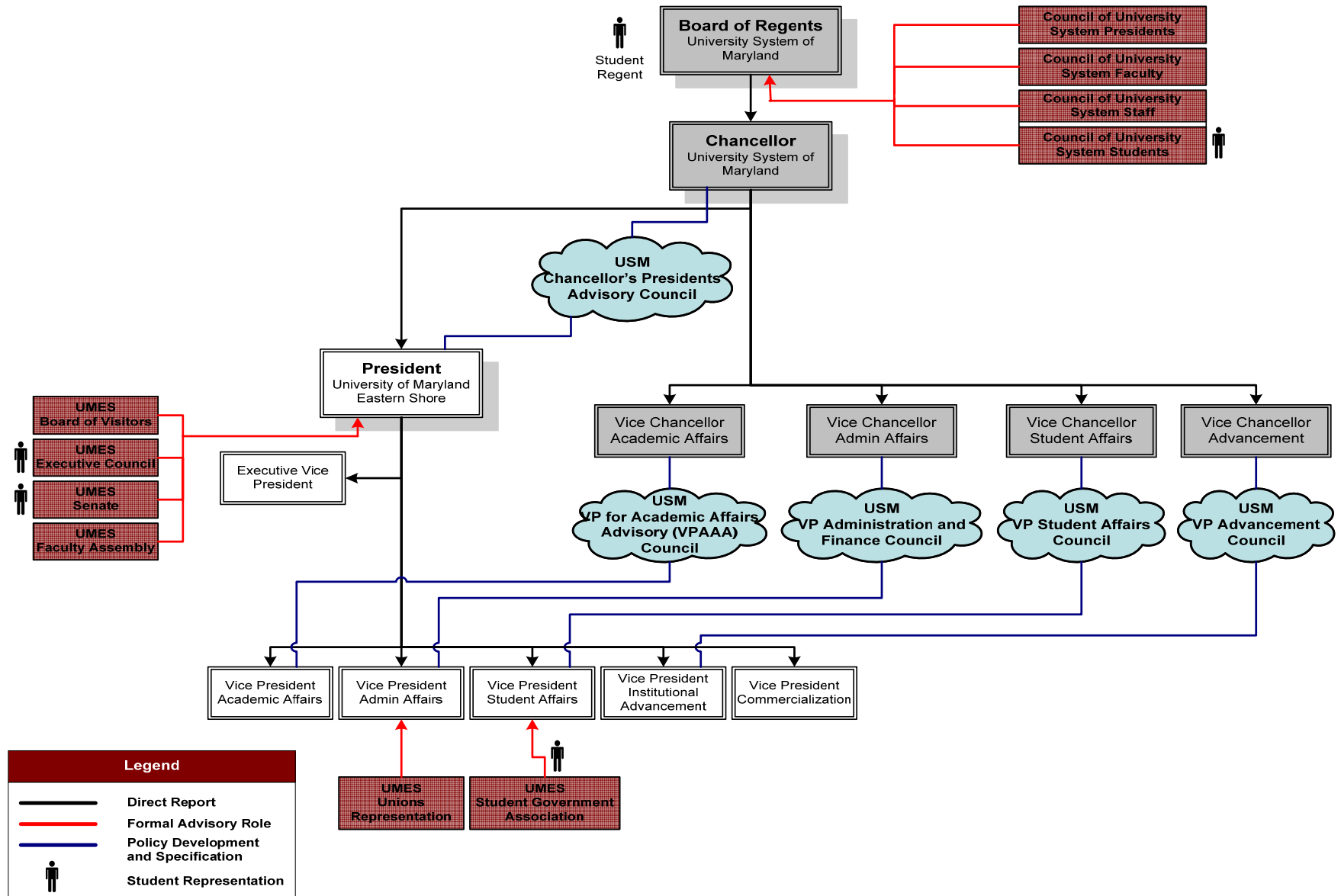
There is an adequate definition of the UMES President's responsibilities (V-3), as well as guidance and supervision, as outlined in the contract. For example, the President is the final campus-wide decision-making authority for most fiscal and appointment matters. The President assures that required reports to the State are correct and prepared in a timely manner; assures that shared governance and other BOR policies are carried out at or by the University; and participates monthly in the BOR, Chancellor's Council, and Presidents' Council meetings to share concerns and to be informed, guided, and engaged in matters relevant to the administration of the University. In addition to these action oriented meetings, the UMES President is required to submit reports that detail the University's performance (V-4) in its many administrative areas.

Direct responsibility for assessing the performance of the UMES President resides with the Chancellor and BOR. Annually, the Chancellor assesses data on the goals developed for the UMES President collected from System-wide records, University records, reports of state-wide councils, community opinions, and University consultation. The Chancellor meets with the President to discuss the performance evaluation, challenges, progress, and accomplishments during the previous year and to set new goals for the coming year. A mid-year evaluation meeting is conducted between the President and Chancellor to discuss progress toward achieving goals. At the end-of-year evaluation, the BOR, in consultation with the Chancellor, provides guidance and supervision by conducting a performance evaluation of the President. The Chancellor meets with the President to discuss the performance evaluation, challenges, progress, and accomplishments during the previous year and to set new goals for the coming year.

Selection of President. As documented in the BOR manual (V-5), USM is responsible for the announcement, advertisement, and selection processes that guide the appointment of the UMES President. During the most recent search, the selection process began with the appointment of a Search Committee Chairman by the Chancellor. A range of characteristics and qualifications to aid in the evaluation of a best fit candidate for the

CHAPTER 5: ADMINISTRATION

Figure 5. 1: USM-UMES Organizational Chart



Chapter 5: ADMINISTRATION

University was developed by the Search Committee, which was comprised of staff, faculty, members of the BOV, alumni, student representative, BOR, and the Chancellor's office staff. The formal search process was guided by the UMES Search Process for the Position of President document (A.T. Kearney, 2002; V-6). The UMES Search Committee held several brainstorming sessions to determine the needs of UMES, based upon its Mission, goals, and Strategic Plan; and to identify the qualities, academic background, and experiences required in the new President to best achieve these goals. Once consensus of the desired characteristics was achieved, instruments were developed to assess each candidate's qualifications based on the "best fit" characteristics defined by the UMES Search Committee. Instruments included a force field analysis (V-7); and a strengths, weaknesses, opportunities, and threats (SWOT) analysis (V-8). The Search Committee used these instruments, personal interviews, and documentary analysis to determine precisely the best candidate. Assessment of each candidate's required skills and training was identified through interviews, references, proof of prior performance, presentations during the hiring process, and portfolio assessments. A final list of three candidates was presented to the Chancellor and BOR. The Chancellor and BOR then assessed the data, conducted interviews with each candidate, and selected the UMES President.

The process of self-assessment has also confirmed the positive impact of the philosophy of shared governance advocated by President Thelma B. Thompson whose leadership as University executive has been recognized in the State of Maryland, nationally, and internationally. Since becoming President during 2002, Dr. Thompson has received many awards, which include All-American Football Foundation's Outstanding College President Award, initiation into Phi Kappa Phi Honor Society, Institute of Caribbean Studies' Excellence in Education Award, and Howard University's Distinguished Alumni Award. The October 2005 issue of Essence Magazine identified her as "one of the women shaping the world." Based upon her outstanding career, she was awarded Jamaica's Best of St. Bess Award. She is also a member/officer of several national boards and organizations, such as vice chair, Steering Committee, Historically Black Colleges and Universities Congressional Forum; member, Executive Committee and Board of Directors, Mid-Atlantic Institute for Space & Technology; member, State Teacher Education Approval and Accreditation Advisory Committee; member, Board of Directors, St. Elizabeth Homecoming Foundation; member, Board of Directors, Community Foundation of the Eastern Shore, Inc.; member, Board of Directors, National Association for Equal Opportunity in Higher Education; member, National Cancer Institute (NIH), Minority Institution/Cancer Center Partnership (MI/CCP) Presidential Task Force; and member, American Council on Education (ACE), Commission on Women in Higher Education. In addition to her administrative work, President Thompson continues to be recognized for her academic scholarship, as well. For example, during 2005, the University of Missouri Press chose her poem on W.E.B. DuBois to open a publication honoring Dr. DuBois. The impact of her scholarship, honors, and awards is that UMES' reputation and visibility in the state, nation, and globally has been greatly enhanced. Business and industry, friends, and alumni of the University have significantly increased their financial support of the University, e.g., as confirmed by the \$3 million endowment by Mr. Richard Hazel for Education, the largest individual gift to an HBCU.

Chapter 5: ADMINISTRATION

Administrative Leaders and Staff

The administrative leaders and staff members have appropriate skills, degrees, and training to carry out their responsibilities and functions. The USM Policies and Procedure Manual (V-9); UMES Human Resources Office-Search Committee Guidelines (V-10); and the UMES Administrative Affairs Manual on Recruitment, Selection and Hiring (V-11) guide the announcement and selection process for administrative leadership positions, non-exempt staff, and faculty. Assessment showed that the determination of appropriate skills, degrees, and training is specified in advance and that careful attention is given to the verification of each applicant's credentials and experiences before an interview is granted.

The assessment of the effectiveness of administrative organizational structures and services is conducted each academic year during the Executive Leadership Retreat, which is attended by senior administrators (President, vice presidents, and associate/assistant vice presidents) and mid-level administrators, including the deans and directors. The assessment process features a review of the University Mission and Strategic Plan, analysis of University data, and in-depth discussions of issues affecting the University, including the following areas:

1. Achievement of the University-wide goals and objectives
2. Suggestions for the realignment of organizational Mission and goals
3. Redefinition of administrative and staff responsibilities
4. Input/recommendations for organizational improvement
5. Professional development
6. Organizational trends

Recommendations and follow-up actions are organized and compiled by the Executive Vice President who directs follow-up action by appropriate personnel. The Executive Vice President continues to monitor and provide oversight until the follow-up action is completed. Similar leadership retreats are annually conducted for the Board of Visitors and department chairs, focusing on issues affecting their efficiency and effectiveness. The University also provides assessment data on the effectiveness of the administrative organizational structures and services to the BOR, Chancellor, MHEC, Secretary of Education, Governor, House of Delegates, and Senate.

Assessment of Performance

Administrators, as well as staff members, are assessed, based upon their performance, attitudes, commitment, and effectiveness. Evidence that the University has qualified staffing with knowledge of job responsibilities is demonstrated in the fact that the USM developed a pay for performance policy that was approved by the BOR in November, 1993 (BOR 211.0 VII-5.20 Policy on the Performance Evaluation Program; V-12). The University administers its program in accord with this policy, which links merit pay increases to performance. Staffing at UMES is comparable with peer institutions and suggested staffing requirements for the size of the University.

Assessment of UMES employment records (including transcripts and curriculum vitae), located in the Office of Human Resources, demonstrated that staff qualifications are appropriate for the University's goals, type, size, and complexity. Furthermore, the assessment found that the University is in compliance with requirements mandated by State, USM, and UMES policies and procedures. All University employees are evaluated

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through the Performance Management Process (PMP; V-13) instrument. In addition, University collective bargaining agreements recently finalized for the non-exempt and exempt staff embraced the legitimacy of the PMP by incorporating the process into the agreements. Staff and faculty are evaluated by their immediate supervisors. All senior administrative officers are evaluated by the President. The President is evaluated through a similar PMP document by the Chancellor.

Data-based Decision-making

UMES has adequate information and decision-making systems to support the work of administrative leaders. The Office of Institutional Research, Assessment, and Evaluation, which is staffed with a director, research analyst, programmer specialist, and data entry personnel, has in place a firm information gathering mechanism to assess University efficiency and effectiveness. The Mission of the office is to seek, receive, and analyze data relevant to the University's Mission, goals, Strategic Plan, and operation; and to support the information and decision-making data needs of administrative leaders. Data are collected and assessed from all relevant UMES units, peer institutions, USM universities, as well as regional and national sources. The UMES Data Integrity Group (DIG), formed in 2004, maintains checks and balances to assure the reliability, validity, and currency of data. With relevant, factual data, University administrative leaders and staff are better equipped to make decisions and address issues that affect the University and the strategic planning process. As indicated earlier, the *Preparation for Progress* initiative has enhanced the University's data management infrastructure and resulted in commendations from the Maryland Higher Education Commission (MHEC, V-14).

Summary

Presented in Chapter 5 was an assessment of how UMES' administrative structure and services facilitate learning, research, scholarship, and service; foster the continuous improvement of quality; and support its organization and governance. Periodic assessments of the administrative structure are conducted through the annual performance evaluation of the President by the Chancellor of the University. Additional assessments include Strategic Plan progress reports, Student Satisfaction surveys, and other assessment instruments. Students evaluate the services provided by the University. Furthermore, once a year (March), a two-day leadership retreat to review the University's performance in accomplishing priority goals of its Mission is conducted. For example, evaluations of the leadership retreat for over the last three years (2003, 2004, and 2005) show that the retreat was well received by participants. Similarly, before the beginning of every academic year, each of the five divisions holds a retreat for its entire staff to review its performance and map out new strategies for improvement during the coming year. The current administrative structure fosters the continuous improvement of services and supports UMES' administration and governance.

Action Steps

Standard 5: Administration

For the past three years, students have been given an opportunity and should continue to be encouraged to participate in shared-governance.

Chapter 6

Integrity



**Assessment of Student Learning
and
Institutional Effectiveness**

CHAPTER 6: INTEGRITY

Standard 6: 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.

Introduction

Chapter 6 provides an assessment of how UMES, in the conduct of its programs and activities involving the public and the constituencies it serves, demonstrates adherence to ethical standards and its own stated policies, and provides support to academic and intellectual freedom

Policies and Procedures

Issues and concerns at UMES are promptly, appropriately, and equitably addressed by administrators, faculty, and staff through existing policies and procedures and documents that are developed via input from the entire campus community (students, faculty, and staff), as well as the State of Maryland and the University System of Maryland (USM) Board of Regents (BOR). Policies, procedures, and documents are widely shared with the campus community.

Consistent with its Mission, UMES is committed to fostering and maintaining an environment that is conducive to student learning and growth through curricular and co-curricular programs. At the same time, the University has high expectations that students govern their behaviors and actions, and perform responsibly and with civility.

Three of the organizational divisions at UMES (Academic Affairs, Student Affairs, and Administrative Affairs) have responsibility over policies which affect students. The policies are implemented by the units that report to the divisions, e.g. the Academic Schools, Human Resources, Public Safety, Registrar, Financial Aid, Student Accounts, Athletics, and Residence Life. Students may bring violations of policies contained in the University Catalog to the attention of the University by means of complaints or grievances to their advisors; periodic surveys conducted by the University; chairs, deans, vice presidents, and President; open door policies; and town meetings.

Student Access to Information

The UMES Graduate Catalog (VI-1), Undergraduate Catalog (VI-2), Student Handbook (VI-3), and Student Code of Conduct (VI-4) are the primary vehicles of policy information that govern student life at UMES. The documents are supplemented with pamphlets, brochures, websites, and other informational sources.

The Graduate Catalog and Undergraduate Catalog contain all policies of UMES from admissions to graduation to withdrawal from the University. Degree completion requirements, the academic calendar, and the full-time faculty and administrators are also included. Financial information, including the University's refund policy and rules, are published in the University catalogs.

Paper copies of the UMES academic catalogs are available to UMES students. Catalogs are distributed to academic departments and disseminated to the students through their advisors. The catalog is also available online and can be accessed by following the Academics link, which is prominent on the UMES homepage.

CHAPTER 6: INTEGRITY

Publication Review and Compliance

The University has written internal and external review procedures for announcements, advertisements, and other materials. Public relations policy is posted on the UMES website with pertinent information concerning the release of public and promotional information about the University. Compliance is monitored by the President or her/his designee and the President's Cabinet through their periodic review of policies governing news releases and public announcements describing the institution or explaining its position on various issues.

Documentation of Student Complaints

The University maintains, analyzes, and uses records of student complaints to improve its approach designed to address student concerns. Procedures established for resolving problems or concerns include the Student Grievance Procedure as outlined in the Student Handbook or an "Arbitrary or Capricious Grading" complaint also outlined in the Student Handbook. Problems or concerns which arise as a result of decisions made during disciplinary hearings may be appealed; appeal procedures are outlined in the Student Code of Conduct.

The Division of Academic Affairs, as a result of the Middle States self-study review process, now maintains more detailed records of students' complaints. The nature and frequency of complaints are noted and impact policy determinations when warranted. The Student Complaint Summary form (VI-7) is located in the Division of Academic Affairs. The Division of Student Affairs also maintains a record of students' complaints. The nature and frequency of complaints are noted and impact policy determinations when warranted. A Data Integrity Group (DIG; V-5) charged with monitoring and policy review of the process to be utilized by the University community for accessing and using institutional data was formed in FY 2004. The creation of this committee has helped to clarify areas of responsibility for various data stewards and users in ensuring data integrity.

Employment Practices

Employee hiring, evaluation, and dismissal policies are fair and impartially administered. The Office of the Vice President for Administrative Affairs has cognizance over policies dealing with employee hiring, evaluation, and dismissal. The policies are implemented by the UMES Office of Human Resources. During the last five years, there have been only five complaints in the area of Performance Management Process (PMP) evaluations. Each employee complaint was resolved at the lowest possible level. Additionally, there are unions representing all three categories of staff employees on campus, and there have been no major areas of dispute to date. Finally, the most recent Affirmative Action Plan reflects that the University has a well-qualified and diverse faculty and staff.

The USM requires that all administrative and classified employees be evaluated annually and that the Performance Management Process (PMP; V-6) be used for that

CHAPTER 6: INTEGRITY

purpose. The USM guidance is specific and implemented in detail at UMES. Faculty members are evaluated within their respective departments by both students and department heads.

The USM has published directives related to the establishment of a probation period for non-exempt employees and the separation of regular exempt employees. These directives govern employee dismissal practices at UMES. University System policy on appointment, rank, and tenure govern practices which deal with dismissal of faculty. The UMES implementation of USM policy is contained in the Faculty Handbook.

Ethical Practices

The University provides sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practices, including the avoidance of conflict of interest or the appearance of such conflict in all of its activities and among all its constituents. The Policy on Conflicts of Interest in Research or Development (VI-8) is reviewed regularly by the USM, UMES' sister institutions, and the State of Maryland's Office of the Attorney General. As required by the systematic review, UMES maintains appropriate and necessary documentation (VI-9) of all actions covered by the policy and are available in the Office of Human Resources.

Summary

Chapter 6 provided an assessment of how UMES, in the conduct of its programs and activities involving the public and the constituencies it serves, demonstrates adherence to ethical standards and its own stated policies, and provides support to academic and intellectual freedom.

Action Steps

Standard 6: Integrity

1. The University should continue to ensure that the University's Mission/Vision statement is included in all appropriate University publications.
2. University-level boards and committees should continue to require that plans and proposals for curriculum changes, degree changes, and capital improvement changes, among others, be related clearly and explicitly to the Mission of the University.
3. UMES should continue to improve communications between the various campus constituents.

CHAPTER 6: INTEGRITY

Chapter 7

Institutional Assessment



**Assessment of Student Learning and
Institutional Effectiveness**

CHAPTER 7: INSTITUTIONAL ASSESSMENT

Standard 7: 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.

Introduction

Chapter 7 presents a detailed assessment of how UMES has developed and implemented its assessment plan and process to evaluate its overall effectiveness in achieving its Mission (VII-1) and goals (VII-2); implemented planning, resource allocation, and institutional renewal processes; used institutional resources efficiently; provided leadership and governance; providing administrative structures and services; demonstrated institutional integrity; and assured that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

The University has designed and implemented the *UMES Institutional Effectiveness Management Model* (Figure 7.1) to direct planning, assessment, evaluation, resource allocation, use of outcomes, and change within the University. The model ties all activities to the University Mission and ensures interaction among the President, executive leadership, faculty, staff, students, and the University System of Maryland to monitor outcomes and progress. Using the model, the University is able to identify expected outcomes, assess achievement of goals and objectives, and provide evidence of improvement based on an analysis of results. Ultimately, UMES transition and change is the direct result of Institutional Assessment.

Historically, the last comprehensive self-study and accreditation site visit of April 1996 (VII-3) and subsequent Accreditation Follow-up Reports of October 1997 (VII-4), June 2001 (VI-5), and September 2003 (V-6) all focused the attention of the University of Maryland Eastern Shore (UMES) on strengthening and implementing an assessment plan for both institutional effectiveness and the assessment of student learning outcomes. For UMES, institutional effectiveness involves the systematic process of collecting, analyzing, and acting on both external and internal information to accomplish the Mission, purpose, and goals of the University. This broad-based and inclusive process that involves the measuring of results and using the findings to inform change is best captured by the strategic and operational planning process.

Immediately following the last self-study for the reaffirmation of accreditation visit by the Middle States Commission on Higher Education team, UMES set up a Strategic Planning Commission in 1997 (VII-7) to review critically its Mission and purposes and to define the path the University needed to take to reach its desired goals over a specified time frame. The original Strategic Planning process (VII-8) was redefined in 2000, 2001, and 2004, and was infused with the concept of shared governance, a participatory approach to planning that ensures representation from faculty, staff, and students (Strategic Planning documents for 2000, 2001, and 2004; VII-8). Other constituents of the University, such as the Board of Visitors (BOV), alumni, and the public also provide input to the process, such as Alumni Survey, 2002 and 2005 (VII-

CHAPTER 7: INSTITUTIONAL ASSESSMENT

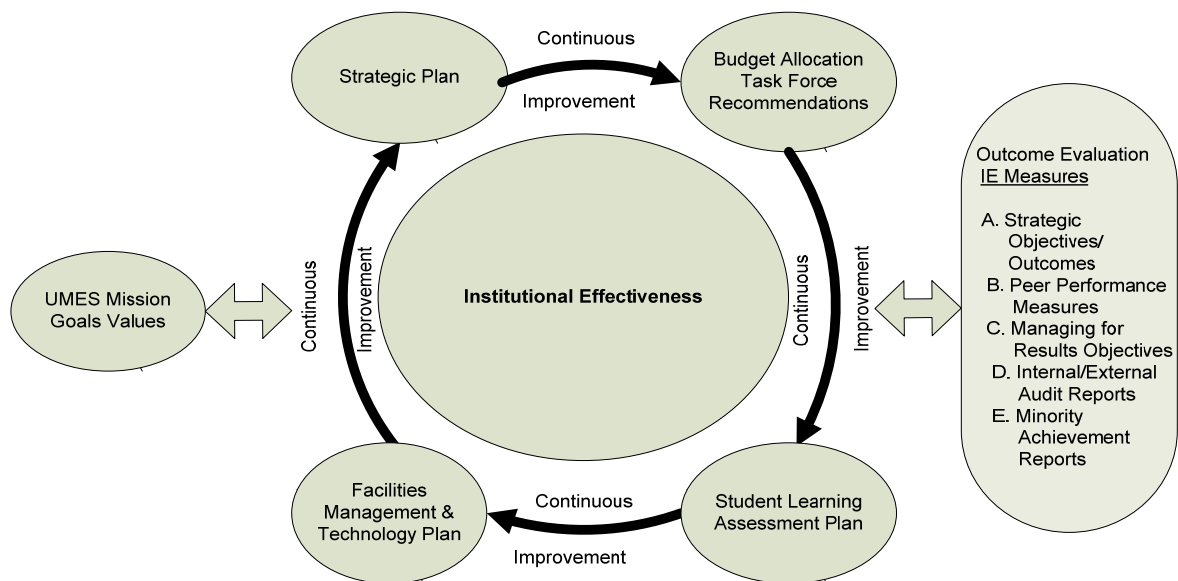
9); Student Satisfaction Surveys, 2000 and 2004 (VII-10); SWOT Analysis, 2002 (VII-11); Environmental Scan 2005 (VII-12); Exit Interviews/Surveys, 2004 and 2005 (VII-13); and Organizational Climate Survey, 2005 (VII-14).

The current Strategic Plan for the period 2004-2009 (VII-15) has benefited from the strategic thinking that recognizes the importance of involving the implementers of the process and those that will be impacted by the change. Improvements have also been made in the development of measurable objectives to facilitate the monitoring of operational plans by divisions/plan units. In the sections that follow, the methodology, the process for assessing institutional effectiveness, its implementation, and use of results for the continuous improvement of programs, operations and/or supporting services by various divisions/departments/units of the University are considered.

Institutional Effectiveness Process

The process used by UMES to assess institutional effectiveness and all of its administrative services and academic support areas is as follows: The Institutional Effectiveness Management Model (Figure 7.1) identifies the University's Mission, goals and values as driving forces for all planning and evaluation activities. Considered in a continuous cycle of planning and evaluation, the model considers four key components: Strategic Planning, Budget Allocation Task Force recommendations, student learning assessment planning, and facilities management and technology planning.

Figure 7. 1: UMES Institutional Effectiveness Management Model



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Strategic Plan

The Strategic Planning process, the first step in a continuous improvement cycle, occurs every five years. The goals and objectives associated with the Strategic Plan are used to shape expected outcomes and the timeline for completion. All administrative services and academic support areas participate in the development of the *UMES Strategic Plan* (VII-15). The entire process results from the broad participation of and input from the University community and other supporters of the University (i.e., the external community represented by the University, alumni, members of the Board of Visitors, etc.) and is key to ensuring that the implementation of the assessment process occurs as planned. The plan is managed annually by the *UMES Strategic and Operations Plan* (VII-16), which itemizes specific objectives, timeline, and responsible persons linked to each the Strategic Plan goals. The current Strategic Plan articulates University priorities from 2004-2009.

The Strategic Planning process is grounded in the philosophy of shared governance. The President established the University Strategic Planning Committee chaired by the Executive Vice President. The committee includes faculty, staff, and student representatives. A list of current members is in the Appendix. The current Strategic Plan was completed in 2004, and the committee accomplished its work through 11 subcommittees that developed goals and objectives for their respective charge areas. Subcommittee recommendations were reviewed and prioritized by the full committee for inclusion in the five-year plan. The plan is thus the result of University-wide consultation and is checked for consistency with the goals of the University System of Maryland before approval by UMES President. Divisions, departments/units, vice presidents, the President's Cabinet, and the President determine objectives that are appropriate for inclusion in the annual Strategic and Operations Plan, and their progress in achieving objectives is reviewed on a regular basis. For additional information, visit Strategic Planning website (VII-35).

The periodic reviews of the Strategic Planning process that occurs every five years (e.g., current plan for 2004-2009 was reviewed in 2004) ensures that the goals are fine-tuned based on the experiences from the previous five-year planning cycle. For example, previous plans projected UMES retention rate to grow to 80 percent, and in light of experience, the target has been adjusted to 79 percent. This goal is achievable with the implementation of strategies that include the provision of overlapping/intrusive mentoring/tutoring/advising services for those students who need to strengthen their basic skills to succeed in college. The Leadership Retreat of 2005 focused on retention and a special committee of Vice Presidents was set up to study the issue and make recommendations for long-term solutions. Since the Retreat, the committee has developed three subgroups to work on critical issues related to student retention: Academic Advising and Support, Administration and Marketing, and Student Finance. This demonstrates that UMES systematically monitors the implementation of its Strategic Plan operations and uses results to inform change in the quality of programs and services.

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Budget Allocation Task Force Recommendations

Chaired by the Vice President for Administrative Affairs, the *Budget Allocation Task Force* (VII-17) is responsible for advising the President on budget allocations and the use of resources based on the priorities established by the Strategic Plan. It comprises 13 members including representatives from each of the five major Divisions of the University: Academic Affairs (3), Administrative Affairs (3), Student Affairs (1), Institutional Advancement (1), Commercialization (1), and the President's Office (1). Additional members include representatives from the UMES Senate (1), Faculty Assembly (1), and the Student Government Association (1).

Student Learning Assessment Plan

The *Student Learning Assessment Plan* (VII-18) is presented in detail in Chapter 14 and is a comprehensive process that is managed by the Division of Academic Affairs. In addition, the student learning assessment is monitored by the University Assessment Council. The council consists of representatives from each academic department and members meet monthly to monitor the student learning assessment plan outcomes and make recommendations for change in the University-wide assessment process and policies. Student learning assessment involves systematic collection and analysis of program assessment data within the major and in General Education. Every academic program offered by UMES develops an assessment plan that includes program Mission (always tied to the University Mission), goals, and student learning outcomes with a clear process for measuring them and using the results to improve learning and instruction. The results and/or recommendations from academic program assessments become critical inputs for the Strategic Plan, the budget process, and the facilities management and technology plan.

Facilities Management and Technology Plan

Facilities and technology planning is the responsibility of the Division of Administrative Affairs. The facilities planning process, through its unit of Physical Plant, involves planning, development, and execution of the University's facilities development, as well as maintaining/refurbishing those facilities in need of repair. This *Facilities Master Plan* (VII-19) provides for the orderly development of the institution and relates to other institutional planning efforts. Each year the *Facilities Master Plan* (VII-19) is reviewed and ten-year projections of space needs are made to meet growth in student enrollment, new programs, additional faculty, and resulting instructional space needs. Facility information is also available on the Facilities Planning and Engineering Website. (VII-36).. The University System of Maryland (USM) also conducts a *Space Utilization Survey* (VII-20). Most recently, based on space utilization data and new program development needs, the State approved the plan for construction of an engineering building in spring 2005 to accommodate the engineering program when funds become available.

The current four-year *Technology Development Plan* (VII-21) is based on UMES' current and planned needs for technology use by students, faculty, and staff, as well as

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research/outreach partners. Routine annual reviews are performed to assess progress toward goals and to determine end-user satisfaction using such tools as K.C. Green Annual Campus Computing Survey, Annual Student User Satisfaction Survey, Annual Student Computer Ownership Survey, frequency of student account usage monitoring, quantifying OF faculty, staff and student email traffic, and Webtrends Data Analysis of Campus Websites (VII-22). Both the facilities plan and the technology plan provide input into the Strategic and Operations Plan (VII-16) process.

Assessment of Outcomes

Outcomes are of two broad categories: (a) institutional effectiveness as measured by the performance of the institution as a whole through summary evaluations of the Strategic and Operations Plan, accountability reports for the State of Maryland (e.g., Managing for Results, and Minority Achievement, Peer Performance, and internal and external audits); and (b) Assessment of Student Learning Outcomes, discussed in Chapter 14.

The Strategic and Operations Plan defines the institutional outcomes currently sought by each division of the University in response to the following current goals: (1) Continue to design and implement academic programs that are responsive to UMES' Mission and are systematically reviewed for sustained quality, relevance and excellence to meet the challenges of highly competitive and global workforce; (2) 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; (3) Enhance University infrastructure to advance productivity in research, technology development, and transfer; contribute to enhanced quality of life in Maryland; and facilitate sustainable domestic and international economic development; (4) Redesign administrative systems to accelerate learning, inquiry, and engagement (outreach); and (5) Efficiently and effectively manage the resources of the University and aggressively pursue public and private funds to support the enterprise.

Assessment Based on Mission, Goals, and Objectives

UMES has a written institutional assessment plan that is based upon Mission, goals, and objectives. The *UMES Strategic Plan 2004-2009* (VII-23) is the institution's Assessment Plan outlining the University's Mission, goals, and objectives for the current five-year period. Linked to the Strategic Plan is the *Strategic and Operations Plan* (VII-24), an annual listing of division objectives throughout the campus. The five-year *UMES Strategic Plan* and the annual *Strategic and Operations Plan* comprise the written institutional plan for assessment and is available in all administrative offices of the campus. The Office of the President manages the planning, institutional research, assessment, and evaluation process. As indicated by Figure 7.1, UMES uses a five-component process model that is closely aligned with the Mission of the University.

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Assessment Timeline and Campus Collaboration

Assessment of UMES' effectiveness includes outcomes related to educational offerings, services, and processes throughout the institution. Annual assessment of UMES' effectiveness in all areas of the University is conducted, and assessment outcomes are published in the *UMES Strategic Plan Summary of Outcomes Report* (VII-24). The *Summary of Outcomes* lists outcomes from all of the five divisions of the institution: Academic Affairs, Administrative Affairs, Institutional Advancement, Student Affairs, and Commercialization.

The assessment process is sustained by collaboration throughout the University community. Consistent with the involvement of campus community in the planning process and in the committee composition, faculty, administrators, and students are involved in the conduct of direct and indirect measures of outcomes during the assessment process. Faculty, administrators, students, and staff are an integral part of decision-making when objectives are created throughout the campus across all units. Formally, the systematic assessment of institutional effectiveness is designed to occur through two monitoring committees: the Strategic Planning Committee (Strategic and Operations Plan; VII-25) and the Assessment Council (Student Learning Outcomes Assessment Plan; VII-26).

The University Strategic Planning Committee includes representatives from all the divisions of the University. The committee is chaired by the Executive Vice President and co-chaired by the Director of Institutional Research, Assessment, and Evaluation. This committee's responsibilities are institution-wide and cut across all academic programs and supporting services and activities.

The Assessment Council includes representatives from all the academic departments of the University. The council's focus, on the other hand, is on the assessment of student learning outcomes. Details are available in Chapter 14 on Assessing Student Learning Outcomes. The Council Chair is the Director of Institutional Research, Assessment, and Evaluation and the Co-Chair is the Associate Vice President for Academic Affairs. Both Strategic Plan and Operations Plan assessment and Student Learning Outcomes Plan assessment are a clear manifestation of shared governance since they reflect shared values, understanding, opinions, and interests of the entire institution.

Assessment and Data Management

The Assessment Plan uses qualitative and quantitative measures to describe and interpret assessment outcomes in all Divisions. The use of such measures is systematized through the development of the annual *Strategic and Operations Plan* (VII-26). The *Objective Implementation Form* (VII-27) ensures that each objective clearly identifies assessment measures, key milestones, and anticipated outcomes. In order for the institutional assessment process to be effective, both process and outcome measures are important. The assessment plan uses a variety of quantitative and qualitative measures as presented in the evaluation outcomes component of Figure 7.1. First, every division/department/reporting unit reports its accomplishments and/or progress on objectives listed in the *Strategic and Operations Plan* in June of each year. UMES' performance is measured against its peers at both state and national levels. The University's peers were selected based on the institution's size, program mix, and budget resources. Examples of the effective use of existing data and information for institutional

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planning, resource allocation, and renewal include the Managing for Results (MFR) Accountability Report (VII-28), the Student Satisfaction Survey (VII-10), and the Organizational Climate Survey (VII-14).

The MFR Accountability Report is an accountability report mandated by the State of Maryland and includes indicators determined by the University System of Maryland and UMES. There is an overlap of indicators between the *Peer Performance Measures* and the MFR reports. For example, both reports track retention and graduation rates as well as pass rates in teacher certification exams. In addition, the MFR is a planning tool, and, as such, it is reviewed every five years. It also provides two-year projections of data for the indicators during each reporting cycle. The MFR also includes the efficiency goal of efficiently and effectively managing University resources and pursuing public/private funds to support the enterprise. One objective for this goal is to increase the endowment fund from \$11 million to \$15 million in 2007. Another objective under this goal is to maintain a minimum of one percent efficiency on operating budget savings through 2009.

Both Management for Results (MFR) and Peer Performance Measures (PPM; VII-29) track retention and graduation rates. The MFR provides five years of data including two years of projected data. The PPM provides cross-sectional data that facilitate a comparative performance analysis with peer institutions. Based on the reports for 2005, with an overall graduation rate of 50 percent (1998 cohort) UMES led the other three Historically Black institutions in the University System of Maryland and was among the top three among its peers on the Peer Performance Measures report. The same report, however, shows that UMES' performance on retention needs improvement to meet its target of 79 percent by 2009.

Surveys, such as the Student Satisfaction Interview/Survey (Table 7.1) and the Organizational Climate Survey of faculty and staff, provide indirect measures of students' perceptions of programs and supporting services, as well as faculty and staff opinions concerning the environment in which they work. These surveys provide critical feedback from the University's "clients" for supporting its initiatives for continuous improvement.

Table 7. 1: 2003-2004 Senior Exit Interview/Survey - Quality of UMES Programs

Quality of Programs	Number of Students	Percentage
Very Low	23	6.6%
Low	8	2.3%
Average	187	53.3%
High	135	37.9%
Total	353	100.0%

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University Resources and Planning

The UMES planning timeline and the assessment process ensure systematic review of University priorities and resources to inform resource allocation decisions. The planning timeline indicates the input point for Budget Allocation Task Force (VII-17) recommendations (Table 7.2).

Table 7. 2: UMES Strategic Planning Timeline

PHASE	TITLE	DATE	PURPOSE
I	Preliminary Phase	July 15	Reference documents are assembled and available for subcommittee use and stakeholder review
II	Assessment Phase	July 31 – Sept. 30	Convene university-wide planning committee, planning subcommittees, Budget Allocation Task Force
III	Reporting Phase	October	Subcommittee/Budget Allocation Task Force reports and recommendations
IV	Prioritizing Phase	November January	Summary recommendations to full committee/consensus building on final priorities
V	Public Comment Phase	February	Public comment campus and general public
VI	Final Phase – Confirmation of Priorities	March	Presentation, publication and dissemination of Strategic Plan priorities
VII	Campus-wide Division Planning Phase	April 1 – May 29	Divisions meet to discuss and confirm unit objectives that will support Strategic Plan priorities
VIII	Implementation Phase – The UMES Operational Plan	May 30 – July 1	Submission, approval, and publication of the <i>UMES Operational Plan</i>

In addition, the UMES Strategic Planning process uses the *Objective Implementation Form* (VII-27) to build realistic goals, timelines, and resource allocations. The process requires each division and its units to define fully objectives that are realistic by requiring the listing of implementation strategies, responsible persons, and resource needs. The five goals of the 2004-2009 plan address the need for continuous improvement of the quality of programs, promotion of an environment that values the diversity of its population, continued investment in the infrastructure to advance productivity in scholarship, technology development and transfer, and enhancement of the quality of learning and life for Maryland residents, while at the same time facilitating the support and stimulation of sustainable domestic and international development.

The plan also speaks to the continuing need for redesigning the administrative systems so that they may provide effective support services to accelerate learning, inquiry and engagement with the community, effective and efficient management, and leveraging additional resources from public and private sources for continuous improvement. The goals result from a series of meetings and consultations by the Strategic Planning Committee with divisions, departments, and other academic support and administrative units that must ultimately implement the plan. The annual *Strategic and Operations Plan*

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(VII-26) is a compilation of objectives by divisions and serves as the University's annual roadmap that is monitored by division vice presidents and the Office of the President (the Executive Vice President). Together with the University Strategic Planning Committee, these units assess the extent to which progress is being made toward accomplishing unit/department/division objectives aligned with UMES' Mission. These reports are available in the Office of the Executive Vice President.

Division Assessment Responsibility

The University Assessment Plan is conducted in each major area of institutional responsibility. Qualitative and quantitative data are used in the evaluation process that often leads to internal and external improvements. For example, the Office of the Vice President for Academic Affairs focuses the majority of its attention on educational assessment. Every other unit on campus supports these assessment goals in one way or another. This support is evident in the following examples:

- a. Title III offers funding for faculty development in teacher preparation which has resulted in higher performance by students in the teacher education program.
- b. The Office of Institutional Research, Assessment, & Evaluation administers and provides analysis on the annual faculty evaluations on behalf of the Office of Academic Affairs. This information is used by academic departments to improve their service delivery of instruction (e.g., redesign of course syllabi).
- c. The Office of Academic Computing monitors computer lab use and acquisition of student/faculty computers according to the Technology Plan. The result was the acquisition of additional computers.
- d. As a result of assessment, the Division of Student Affairs implemented a new enrollment process, Enrollment 101 (VII-33), to assist advising and increase opportunities for new students to adjust to the registration and course selection process.
- e. The Division of Institutional Advancement assists with needs assessment in collaboration with the Office of Financial Aid for the distribution of student need-based scholarships to students who experience a financial aid and tuition gap in funding.

Ultimately, all units of the University engage in ongoing assessment in order to support academic programs and student success.

Periodic Assessment Plan Review

The University Strategic Plan is assessed annually at two levels: at the University level and the division level by both external and internal constituencies. At the University level, internal and external reviews occur prior to the beginning of a new five-year planning cycle. This ensures that lessons learned in designing the previous cycle are utilized to improve the design of the new cycle. A major lesson learned from the previous Strategic Planning initiatives was that by using a top-down systems approach to planning, the University was not using fully one of its most important resources—its human resources, thus, bringing about a more participatory interactive approach.

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The University's 2004-2009 Strategic Plan embraced the principle of shared governance and included University-wide representation on its University Strategic Planning Committee. In addition, subcommittees were created to broaden representation even further. This participatory process ensures shared understanding and shared ownership of the planning process and, it is hoped, has galvanized the commitment of different stakeholders that will ultimately implement the plan goals and objectives. In addition, assessment of the *Plan* is monitored and reviewed by the Office of the President, President's Cabinet, the UMES Assessment Council (VII-30), the UMES Data Integrity Group (DIG; VII-31), and the University Strategic Planning Committee (VII-25).

At the operational level, the Plan is reviewed by internal and external agencies at regular intervals to ensure that they continue to measure meaningfully the important outcomes of the plan. Externally, both State and federal reviews are conducted to monitor University effectiveness. For example, at the State level, the Managing for Results (MFR) indicators are reviewed every five years. Those measures that provide less compelling evidence for progress are reviewed for relevance and possibly replaced. One such review by the University System of Maryland (USM) and the Maryland Higher Education Commission (MHEC) occurred in 2004, and this review led to a change in the University reporting format by providing an MFR Executive Summary (VII-28) that incorporates an analysis in order to enhance the utility of the report to policymakers. Internally, as an additional example of individual division review, the externally funded, Title III Program requires all activities directors to submit quarterly progress reports and annual reports and document any changes in strategies for accomplishing the objectives of their projects.

Assessment Results and University Improvements

In essence, UMES views the entire purpose of assessment results as a vehicle for helping the University to make informed decisions for planning and resource allocation. Results are used to ensure efficient and effective service delivery for learning, inquiry and engagement. The following are examples of improvements that resulted from institutional assessment results. These improvements are specific to the institution's Mission and all other areas of instructional and educational effectiveness:

- a. Based upon assessment of Computer Lab Usage Logs, the Waters Hall Computer Lab was opened and provided 24-hour access to students.
- b. Based upon periodic review of the capital facilities master plan, 13 new facilities were constructed, renovated and enhanced between 1996-2005.
- c. Based upon results from an Academic Affairs Inventory of UMES' Accredited Programs and the President's vision statement on the accreditation of all programs with accrediting agencies, 22 programs have received national accreditation.
- d. Based upon the technology plan timeline, a partnership with Gateway Corporation resulted in the award of computers to students

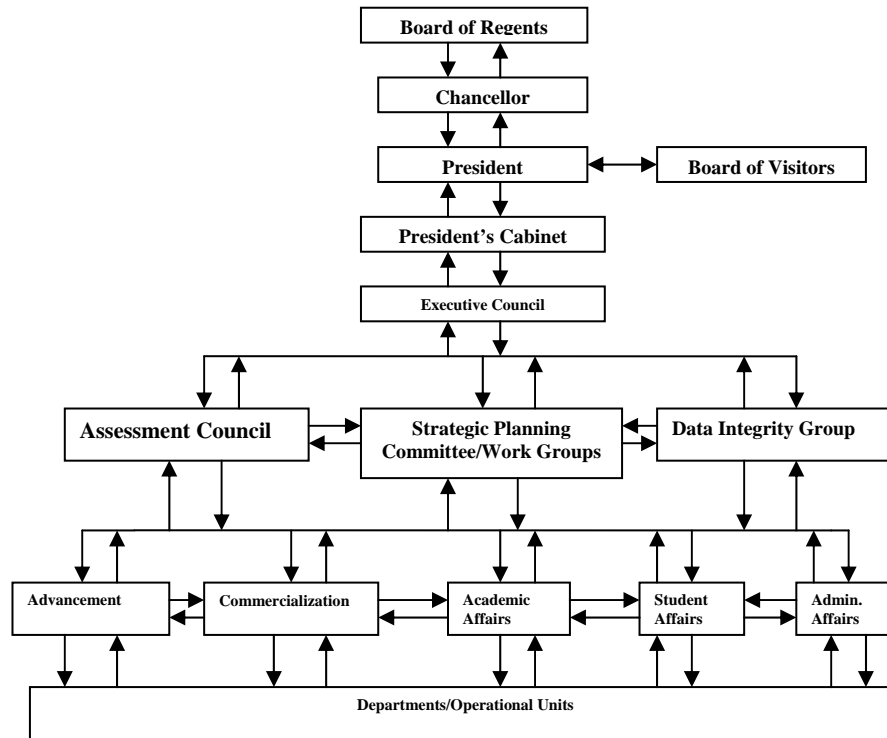
Based upon a needs assessment conducted by the Division of Student Affairs, a new enrollment initiative, Enrollment 101 (VII-33), was added to the recruitment and enrollment process to reduce the student/family

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Communication Process and Assessment Outcomes

An interactive and inclusive communication process (Figure 7.2) is used to ensure that assessment results are reviewed by appropriate stakeholders.

Figure 7. 2: UMES Institutional Assessment Communication Process



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Resource Allocation and University Change

The University incorporates assessment results in decision-making for prioritizing activities and resource allocation. The President's Cabinet and the *Budget Allocation Task Force* (VII-17) review the annual *Strategic Plan Summary of Outcomes Report* (VII-24) and the *Student Learning Outcomes Assessment Plan Report* (VII-18). These reports document the status of each division's key objectives and resource needs. Appropriations for future funding priorities are made based upon the following inputs: UMES Strategic Plan priorities, operational expenditure requirements, and University System of Maryland priorities (including unfunded mandates).

UMES has utilized results from assessments to improve the quality and effectiveness of its academic programs and services. There are numerous examples of change directly linked to the assessment process. In addition to the examples listed below, other division examples are itemized in the Appendix.

In the UMES Technology Plan (VII-34) assessment of outcomes, the student computer ownership rate prompted the University to devise a strategy for enhancing access to computers by students without means of owning a computer by refurbishing Waters Hall and redesigning it to accommodate state of-the-art computer labs that are open until late hours. In addition, 200 laptop computers purchased in 2002 are available in the library to be checked out by students. More information is on The UMES Information Technology Plan website (VII-32) and in the Office of the Vice President for Administrative Affairs.

In the Office of Institutional Research, Assessment, & Evaluation, a summary of visits with heads of departments and operational units led to the establishment of the *UMES Data Integrity Group* (DIG; VII-31), a group responsible for reviewing and establishing policies for access, management and use of institutional data (Data Integrity Group minutes, VII-37).

An external review of University outcomes, trend data on retention as reflected in the Management for Results reports (MFR; VII-28) and the Integrated Postsecondary Education Data System (IPEDS; VII-38) surveys, as well the Non-Returning survey, confirmed the need for a UMES priority in the area of student retention (Table 7.3).

Table 7. 3: UMES Second Year Retention Rate, 2000-2004

Year	Cohort	Returned One Year Later	Retention Rate Percentage
Fall 1999	533	395	74 %
Fall 2000	780	515	66 %
Fall 2001	1,194	846	71 %
Fall 2002	918	633	69%
Fall 2003	951	637	67%

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UMES' retention rate of 69 percent for fall 2002 first-time full-time students who returned in the fall of 2003 places the University above the average for the Historically Black Colleges and Universities that reported their retention rates to the Integrated Postsecondary Education Data System (IPEDS, VII-38) of the National Center for Educational Statistics. As a result of institutional assessment, however, the University has established *student retention* as every UMES employee's priority and commissioned a Committee of Vice Presidents to develop a plan for improving student learning and increasing student retention, as discussed earlier.

Institutional Assessment and Revision of the Strategic Plan

Specific assessment results are used in the development and revision of the University's Strategic Plan. The Strategic Planning timeline includes the review of institutional effectiveness documents (Figure 7.1) prior to the development of new five-year strategic priorities.

Summary

In summary, Chapter 7 provides evidence that UMES' Strategic Plan reflects use of data from the systematic assessment of institutional outcomes. For example, use of environmental scanning data ensures that the Strategic Plan is based on a systematic assessment of current and future needs of educational programs, research and community engagement activities. With the ever declining state support of the general fund, the University must increasingly turn to alternative sources of funding, such as contracts and grants from public and private sources, including business and industry, alumni and friends. Between FY 2003 and FY 2005, UMES alumni giving grew from 2 percent to 15 percent and during the same period, its grants and contract funds increased by 14.4 percent from \$17.2 million to \$19.7 million. MFR reports indicate that through the use of a variety of efficiency measures, UMES was able to save \$1.67 million in FY 2005. Therefore, not only is UMES diversifying its sources of funding but also utilizing efficiency measures that extend the quality and quantity of services. Finally, the University's academic and professional programs are designed to produce quality scholars and professionals by providing a strong academic foundation for continuous improvement and success. UMES graduates (alumni) are successful in academic, social, political, and other spheres of life. An assessment of follow-up surveys of UMES alumni reveals that students have graduated to successful careers and to further graduate study.

Action Steps

Standard 7: Institutional Assessment

1. The University should continue to complete Strategic Plan Outcomes Summary Report and disseminate progress to University constituents.
2. The University should continue to encourage all units to embrace and use the concepts of institutional effectiveness to measure outcomes and inform decision-making.

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Chapter 8

Student Admissions



**Assessment of Student Learning
and
Institutional Effectiveness**

CHAPTER 8: STUDENT ADMISSIONS

Standard 8: The institution seeks to admit students whose interests, goals, and abilities are congruent with its Mission.

Introduction

Chapter 8 provides an assessment of how UMES seeks to admit students whose interests, goals, and abilities are congruent with its Mission. UMES is committed to providing a rigorous education to persons who demonstrate the potential to become quality students, particularly from among minority communities, while fostering multicultural diversity. The University serves the education and research needs of government agencies, business, and industry, while focusing on student learning and the economic development needs on the Eastern Shore.

Full-time students may register for approved courses at nearby Salisbury University (SU; VIII-11) and receive credits earned for the courses at full value. The same is true for SU students who enroll in courses offered at UMES. Registration must be completed at the student's home campus according to the scheduled dates. Copies of schedules and/or information concerning the collaborative programs are available on each campus in the Office of Admissions and Registrar's Office.

Admission Policies

UMES' admission policies, as developed and implemented, support and reflect the Mission of the University. The Offices of undergraduate and graduate admissions, which also houses the Recruitment Offices, primarily serve prospective students seeking to gain admission to the University. The Offices engage in prescribed activities designed to identify, attract, enroll, and retain students from recruitment through graduation. Adherence to guidelines in admissions standards and diversity in recruitment techniques enhance, support, and reflect the Mission (VIII-1) of UMES. Each year, the Office of Admissions addresses and evaluates the selection criteria used as the basis for admitting students to ensure that the highest quality admissions standards are being maintained while at the same time they honor the Mission of the institution. Although the criteria enable the undergraduate Admissions Office to admit a wide range of students, from regular admits to honors admits, a sliding scale (VIII-2) is also used to determine the admissibility of students who do not meet regular admissions requirements.

Responsibility for admitting applicants to graduate programs rests with the Dean of Graduate Studies in consort with the advice of the departmental program coordinators and graduate admission committees for each graduate program. Standards applied by the UMES Graduate School and the departmental programs are to ensure that students admitted have high qualifications and a reasonable expectation of successfully completing a graduate program.

In 1999, admissions trends were evaluated through the use of consultants from Noel-Levitz (VIII-3), nationally recognized leaders in enrollment management. That evaluation assessed inquiry and application activity, acceptance-to-enrollment yield, and the admissions funnel. Findings indicated the need for more concentrated efforts in all

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these areas, as well as the need for greater follow-up in order to increase and maintain enrollment.

Recruitment efforts are concentrated in the State of Maryland; however, national recruitment fairs in neighboring states (e.g., Delaware, New Jersey, New York, Pennsylvania, and Virginia) enable UMES to attract a diverse population of students. Racial, ethnic, demographic, and cultural diversity, as well as the opportunity to admit students with a wide range of academic abilities, foster the University's commitment to providing a rigorous education to persons who demonstrate the potential to become high quality students.

Prospective Students

Accurate policies and criteria are easily available to assist the prospective student in making informed decisions about the University, including its expectations, programs, and admissions and placement processes. Policies and criteria are available on the UMES website (VIII-7) and in printed recruitment material (e.g., viewbooks, applications, high school visit documents, brochures, etc.; VIII-8), as well as in the UMES Undergraduate (VIII-9) and Graduate (VIII-10) catalogs, which contain policies and other admissions criteria. In addition, prospective students may obtain information directly from the academic department in which they have an interest by contacting the department in person, by telephone, written correspondence, or e-mail. The Office of Admissions staff is available for personal, more detailed inquiries, and the recruitment teams are trained to provide and disseminate accurate information. Prospective students may also obtain information about UMES during recruitment visits made to individual high schools and college fairs, campus visits and tours, and special visitation days for parents.

Furthermore, one of the best sources of individualized information about UMES is from currently enrolled students and alumni. Prospective students are encouraged to obtain information about the University from students who are on the campus or those who have successfully completed their course of study at UMES.

Determining Students' Interests, Goals, and Abilities

UMES determines the interests, goals, and abilities of students through several structured placement and diagnostic methods (VIII-5) that are used by the students and faculty advisors in structuring the course of study. The first determination of a student's interests, goals and abilities is made during the recruitment process. During this process, information is shared with students about what the institution has to offer and the requirements for admissions. Prior to making application, students are apprised of the general and special admissions standards required by University academic departments. Once application is made, a student's standardized high school test scores (e.g., SAT, ACT, etc.) and high school transcript are evaluated to determine the student's ability to meet University requirements (VIII-4). Once admitted, placement tests are used to determine a student's interests, goals, and abilities, particularly in mathematics, English, and reading. Another resource, administered to each first-time student, is the Noel-Levitz survey, which is used to assess self-reported attributes of the student and to demonstrate

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her/his likelihood for persistence. Several at-risk factors are identified through the survey, including dropout proneness; low sense of financial security; academic, social and personal (counseling) issues; and career awareness.

UMES also provides numerous opportunities for a student to obtain individualized information about the University and its compatibility with the student's educational objectives and abilities. One of the first sources is the academic department in which they are interested. Each academic department has developed a blueprint for classes known as the recommended course sequence (VIII-6), which outlines the courses students should take each semester, from freshman through senior year, and the sequence in which the courses should be taken. Faculty advisors are available throughout the year to meet with students and their parents to discuss their fields of interest. In addition to the recommended course sequence, the same information is found in the UMES Catalogs and on the UMES website.

Since 1972, the Office of Career Services has been designated by Educational Testing Services and Law School Services as a National Testing Center for the University. The Career Center administers national exams required for application to various graduate or professional school programs. The Center provides free information and registration bulletins for most national examinations. Scheduling of the national examinations, fee payments, and registration are arranged by each student.

The Office of Career Services maintains computerized job listings of current employment, employment directories, lists of prospective employers, and many other career-related resources. Referrals and on-campus interview services are available to students and alumni registered with the office. Career Services also supplies information about internships, summer jobs, and graduate/professional assistance. Testing administration information about the Graduate Record Examination (GRE), Law School Admission Test (LSAT), Miller Analogy Test (MAT), Professional Assessments for Beginning Teachers (PRAXIS), Medical College Association Test (MCAT), the College Level Examination Program (CLEP) and the Scholastic Aptitude Test (SAT) are also available. All students are strongly encouraged to register with the Office of Career Services prior to graduation in order to establish a Credential Portfolio file. By establishing this file, students become eligible for the services provided by the Office of Career Services and Cooperative Education.

Information from all these sources is shared with students to keep them fully informed of their options. This information is also shared with advisors to assist in structuring a student's course of study.

Summary

Chapter 8 provided an assessment of the UMES procedure for recruiting and admitting students whose interests, goals, and abilities are congruent with its Mission. Accurate policies and criteria are easily available to assist students in making informed decisions about the University, including its expectations, programs, and admissions and placement processes. Policies and criteria are available on the UMES website (VIII-7) and in printed recruitment material (e.g., viewbooks, applications, high school visit documents, brochures, etc.; VIII-8), as well as the UMES Undergraduate (VIII-9) and Graduate (VIII-10) catalogs, which also contain policies and other admissions criteria.

CHAPTER 8: STUDENT ADMISSIONS

In addition, students may obtain information directly from the academic department in which they have an interest by contacting the department in person, by telephone, written correspondence, or e-mail. Furthermore, one of the best sources of individualized information about UMES is from currently enrolled students and alumni. Students are encouraged to obtain information about the University from students who are on the campus or those who have successfully completed their course of study at UMES.

Action Steps

Standard 8: Student Admissions

1. UMES should improve the navigation from department to department on the UMES website.
2. UMES should update information on the UMES website on a scheduled basis.
3. UMES should ensure consistency and uniformity in the design and language of print and non-print media.
4. UMES should continue to provide accessibility to all pertinent information to the consumers of the information.

Chapter 9

Student Support Services



**Assessment of Student Learning
and
Institutional Effectiveness**

CHAPTER 9: STUDENT SUPPORT SERVICES

Standard 9: The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Introduction

Chapter 9 presents an assessment of how UMES provides student support services reasonably necessary to enable each student to achieve the University's goals for students. The Division of Student Affairs has the primary responsibility for engaging students in the student support services mission (IX-1) of the University; however, services that maintain the student support services experience are contained in a number of departments within the operational structure of the University.

Student support services are offered through the administrative structures of the divisions of Student Affairs, Administrative Affairs, and Academic Affairs. For the self-study student support services were identified and segmented into three major areas, including *Campus Safety*: University Police, Student Security, Judicial Services; *Enrollment Management*: PACE Program(IX-2; Preparation and Adjustment for College Entrance), Academic/Student Advising, Tutoring Program, New Student Orientation, Office of Retention, Office of Financial Aid, Office of Admissions, Office of the Registrar, Office of Services for Students with Disabilities, Computer Lab and Technology Support, International Student Programs; and *Campus Life*: Intercollegiate Athletics, Residence Life, Auxiliary Services, Intramural Sports and Recreation, Student Activities, Student Health, Career Services, Counseling Services, Child Care, and Library Services.

After identifying the student support services and segmenting them into the three major areas, an assessment of the identified services was conducted through extensive interviews with department chairpersons, students, and staff responsible for each service identified. Additionally, support documents were collected and triangulated with the interviews to assess congruence.

Division of Student Affairs

After an assessment of the University was conducted based upon the goals outlined in the UMES 2004-2009 Strategic Plan and the President's initiative for efficiency and effectiveness, the Division of Student Affairs was reorganized at the start of the 2002 academic year into two functional operating units, as illustrated in Figure 9.1, to provide support services for University students, including services for special needs students. The new organizational structure included *Student Life* (Career Services, Student Activities, Health Services, Judicial Affairs/Mediation Center, Counseling/Wellness Center, Parent's Association and Student Election Review Committee), and *Enrollment Management* (International Students, Student Support Services, Advisement and Retention, Admissions and Recruitment, Registrar, and Financial Aid).

The assessment indicated that the current level of student support services is relevant and necessary and that it meets the needs of the UMES student body. Based upon the assessment, the following strategies were implemented:

1. New orientation effort (Enrollment 101; IX-8)
2. Mediation training for Student Affairs and Administrative Affairs staff

CHAPTER 9: STUDENT SUPPORT SERVICES

3. Opening of the Wellness Center
4. Effective recruitment efforts
5. Meeting the medical needs of students (UMES Health Center)
6. Increased enrollment and retention of international students
7. Re-institution of residential hall counseling
8. Counselors responding to all on-campus emergencies
9. Reorganization of the retention effort with greater emphasis on intrusive advisement

Student Services

UMES provides an extensive assortment of support services that is particularly important to its student body. These include *Campus Safety* (University Police, Student Security, Judicial Services), *Enrollment Management* (PACE Program, Academic/Student Advising, Tutoring Program, New Student Orientation, Office of Retention, Financial Aid, Office of Admissions, Office of the Registrar, Office of Services for Students with Disabilities, Computer Lab and Technology Support, International Student Programs), *Campus Life* (Intercollegiate Athletics, Residence Life, Auxiliary Services, Intramural Sports and Recreation, Student Activities, Student Health, Career Services, Counseling Services, and Child Care) and *Library Services*.

University students with special needs may be referred by faculty or staff to several student support service areas, as determined by assessment and need. Students displaying academic difficulties, for example, are referred either to the Office of Services for Students with Disabilities (OSSD) or the Office of Retention, where they are advised and assigned tutorial assistance. Students who appear to be in emotional or physical distress are referred to either the Counseling Center or Student Health Services. Students experiencing disciplinary concerns are referred to the Associate Vice President for Student Affairs: Student Life and Development for judicial review, assistance, or mediation. Additionally, when and where necessary, students are referred to local, state and federal agencies that may be better equipped to address their need or concern. All of these student support services contribute to the enhancement of student learning and student success.

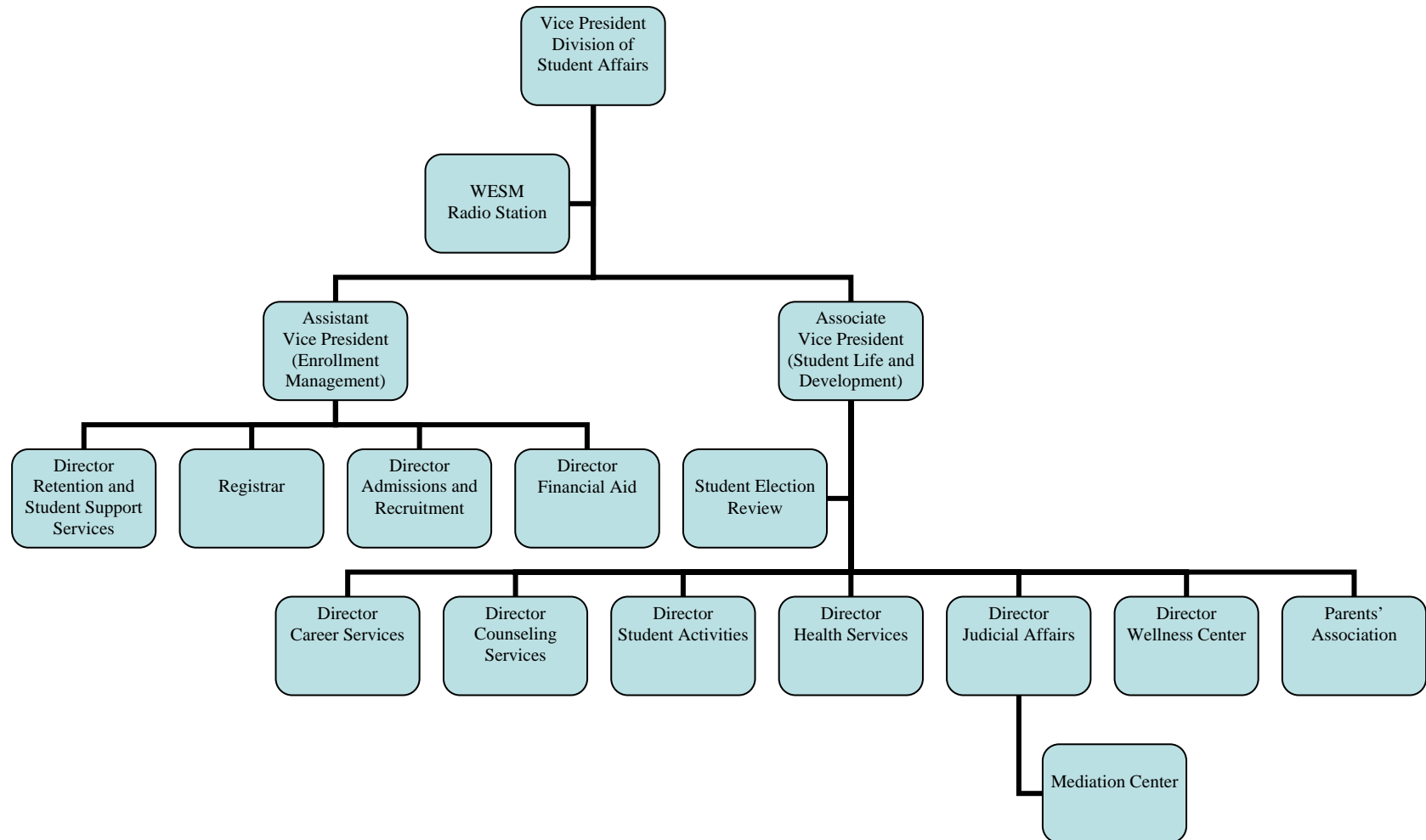
Student Records

The University of Maryland Eastern Shore recognizes both the Family Educational Rights and Privacy Act (FERPA; IX-6), and the Health Insurance Portability and Accountability Act of 1996 (HIPAA; IX-7) in the governance of student records. Students are guaranteed the right under FERPA to annual notification of their rights under FERPA. FERPA information and forms are made available to students and to their parents during registration. The use and process of obtaining student information through FERPA are maintained and published annually by the Office of the Registrar. Staff in the Office of the Registrar conducts FERPA workshops during Enrollment 101 (IX-8) sessions, New Student Orientation, Parents' Weekend, and as requested.

The University maintains confidentially where appropriate in all student support services areas. Student records, documents, and other important equipment are held in secured, locked facilities. Items such as transcript paper and the University seal, for example, are maintained in a safe, available only to the Registrar and Assistant Registrar.

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Figure 9. 1: Division of Student Affairs Organizational Chart



CHAPTER 9: STUDENT SUPPORT SERVICES

In addition Counseling Services and Student Health Services maintain secure records in locked cabinets, available only to the professional managing the case.

Assessment of Student Satisfaction

At least annually, the Division of Student Affairs and the Student Government Association (SGA) independently conduct an assessment of student satisfaction with support services and programs. Information obtained from both assessments is shared with the President, the President's Executive Cabinet, UMES Senate, Faculty Assembly, divisional units, and the student body. The Office of Institutional Research, Assessment, and Evaluation also conducts, maintains, and shares surveys and data relative to student satisfaction. The information is used to improve student support services for University students.

Procedures relative to filing complaints or grievances are found in the Student Handbook (IX-3) and the Student Code of Conduct: Student Judicial Manual (IX-4). The Student Code of Conduct: Student Judicial Manual is revised and published by the Office of the Vice President for Student Affairs every two years. Student complaints, grievances, and resolutions are maintained in the offices in which they were filed.

Athletic Programs

Intercollegiate athletic programs are regulated and maintain the same academic and fiscal principles, norms, standards, and policies as all other University programs. The athletic program recently completed its NCAA Certification Self-Study (IX-5), in which it was found to be in compliance in all areas of regulation (academic, fiscal, and administrative principles; norms; and procedures) that govern UMES athletic programs.

The University of Maryland Eastern Shore's department of Intercollegiate Athletics has a long history of excellence in promoting athletic competition, academic achievement, and personal development in a supportive environment. Embracing the concept of "Scholar Athletes," UMES emphasizes academics as the primary focus in each student-athlete's life, and assists each student-athlete in developing a balance in her/his social, athletic, and academic pursuits. It is the goal of UMES' athletic programs to produce graduates who are professionally prepared to meet the challenges of the future.

UMES' "Scholar Athletes" philosophy is actualized through a combination of academic counseling and support, intrusive mentoring, and a series of motivation and reward activities. This systematic approach is used to encourage academic success and has resulted in athletes who excel in the major and graduate within the expected timeframe. Throughout the academic year, students are carefully tracked and monitored to ensure academic progress in courses. Academic difficulties are addressed in an immediate and ongoing manner to provide necessary tutorial assistance and mentoring. During Athletic banquets and other award ceremonies, excellence in academic performance is rewarded with certificates and plaques documenting performance as measured by GPA.

Information about UMES' athletic accomplishments and challenges is shared at meetings of the Executive Council, Expanded Cabinet, Cabinet, and throughout the

CHAPTER 9: STUDENT SUPPORT SERVICES

University community. For example, during the 2004-2005 academic year several athletic outcomes were reported. Nationally, the UMES athletic program was awarded \$25,000 during the Mid-Eastern Athletic Conference Basketball Championship (MEAC; IX-9) for earning the highest conference graduation rate for the year 2003-2004 (Cohort 1997, XIV-10; Director's Report, *Athletic News*, IX-11). Additionally, UMES was one of only two Historically Black Colleges and Universities (HBCUs) to have met the NCAA standard for academic success using the Academic Progress Rate (APR). As a result, the University ranked in the upper echelon of institutions nationally to achieve this recognition and academic award. The NCAA highest overall possible score is 1000 and UMES' overall score was 936, with the women's track team scoring a perfect 1000. These successful outcomes, UMES believes, are based upon the University's emphasis on academics for all students, including student athletes.

Based upon the 2005 Mid-Eastern Athletic Conference (MEAC) Institutional Graduation Success Rate (GSR) Report, UMES out-performed the other 10 members of the Conference. The GSR is a new National Collegiate Athletic Association (NCAA) measurement that builds upon the federally mandated graduation rate (Fed Rate) by including transfer data in the calculation. The GSR supplements but does not replace the federal methodology by crediting institutions for transfers—both incoming and outgoing—as long as they are academically eligible. UMES' average GSR for the 1995-1998 cohorts (4-year cohort) of 92 percent was the highest in the conference followed by Bethune-Cookman College (82 percent), Hampton University (79 percent), and South Carolina State University (76 percent). UMES had perfect scores (100 percent) in seven of the eight sports (Men's Baseball, Cross Country/Track, and Soccer; Women's Basketball, Cross Country/Track, Softball, and Tennis) in which it had eligible student participants (Table 9.1).

Student Advisement

Appropriate student advising begins with all prospective and incoming students. Upon entry to the University, freshmen and transfer students are required to indicate an interest in a major field and are linked to an advisor in that area. This component has been reorganized to address specifically at-risk students upon their matriculation and to monitor the academic schedules. Students are advised by faculty within their department throughout their academic tenure. Should a student transfer to another University department, she/he is assigned a new advisor within that department.

CHAPTER 9: STUDENT SUPPORT SERVICES

Summary

Chapter 9 presented an assessment of the process by which UMES provides student support services reasonably necessary to enable each student to achieve the University's goals for students. The University provides an extensive assortment of support services that are particularly important to its student body, which include *Campus Safety* (University Police, Student Security, Judicial Services), Enrollment Management (PACE Program, Academic/Student Advising, Tutoring Program, New Student Orientation, Office of Retention, Financial Aid, Office of Admissions, Office of the Registrar, Office of Services for Students with Disabilities, Computer Lab and Technology Support, International Student Programs), *Campus Life* (Intercollegiate Athletics, Residence Life, Auxiliary Services, Intramural Sports and Recreation, Student Activities, Student Health, Career Services, Counseling Services, and Child Care) and *Library Services*.

The primary challenges in the delivery of student support services include the need for an increase in the number of staff in several areas; additional facility space to conduct programs; and an increase in operating funds, which would reduce dependency on Title III finds, particularly in Counseling and Career Services.

Action Steps

Standard 9: Student Support Services

UMES should continue to promote/emphasize excellence in the quality of student support services.

CHAPTER 9: STUDENT SUPPORT SERVICES

Table 9. 1: 2005 Mid-Eastern Athletic Conference (MEAC) Institutional Graduation Success Rate (GSR) Report

MEAC	Bethune- Cookman College		Coppin State University		Delaware State University		Florida A & M University		Hampton University		Howard University		University of Maryland Eastern Shore		Morgan State University		Norfolk State University		North Carolina A & T University		South Carolina State University	
	GSR	Fed Rate	GSR	Fed Rate	GSR	Fed Rate	GSR	Fed Rate	GSR	Fed Rate	GSR	Fed Rate	GSR	Fed Rate	GSR	Fed Rate	GSR	Fed Rate	GSR	Fed Rate	GSR	Fed Rate
	***81%	*47%/**41%	***70%	*71%/**51%	***51%	**48%/42%	***35%	*38%/**36%	***79%	*54%/**60%	***62%	*50%/**60%	***92%	*44%/**63%	***60%	*50%/**54%	***40%	*36%/**37%	***50%	**89%/49%	***76%	*74%/**58%
Men's Sports																						
Baseball	43%	14%	50%	36%	43%	29%	37%	47%			57%	46%	100%	50%			14%	11%	29%	25%		
Basketball	80%	33%	70%	43%	67%	57%	15%	20%	50%	50%	14%		80%	45%	60%	55%	36%	33%	50%	50%	67%	50%
CC/Track	100%	100%	83%	58%	43%	43%	45%	48%	75%	55%	67%	75%	100%	63%	69%	50%	33%	50%	50%	50%	100%	77%
Football	70%	32%			56%	43%	31%	31%	67%	49%	49%	48%			52%	38%	43%	40%	40%	40%	59%	44%
Golf	100%	22%					42%	33%	100%	100%												
Soccer											56%	56%	100%	38%								
Swimming							27%	27%	71%	100%	83%	83%										
Tennis	73%	25%	60%	60%	33%		31%	33%			60%	63%			75%	71%					100%	100%
Wrestling			33%	11%	29%	27%					67%	69%					27%	27%				
Women's Sports																						
Basketball	100%	56%	80%	70%	82%	70%	25%	27%	80%	53%	67%	65%	100%	100%	60%	56%	64%	50%	83%	83%	79%	67%
Bowling											100%	100%			67%	100%					100%	100%
CC/Track	100%	82%	92%	69%	38%	25%	32%		86%	57%	73%	69%	100%	86%	59%	63%	62%	62%	55%	55%	93%	81%
Golf	100%	33%						25%	80%	80%												
Lacrosse											63%	63%										
Soccer											64%	60%										
Softball	100%	85%	33%	33%			38%	43%	100%	77%			100%	67%	73%	77%	20%	15%	59%	59%	100%	80%
Swimming											92%	100%										
Tennis	80%	50%	50%	50%	67%	100%	77%	91%	100%	56%	75%	80%	100%	67%	100%	100%	43%	43%			100%	67%
Volleyball	100%	50%	100%	75%	70%	55%	89%	42%	100%	100%	100%	100%			75%	67%	80%	80%			100%	67%
The Graduation Success Rate (GSR) is a new NCAA measurement that builds upon the federally mandated graduation-rate (Fed Rate) by including transfer data in the calculation. The GSR supplements, but does not replace the federal methodology by crediting institutions for transfers -- both incoming and outgoing -- as long as they are academically eligible. The GSR also accounts for midyear enrollees.																						
Fed Rate for teams are Four-Class Average																						
* 1998-99 Graduation Rate																						
** Four-Class Average																						
*** GSR Based on 1995-1998 Cohorts																						

CHAPTER 9: STUDENT SUPPORT SERVICES

Chapter 10

Faculty



**Assessment of Student Learning
and
Institutional Effectiveness**

CHAPTER 10: FACULTY

Standard 10: The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Introduction

Chapter 10 presents an assessment of how the University's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals. UMES has one of the most competent and productive faculties, and it is the most diverse faculty in the University System of Maryland (USM). Ninety-four percent of the full-time, tenured and tenure-track faculty hold a doctorate or terminal degree in their field of specialization. For three consecutive years, beginning in 2003, two UMES faculty members in the Department of Natural Sciences and one in the Department of Social Sciences have received the prestigious USM Board of Regents Award for Excellence in Collaborative Teaching (X-1). In 2004, a professor in the Department of Agriculture was the recipient of the Nationwide 1890's Land-Grant Universities Integrated Research Award (X-2) for excellence in research.

Faculty Qualifications

The University determines the appropriate qualifications for faculty by adhering to policies and procedures established for faculty by the University System of Maryland (USM) and UMES. Due to the unique qualifications required for each academic department, including specific accreditation requirements, the University recruits faculty members who meet the highest academic standards and who exhibit credentials that satisfy rigorous accreditation and program needs. Official faculty credentials and transcripts are filed and maintained in the University's Human Resources Department. Faculty credentials are also filed in each academic department.

The University's credentials for professorial rank are described in the Faculty Handbook (X-3). In addition, criteria for the appointment, supervision, and review of teaching effectiveness for part-time and other faculty, consistent with those of full-time faculty, are provided in the Faculty Handbook. The Tenure and Promotions Committee (X-4) reviews all material submitted by individuals for promotion and tenure using carefully articulated and equitable criteria.

Faculty Workload

The University determines the number of professionals needed at each level and in each area by utilizing guidelines and standards established by national accrediting agencies and by adhering to faculty workload guidelines established by the USM. Currently, 22 programs are accredited at UMES and applications are being initiated to gain accreditation for three additional programs, which include Criminal Justice; Business, Management, and Accounting; and Hotel and Restaurant Management. 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 on Physical Therapy Education (CAPTE). The UMES Chemistry Program has been certified by the American Chemical Society

CHAPTER 10: FACULTY

(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.

Sixteen programs in the Professional Education Unit are accredited by the National Council for the Accreditation of Teacher Education (NCATE), which specifies that the student/faculty ratio in the freshman English classes must not exceed 20:1. The University employs the requisite number of faculty in order to meet this critical NCATE requirement. USM specifies that the faculty workload for UMES, a comprehensive university, must be eight course units per faculty member, which is the equivalent of 24 credit hours over two semesters. Credit hour requirements, established by the USM, dictate, to a large extent, the number of faculty members employed in each academic degree program.

The roles and responsibilities for faculty are defined by the Mission, goals, and objectives of the University and the specific department. Some departments are involved more extensively in research and outreach activities while others are engaged mainly in teaching and research. For example, programs, such as Business Management and Construction Management follow the prescribed faculty teaching load as required by their accrediting bodies. In addition, teaching loads are impacted by the nature of the curriculum as in the case of Studio courses in the Fine Arts and clinical courses. Departments that have multiple responsibilities for the land-grant mission, i.e., teaching, research, and extension, require faculty and personnel with special backgrounds and training. This usually results in the provision of joint appointments. Further, departments and schools have Strategic Plans (X-15) that are driven by departmental missions which impact the type and number of professionals that will be needed in each area in order to achieve the objectives relative to specific goals set forth under the Mission. The roles and responsibilities of the faculty are also defined by external accrediting bodies and USM, which can specify a required curriculum and the particular credentials that each faculty member must possess in order to deliver the curriculum content. This concerted effort, therefore, is designed to insure student learning.

Faculty productivity is measured in all the three areas of learning, inquiry and engagement through the Faculty Workload Analysis Reports (X-5), student faculty evaluations, as well as Student Satisfaction Surveys (X-6), including the National Survey of Student Engagement (X-7). All these measures confirm faculty's strong productivity. For example, Faculty Workload Analysis reports of 2003-2004 and 2004-2005 indicated that full-time tenured and tenure track faculty taught 7.8 and 7.5 course units per faculty respectively on a standard of between 7 and 8 course units per full-time tenured or tenure track faculty.

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Faculty's Role in Designing, Maintaining, and Updating Educational Criteria

Educational criteria are designed, maintained, and updated primarily by faculty and other professionals who are academically prepared and qualified to ensure that they are harmonious with the overall mission, vision, and goals of the University, school, and department. The educational Missions of the departments/schools are a reflection of the educational Mission of the University. Thus, each department/school develops clearly defined cohesive programmatic educational criteria that promote a specific coordinated set of learning experiences and expected outcomes for all students. The departments provide detailed information for current and prospective students on degree completion requirements, course requirements, matriculation, and requirements for graduation or candidacy for each degree-granting program. Assessment criteria are defined in various documents, including, but not limited to, program application packets, student program manuals, course syllabi, Graduate (X-8) and Undergraduate (X-9) catalogs in hard copy, and on the UMES website.

Descriptions of departmental academic programs in University catalogs and other sources define the purpose of each program, as well as distinguish programs from one another. Each course within a degree program in the department is given a general description and rationale outlining the specific goal associated with individual courses and the knowledge to be ascertained. Further, syllabi specify outcomes expected prior to advancement to the next level within the program. Commitment to this philosophy is also demonstrated via various assessment procedures, which include quizzes; students' comments, past and present; periodic semester examinations, usually followed by a comprehensive examination for each course, capstone examinations in some cases; and external comprehensive degree assessment examinations (X-16).

Updates of educational criteria in order to assess effectiveness are done regularly as a result of internal and external program reviews by faculty and other professionals. The results of such reviews are applied to program development and improvement; results are also utilized to compare offerings and teaching approaches employed by other institutions of comparable size and tier classification. The updates provide a clear indication of the University's willingness to review the effectiveness and maintain certain standards of educational excellence recognized within a particular program (X-17).

The University, schools, and departments employ various means to ensure that all course offerings contain appropriate content and rigor, and that they exhibit the highest academic standards. The UMES Senate approves all new and revised academic programs. Student evaluations; program, faculty and external reviews; self-studies; professional accreditations; best practices; and periodic course reviews aid in examining and maintaining quality and consistency among course offerings. Students are also provided the opportunity to evaluate their professors and courses to ensure that rigor and content meet students' high expectations.

CHAPTER 10: FACULTY

Cooperation and Support Across Academic Fields and Across Professions

UMES has excellent cooperation and support across academic fields and across professions. For example, the NCATE-accredited programs (X-10) in the Professional Education Unit are illustrative models. The unit contains 16 programs, 12 at the undergraduate level and four at the graduate level. The undergraduate programs consist of a highly diverse set of subject areas, including art, agriculture, biology, business education, chemistry, English, family and consumer sciences, mathematics, music, social sciences, special education, and technology education. Faculty within each of the specific Teacher Education Degree Programs must work collaboratively with faculty in the Department of Education in order to develop curricula and internship experiences that meet the standards established by NCATE and by the various collaborating academic departments.

The design of the General Education Component (X-11) at UMES provides another excellent example of appropriate cooperation and support across academic fields and types of professions. Courses required within the General Education offerings are selected from a number of areas, which help to provide students with a broad-based preparation for liberal knowledge in education. The areas include the following: Arts and the Humanities (Curriculum Area I); Social and Behavioral Sciences (Curriculum Area II); Biological Sciences (Curriculum Area III); Mathematics (Curriculum Area IV); and English Composition (Curriculum Area V).

In addition, other examples of professional cooperation occur with the Division of Student Affairs, which includes the offices of Career Services, Counseling Services, Admissions and Recruitment, Registrar, Financial Aid, Retention, and Student Support Services. The Student Affairs offices coordinate student activities and resolve specific problems by working collaboratively with various departments to ensure that student needs and concerns are adequately addressed according to the guidelines stipulated in the Student Handbook. The Student Affairs Offices also serve as liaison, when there are incidences of parent-student-faculty conflict. Finally, external collaborations across the professions are exemplified by several research and sponsored program activities linking UMES faculty with professional peers across the nation. Current collaborations include University of Maryland Medical School and University of Massachusetts at Amherst.

Standards for Teaching Excellence

The standards for teaching excellence have been met as mandated by policies and procedures for the University and Faculty Handbook (X-3) and set by academic departments. The guidelines for promotion and tenure require a detailed review of an applicant's performance in the area of teaching. The review focuses on innovation in teaching, student evaluations, and an evaluation provided by the applicant's department chairperson. The category of teaching is assigned 50 percent of the total number of points that can be earned in the tenure and promotion process, which underscores the importance of excellence in teaching at UMES.

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Teaching Excellence and Student Learning Outcomes

Excellence in teaching is linked to student learning outcomes and is assessed through several methods. Direct evidence of what students are learning include ratings of student skills, employer ratings of satisfaction with programs, pass rates on appropriate licensure/certification examinations that assess key learning outcomes, ratings of capstone projects, portfolios of student work, scores on locally designed tests, student satisfaction surveys, student publications and conference presentations, etc. Indirect evidence includes graduate program admission rates and success, placement into career positions, awards to students and graduates, transcript analysis, number of courses taught, etc.

The UMES Physician Assistant Program, as an example, provides a list of clinical tasks and skills that Physician Assistant students must acquire before graduation. The tasks and skills represent part of the set of learning outcomes for the program. Assessment of the knowledge of the outcomes is conducted through a number of measures, including the Physician Assistant Certification Assessment Tool (X-12), which is modeled after the Physician Assistant National Certification Examination (X-13) that graduates must pass in order to obtain national certification. Other assessments include preceptors' evaluations, student rotation evaluations, and exit interview surveys.

The Criminal Justice Program provides another illustration of the link between excellence in teaching and student learning outcomes. The Program's 16 learning outcomes evolved from its three major goals and specific methods of assessment, which include examinations, papers, and projects. The student learning outcomes for each course are identified by the program.

The development of explicit sets of learning outcomes and assessment measures, as exemplified in the Physician Assistant and the Criminal Justice programs, provide compelling evidence for a strong link to excellence in teaching at UMES.

Demonstration of Excellence in Teaching and Continued Professional Growth

University faculty and other professionals, including teaching assistants, demonstrate excellence in teaching and continued professional growth through multiple professional activities. Course evaluations completed by students are collected for each faculty member, including teaching assistants. Observations of the faculty member's classes are conducted by department chairs and peers, and assessments of teaching are reviewed with the faculty member. Yearly faculty evaluations are conducted by department chairs and are used to address the faculty member's teaching abilities and as encouragement and motivation to improve student learning.

Excellence in teaching is also demonstrated by methods and techniques in teaching that are innovative and enhance student learning. Examples of such methods include cooperative learning, the use of small group discussions, case studies, role play, student presentations, infusion of technology, and service learning projects. Other evidence of excellence in teaching includes student involvement in off-campus projects, workshops for students, and field trips. In addition, course syllabi, course exams, and assignments are expected to be comprehensive and cogent. The development and revision of curricula and courses are also suggestive of teaching excellence.

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UMES faculty members also demonstrate excellence in teaching and continued professional growth through their scholarly research, community service, grantsmanship, and/or other professional activities. Excellence in these areas is indicated by refereed and non-refereed publications, book authorship, and patented inventions as presented in the yearly Faculty Workload (X-5) reports. For the arts, performances, direction, and juried and non-juried creative works are indicators of excellence in professional growth. Presentations and participation in professional associations are indicative of professional development and advancement. In addition, the University supports its faculty in establishing and maintaining appropriate linkages among scholarship, teaching, student learning, research, and service.

UMES provides opportunities to its faculty for professional development. The Division of Academic Affairs organizes a faculty retreat every year before the beginning of the fall semester and at the end of the spring semester. In addition, there are all-faculty meetings during the course of the year to inform faculty of new developments and to solicit input from them on new initiatives. Faculty members engage in many professional development activities (X-17). In the 2004-2005 academic year, 100 core faculty members made 159 professional presentations, published 98 articles in refereed journals, and 79 in non-refereed journals, as well as spending 810 days in public service, based on the Faculty Workload Report for that year.

Faculty Personnel Policies and Procedures

The University provides the faculty and staff with accurate information on personnel policies and procedures, which include hiring, promotion, tenure, grievance, and discipline policies and procedures. The Faculty Handbook provides detailed policies and procedures regarding hiring, promotion, tenure, grievances and discipline, and classroom conduct and examination. Orientation sessions for new faculty and staff, conducted by the Department of Human Resources, also provide information on personnel policies and procedures. In addition, each academic department has developed and implemented a comprehensive department policies and procedures manual, which supplements the Faculty Handbook with department-specific requirements and procedures.

The departmental policies and procedures manuals provide specific instructions that describe the services available in the department, the means by which these services may be obtained, and the processes by which the various business functions of the University are performed within the department. The manual serves as a reference to the major policies and procedures relevant to faculty and staff at the University. The department policies and procedures manuals (X-14) also provide administrative protocols, meeting schedules, etc. The departmental policies and procedures manuals conform to the policies approved by the Board of Regents and UMES President.

Summary

Chapter 10 presented an assessment of the process by which the University's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals. The University has one of the most competent and productive faculties, and it is the most diverse faculty in the University System of

CHAPTER 10: FACULTY

Maryland (USM). Ninety-four percent of the full-time, tenured, and tenure-track faculty hold a doctorate or terminal degree in their field of specialization.

Action Steps

Standard 10: Faculty

1. UMES should continue to encourage faculty to seek grant funding for supporting their release time for sabbaticals and other enrichment activities.
2. UMES should continue to demand the highest possible credentials when employing faculty.

CHAPTER 10: FACULTY

Chapter 11

Educational Offerings



**Assessment of Student Learning
and
Institutional Effectiveness**

CHAPTER 11: EDUCATIONAL OFFERINGS

Standard 11: 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.

Introduction

Chapter 11 presents an assessment of how the University's educational offerings display academic content, rigor and coherence that are appropriate to its higher education Mission, specifically, how UMES identifies student learning goals and objectives, including knowledge and skills, for its educational offerings. Educational offerings at the University of Maryland Eastern Shore (UMES) comprise academic program curricula that have clearly stated learning goals, objectives, and expected outcomes. The learning goals, objectives and expected outcomes direct the assessment process towards the students as the primary focus of attention. Learning outcomes and experiences expected of each student are clearly outlined in the academic departments' Learning Outcomes Assessment Plans (XI-1).

Educational Offerings Reflect and Promote Mission

The University's educational offerings reflect and promote its Mission (XI-2). Since the last Middle-States review of 1996, the profile of UMES, due to growth and development, has changed both in terms of student enrollment and program offerings that define the institution as a modern and comprehensive University. As a result, the University's Mission and educational offerings have been adjusted to accommodate the various developments that have taken place during the last decade. For example, UMES has added 17 new degree-granting programs to its educational offerings. The University now provides 29 undergraduate programs leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of General Studies degrees; it offers 11 Master's and six Doctoral graduate degrees in several disciplines. Recent additions to the undergraduate programs include specialized programs, such as African-American Studies, Aviation Sciences, Exercise Science, Physician Assistant, and Rehabilitation Services. The master's degree programs include Career and Technology Education, Criminology and Criminal Justice, and Rehabilitation Counseling. The doctoral programs include Food Science and Technology, Physical Therapy, Organizational Leadership, and Educational Leadership.

Furthermore, more course offerings during evening and weekend hours have also been developed, allowing the population on the Delmarva Peninsula and its neighboring areas to improve themselves and their community through post-secondary education. The University also offers 13 teaching degree programs and eight pre-professional programs, as well as an Honors Program (XI-3) designed in cooperation with the University of Maryland at Baltimore (UMB) to prepare students for professional school study.

The University's educational offerings reflect consistency with the University's Mission and promote programs that are not only embracing and reinforcing its Mission, but also enhance it with due regard to evolution of knowledge and the dynamics of society-at-large. In fact, to ensure that the University's Mission is achieved, UMES uses

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Strategic Planning processes to provide continuous improvement and ongoing University effectiveness. In its recent five-year (2004-2009) Strategic Plan (XI-4) for example, UMES identified one of its primary goals to be “*to 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.*” This five-year academic plan (educational offering) lists, among other things, specific activities that are directly related to UMES’ Mission.

Student Learning Goals, Objectives, and Expected Outcomes

Educational offerings at UMES are comprised of academic program curricula that provide clearly stated learning goals, objectives, and expected outcomes. The learning goals, objectives, and expected outcomes direct the assessment process towards the student as the primary focus of inquiry. Learning outcomes and experiences expected of each student are clearly outlined in the academic departments’ Learning Outcomes Assessment Plans (XI-1). Furthermore, the learning objectives and expectations are published via the University catalogs, website, application packets, and brochures. Details concerning skills and expected outcomes are provided and discussed with students through advisement and during periodically scheduled departmental orientations.

Learning objectives and expected outcomes for specific courses are included in syllabi that are distributed to all students enrolled in each course. A course description and rationale include the specific goals associated with individual courses and the concretized knowledge area to be acquired. Prerequisite requirements specify outcomes expected prior to advancement within each program. Faculty are encouraged to design and deliver their courses from an assessment perspective where student performance is based on predetermined learning outcomes and varied assessment measures that result in valid indicators of successful student learning.

The educational offerings are designed to provide rigorous, integrated academic experiences that adhere to current educational standards and trends for the various disciplines. Valid assessment techniques are applied in measuring the effectiveness of each academic program. Periodic program review processes are in place to monitor and evaluate progress towards continuous improvement. Expected outcomes for student learning in the programs include: oral and written communication, critical thinking and problem-solving, interpersonal skill development, leadership and change, value conflicts, ethical decision-making, technology proficiency, human diversity, historical and global perspectives, arts appreciation, personal and professional development, and information literacy. The expected outcomes are achieved through an integration of General Education and individual program knowledge and skills. Course requirements are sequenced to build on previous learning experiences. Capstone courses and/or final projects provide a final indication of how well students have attained the desired competency level. Detailed and well-defined documentation is on file (e.g., students’ writing samples, research projects, case analyses, etc.; XI-14) that support student achievement of expected skills and competencies, along with knowledge foundation and application. Attainment of expected learning outcomes and coherent learning experiences has been validated for individual programs that have achieved accreditation by respected

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entities, such as National Council for the Accreditation of Teacher Education (NCATE; XI-5), American Council for Construction Education (ACCE; XI-6), American Chemical Society Committee on Professional Training (ACSCPT; XI-7), Commission on Accreditation for Dietetics Education (CADE; XI-8), etc. In addition, there is evidence of successful learning outcomes based on recent program review activities that are being conducted in pursuit of discipline specific accreditation (i.e., AACSB-I Accreditation for business programs; XI-9).

Co-Curricular and Extracurricular Activities

UMES provides many curricular activities (XI-15) to support academic programs that result in coherent, consistent, and integrated learning experiences, including life-skills and civic responsibility outcomes that span over cognitive, psychomotor, and affective domains of knowledge. These activities are primarily administered through the Office of Student Activities, the academic departments, and the Office of Athletics. Each office or department serves and supports UMES students by providing them with a positive student-centered environment to enhance their learning, development, diversity, service, retention, and academic success.

Extracurricular activities (XI-16) are managed and implemented based on student interest and input, both on and off campus. These activities include dances, intramural sports and recreation, plays, movies, lectures, bus trips, leadership training, Homecoming, ethnic festival, and Spring Fest. Specific student activities areas include student organizations, student publications, Pan-Hellenic Council, and fraternities and sororities. Student organizations associated with and managed in the academic departments include Association for Computing Machinery Student Chapter, Campus Pals Organization, Caribbean International Club, Council for Exceptional Children Student Chapter, Criminal Justice Society, Drama Society, Education Club, Eta Rho Mu, Engineering Technology Society, Groove Phi Groove Social Fellowship, Human Ecology Club, Industrial Arts Club, International Students Organization, Math and Computer Science Club, Minorities in Agriculture, Natural Resources, and Related Sciences (MANRRS), NAACP, National Association of Black Accountants, National Student Business League, Pan-Hellenic Council, Physical Education Club, Physical Therapy Association and Physical Therapy Club (graduate students), Pom-Pon Squad, Animal and Poultry Science Club, Recruitment Club, Rehabilitation Services Student Association, Social Work Student Association, Student Activity Advisory Board, UMES Marine-Estuarine-Environmental Sciences Graduate Student Organization, Organizational Leadership Program, Graduate Student Organization, Golden Key Honor Society, and Wesley Foundation.

Curriculum Assessment

The University's curriculum for undergraduate and graduate programs is assessed to ensure that it has depth, rigor, and currency; and assessment results are used for continuous program improvement. Curriculum assessment of the University's educational offerings, based upon the University's Mission, includes intensive, systematic internal and external multiple assessments of program, curriculum, catalog updates, new program and course proposal development, course updates, program

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reviews, program approval, and accreditation approval. Currently, as shown in Table 11.1, 22 programs have been nationally accredited by their respective professional associations, and three programs are seeking accreditations.

Table 11. 1: Accreditation/Program Approval

SCHOOL: Department/Unit/ Program	Accreditation Agency	Accreditation Status/Assessment Results	Implementation of Assessment Results
School of Agricultural and Natural Sciences: Department of Agriculture/Agriculture Education Program (undergraduate Bachelor of Science and graduate Master of Arts in Teaching degrees)	National Council for Accreditation of Teacher Education (NCATE) and Maryland State Department of Education (MSDE)	This program, along with 15 other teacher education programs were peer-reviewed by NCATE and MSDE, using their standards. The program is nationally accredited and state approved. The most recent visit was November 2003 and the next visit will be Fall 2008.	The program at both the undergraduate and graduate level was peer reviewed and changes made based on the standards of the American Association of Agricultural Education (AAEE). Additional changes were made based on the NCATE/MSDE review.
School of Agricultural and Natural Sciences: Department of Human Ecology/Dietetics Program	Commission on Accreditation for Dietetics Education (CADE)	Accreditation Visit December 2003 Accredited	Changes were made in the program to reflect current accreditation standards.
School of Agricultural and Natural Sciences: Department of Natural Sciences/Biology and Chemistry Education Programs (undergraduate Bachelor of Science and graduate Master of Arts in Teaching degrees)	National Science Teachers Association (NSTA); National Council for Accreditation of Teacher Education (NCATE) and Maryland State Department of Education (MSDE)	First, both teacher education programs were peer-reviewed by the NSTA. Following approval by NSTA, these two programs, along with 14 other teacher education programs were peer-reviewed by NCATE and MSDE, using their standards. Both are nationally accredited and state approved. The most recent visit was November 2003 and the next visit will be Fall 2008.	These programs at both the undergraduate and graduate level were peer reviewed and changes made based on the standards of the National Science Teachers Association. Additional changes were made based on the NCATE/MSDE review.
School of Agricultural and Natural Sciences: Department of Natural Sciences/Chemistry Program	American Chemical Society Committee on Professional Training	Accredited	
School of Health Professions Department of Physician Assistant/Physician Assistant Program	Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)	Accredited	
School of Health Professions Department of Physical Therapy/Physical Therapy Program	Commission on Accreditation in Physical Therapy Education (CAPTE)	Most Recent Accreditation Visit: April 2002 (Doctor of Physical Therapy Accredited) Next Accreditation Visit: Fall 2007	Changes were made in the program to reflect current accreditation standards.
School of Health Professions Department of Rehabilitation Services/Rehabilitation Services Program	Council on Rehabilitation Education		
School of the Arts and Professions: Department of Criminal Justice/Criminal Justice Program (undergraduate Bachelor of Science and graduate Master of Science)	Academy of Criminal Justice Sciences (ACJS)		The program is preparing reports and documentation for the initial visit and is revising program and curriculum based on the ACJS standards.
School of the Arts and Professions:	National Council for	NCATE and MSDE do joint	After a preliminary peer

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Department of Education/ Professional Education Unit (16 programs from 10 departments and 3 schools on campus) Programs in the Department include: Guidance and Counseling (graduate), Master of Arts in Teaching (graduate) and Special Education (undergraduate and graduate)	Accreditation of Teacher Education (NCATE) and the Maryland State Department of Education (MSDE) plus the following Specialized Professional Associations (SPAs): Council for Exceptional Children, International Technology Education Association/Council on Technology Teacher Education, National Council of Teachers of English, National Council of Teachers of Mathematics, National Science Teachers Association The Educational Leadership Constituent Consortium (ELCC) and the National Council of the Social Studies will be part of the next review.	visits. The most recent visit was November 2003. The Unit was awarded full accreditation and approval for its Advanced Programs and provisional accreditation and probationary approval for its Initial Programs after that visit. In October 2004 all programs (i.e., 4 Advanced and 12 Initial) in the Unit received Full Accreditation and Approval by NCATE and MSDE in October 2004. Three of the four Advanced Programs and six of the 12 Initial Programs were reviewed by Specialty Professional Organizations (SPAs) (i.e., CTTE/ITEA, NSTA, CEC, NCTE, NCTM) and the remaining programs were reviewed by the MSDE using national professional standards. The next joint visit is scheduled for Fall 2008.	review by the SPAs, programs made changes in curriculum and programs, based on the professional standards. All programs undergoing the SPA passed the review. Results of the joint visit have resulted in changes to program policy and curriculum.
School of the Arts and Professions: Department of Education/Counseling (School and Community Counseling Programs)	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Both programs are preparing the Self-study report that must be completed and approved prior to the initial accreditation visit. The initial visit is anticipated to coincide with the next NCATE/MSDE visit in Fall 2008.	Programs are using the CACREP standards to revise existing curriculum and other program policies.
School of the Arts and Professions: Department of Education/ Educational Leadership Program (doctoral level – Ed.D. degree)	Educational Leadership Constituent Council (ELCC); National Council for Accreditation of Teacher Education (NCATE); and Maryland State Department of Education (MSDE)	A program peer review will first take place by ELCC prior to Fall 2008. Then the program will undergo the next joint visit of NCATE and MSDE in Fall 2008.	Changes in the program and its curriculum are currently being made to meet the standards of ELCC and the Maryland Instructional Leadership Framework (MILF) so that the program can successfully undergo the first review by ELCC and ultimately by NCATE/MSDE.
School of the Arts and Professions: Department of English and Modern Languages/English Education Program (undergraduate Bachelor of Arts and graduate Master of Arts in Teaching degrees)	National Council of Teachers of English (NCTE); National Council for Accreditation of Teacher Education (NCATE) and Maryland State Department of Education (MSDE)	First, the teacher education program was peer-reviewed by the NCTE. Following approval by NCTE, the program, along with 15 other teacher education programs were peer-reviewed by NCATE and MSDE, using their standards. The program is nationally accredited and state approved. The most recent visit was November 2003 and the next visit will be Fall 2008.	
School of the Arts and Professions: Department of Fine Arts/Art and	National Council for Accreditation of Teacher	These two programs, along with 14 other teacher	Additional changes in the programs and curriculum

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Music Education Programs (undergraduate Bachelor of Arts and graduate Master of Arts in Teaching degrees)	Education (NCATE) and Maryland State Department of Teacher Education (MSDE)	education programs were peer-reviewed by NCATE and MSDE, using their standards. Both are nationally accredited and state approved. The most recent visit was November 2003 and the next visit will be Fall 2008.	were made based on the NCATE/MSDE review.
School of the Arts and Professions: Department of Social Science: Social Studies Education Program (undergraduate Bachelor of Arts and graduate Master of Arts in Teaching degrees)	National Council of the Social Studies; National Council for Accreditation of Teacher Education (NCATE); and Maryland State Department of Education (MSDE)	This program is nationally accredited and state approved. The most recent visit was November 2003 and the next visit will be Fall 2008. It was reinstated and approved by MSDE in August 2003. A program peer review will first take place by NCSS prior to Fall 2008. Then the program will undergo the next joint visit of NCATE and MSDE in Fall 2008.	Changes in the program and its curriculum are currently being made to meet the standards of NCSS so that the program can successfully undergo the first review by NCSS and ultimately by NCATE/MSDE.
School of Business and Technology: Department of Business, Management and Accounting/Accounting, Business Administration	The Association to Advance Collegiate Schools of Business – International (AACSB)		All programs in the department have been revising curriculum and modifying policies in order to meet AACSB standards in anticipation of the on-site visit.
School of Business and Technology: Department of Business, Management and Accounting/Business Education Program (undergraduate Bachelor of Science and graduate Master of Arts in Teaching degrees)	National Council for Accreditation of Teacher Education (NCATE); and Maryland State Department of Education (MSDE)	This program, along with 15 other teacher education programs were peer-reviewed by NCATE and MSDE, using their standards. The program is nationally accredited and state approved. The most recent visit was November 2003 and the next visit will be Fall 2008.	The program at both the undergraduate and graduate level was peer reviewed and changes made based on the standards of the National Business Education Association. Additional changes were made based on the NCATE/MSDE review.
School of Business and Technology: Department of Mathematics and Computer Science/Computer Science Program (undergraduate Bachelor of Science and graduate Master of Science degrees)	Accreditation Board for Engineering and Technology – Computing Accreditation Commission		
School of Business and Technology: Department of Mathematics and Computer Science/Mathematics Education Program (undergraduate Bachelor of Science and graduate Master of Arts in Teaching degrees)	National Council of Teachers of Mathematics; National Council for Accreditation of Teacher Education (NCATE); and Maryland State Department of Education (MSDE)	First, the program was peer-reviewed by the NCTM. Following approval by NCTM, this program, along with 15 other teacher education programs were peer-reviewed by NCATE and MSDE, using their standards. Both are nationally accredited and state approved. The most recent visit was November 2003 and the next visit will be Fall 2008.	This program at both the undergraduate and graduate levels was peer reviewed and changes made based on the standards of the National Council of Teachers of Mathematics. Additional changes were made based on the NCATE/MSDE review.
School of Business and Technology: Department of Technology/Construction Management Technology, Engineering Technology (Bachelor of Science), Career and Technology Education	American Council for Construction Education (ACCE) since 1991. Most recent ACCE Review in 2002 and next review in 2008. International Technology Education	First and third year ACCE Interim Reports were approved and accepted. First, the program was peer-reviewed by the ITEA/CTTE. Following approval by ITEA/CTTE,	Engineering Technology planning for TAC/ABET accreditation. Career and Technology Education, both the undergraduate and graduate levels, was peer

CHAPTER 11: EDUCATIONAL OFFERINGS

(Master of Education) and Technology Education (Bachelor of Science Programs).	Association/Council on Technology Teacher Education (ITEA/CTTE), National Council for Accreditation of Teacher Education (NCATE) and the Maryland State Department of Education (MSDE).	these programs, along with 14 other teacher education programs were peer-reviewed by NCATE and MSDE, using their standards. Both are nationally accredited and state approved. The most recent visit was November 2003 and the next visit will be fall 2008.	reviewed and changes made based on the standards of the International Technology Education Association/Council on Technology Teacher Education. Additional changes were made based on the NCATE/MSDE review
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Library and Other Educational Offerings

UMES provides learning resources, facilities, library services, technology, and professional staff that are adequate to support the University's educational offerings. The Frederick Douglass Library provides a multiplicity of print and non-print resources to support the Mission and academic programs of the University. The collection includes over 204,000 volumes, 48,000 bound periodicals, and over a half million microfiche and microfilm collections. The library stack capacity is 277,577 and is projected to reach 338,300 in the next ten years. Consideration for future library expansion is contained in the 2002-2012 UMES facilities master plan. In addition, the library has electronic capabilities to tap into resources of other institutions through interlibrary loan arrangements. Students have access to at least 739 computers; thus, including 200 laptops they can borrow from the library, providing a student computer ratio of 5 students to 1 computer (i.e., 3,870 students to 739 computers), a much more favorable ratio as discussed in the most recent Technology Plan (XI-17). Electronic and computer facilities available to the students in the library are provided consistent with increasing projected enrollments (Table 11.2).

Table 11. 2: Electronics and Computer Facilities in the Library

<i>Location in Library</i>	<i>Purpose</i>	<i># Computers</i>	<i>Contact & Ph.#</i>
Electronics Resource Center(1st. Floor,Rm.1110)	Database and Internet Search	21	Weil/ Driscoll(7937)
Multi-Media Room(1st. Floor, Rm. 1114)	Used for classes conducted by Library faculty	20	Weil /Driscoll(7937)
Micro-Media Room(basement, Rm. 0114)	For student use for e-mail etc.	8	Zimmerman(6610)
Public Access Area(1st. floor)	For online catalog and Internet access	12	Zimmerman(6610)
Public Access Area (2nd Floor)	For online catalog and Internet access	6	Zimmerman(6610)
Public Access Area (Basement)	For online catalog and Internet access	5	Weil /Driscoll(7937)
TOTAL		72	

As a member of USMAI (University System of Maryland and Affiliated Institutions; XI-10) consortium, the library is affiliated with the University's 11 campuses and 13 libraries for the purpose of sharing library resources. The integrated, comprehensive library system, ALEPH (XI-11), makes it possible for the patrons to have 24 hour, seven days per week access to USMAI library collections and electronic resources. Including the Dean of Library Services, there are more than 25 library faculty

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and staff members who provide services offered by the library. The Library also provides instructional sessions that are tailored to the needs of classes to enhance students' research skills. During fall 2005, the library began offering an online Information Literacy (XI-12) course taught by the Library faculty.

In addition, the UMES Information Technology (IT) professional staff provides information and computer technology services on the main campus and additional locations that are adequate to support the University's educational offerings through three departments: Academic Computing, Administrative Computing, and IT and Telecom Support. The Academic Computing Department supports faculty and student technology requirements; and the Administrative Computing Department and IT and Telecom Support Department both support the entire University's technology requirements. Table 11.3 presents a list of the University's campus computer laboratories.

Table 11. 3: Campus Computer Laboratories

<i>School</i>	<i>Department</i>	<i>Room and Location</i>	<i># of Computers</i>
School of Arts and Professions	Fine Arts	PAC, Rm. 1108	8
School of Arts and Professions	English and Modern Language	Wilson Hall, Rm. 1112	15
School of Arts and Professions	Education	Hazel Hall, Rm. 2060	25
School of Ag. and Natural Science	Agriculture	Trigg Hall, Rm. 1142	10
School of Ag. and Natural Science	Human Ecology	Henson Center, Rm. 1108	7
School of Ag. and Natural Science	Natural Science	Carver Hall, Rm. 2119	14
School of Ag. and Natural Science	Natural Science	Hazel Hall, Rm. 3073	15
School of Ag. and Natural Science	Natural Science	Carver Hall, Rm. 3104	12
School of Business and Technology	Engineering, and Aviation Sc	Tanner Hall, Rm. 1111	15
School of Business and Technology	Business and Accounting	Kiah Hall, Rm. 2117	24
School of Business and Technology	Hotel and Restaurant Mgt.	Henson Center	15
School of Business and Technology	Technology	ATC, Rm. 1131	15
School of Business and Technology	Math and Computer Science	Kiah Hall, Rm. 2118	18
School of Business and Technology	Math and Computer Science	Kiah Hall, Rm. 1136A	12
School of Business and Technology	Math and Computer Science	Kiah Hall, Rm. 2120	24
School of Business and Technology	Math and Computer Science	Kiah Hall, Rm. 2124	24
General Computer Labs	University-wide	Waters Hall	164
TOTAL			417

The new Waters Hall facility has five additional computer laboratories, one reserved for graduate students, with 164 computers in the five labs. These computer labs are available to the students seven days per week. The University provides on-campus students with free Internet connections and automatic operating system updates; it provides off campus students with free access to the 56 kb dial-in Internet connection service. There is a list of sites on campus where wireless access is available. Students can purchase computer accessories (network cables, thumb drives, etc.) with their HAWK Card from the IT Department in Waters Hall. The University also provides students free web accessible e-mail accounts through the University.

To reinforce and supplement classroom instruction, as well as to nurture under-prepared students, UMES provides tutorial services for students. The services cover all academic subjects as needed. Learning Resource Centers (XI-13) are located in the residence halls and across campus. The Learning Resource Centers assist in assessment

CHAPTER 11: EDUCATIONAL OFFERINGS

of students' skills upon their entrance to the University. This provides a profile of strengths and weaknesses of each student that helps with appropriate advisement and placement of the student.

The Office of Students with Disabilities identifies and provides services and accommodations based on the needs of the individual student. In addition, instructors interface with the disabilities coordinator in facilitating appropriate and effective learning and instructional strategies for students.

The Office of Retention provides strategies to retain all students, with special emphasis on successful retention of at-risk students (students with a GPA below 2.0 and students with grades of "D" or "F"). The retention facilities include two computer labs, complete with the latest software to assist students with their mathematics and English academic requirements.

The Counseling Services Office provides free counseling services to all students during regular business hours and emergencies. Counseling services, based on faculty, staff, or self-referral, are provided for emotional, psychological and motivational support. The counselors also provide workshops and group sessions on a variety of student-relevant topics. Additionally, the University also provides undergraduate and graduate students with health services, career services, assistance regarding financial aid, access to the athletic center, and other assistance and services. Each service is designed to improve student learning.

Summary

Chapter 11 presented an assessment of the extent to which the University's educational offerings display academic content, rigor and coherence that are appropriate to its higher education Mission; specifically, how the University of Maryland Eastern Shore (UMES) identifies student learning goals and objectives, including knowledge and skills, for its educational offerings. The University's educational offerings reflect and promote its Mission. Educational offerings at UMES are comprised of academic program curricula that have clearly stated learning goals, objectives, and expected outcomes. The learning goals, objectives and expected outcomes direct the assessment process towards the students as the primary focus of attention. Learning outcomes and experiences expected of each student are clearly outlined in the academic departments' Learning Outcomes Assessment Plans.

Action Steps

Standard 11: Educational Offerings

UMES should continue the mandate to have all programs with accrediting agencies to be nationally accredited.

CHAPTER 11: EDUCATIONAL OFFERINGS

Chapter 12

General Education



**Assessment of Student Learning
and
Institutional Effectiveness**

CHAPTER 12: GENERAL EDUCATION

Standard 12: 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.

Introduction

Chapter 12 provides an assessment of how the University of Maryland Eastern Shore's curricula are designed so that students acquire and demonstrate college-level proficiency in General Education (XII-1) and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. The University's General Education Curriculum provides students with a body of academic coursework designed to promote the development of a comprehensive educational base that will effectively support the student's choice of a major concentration and prepare her/him for lifelong learning. The General Education Curriculum also meets the standards of the Maryland Higher Education Commission (MHEC) and the Middle States Commission on Higher Education (MSCHE). UMES' General Education curriculum provides students with the skills to 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.

General Education Courses

The University's General Education courses are adequately structured and delivered through the following six curriculum areas: Arts and Humanities, Social Sciences, Biology and Physical Science, Mathematics, English Composition, and Emerging Issues. Each General Education curriculum area provides students with the basic skills level competency needed to negotiate successfully courses in the selected major. Table 12.1 presents a matrix of the six General Education Curriculum areas and the departments that provide the courses for each school. General Education courses in Curriculum Areas I – V are highly structured within departments and schools while Curriculum Area VI, Emerging Issues, allows individual departments to provide other courses in addition to the Health Education Course (EDHE III) required by each department. The flexibility in structure of Curriculum Area VI, therefore, provides opportunities for individual departments or schools to create new courses to reflect national and global issues and challenges.

For purposes of assessment, General Education is treated like a program, and, thus, the UMES Student Learning Outcomes Assessment Process (XII-2) elaborated upon in Chapter 14 is utilized (Figure 14.2). To satisfy the communication competency, the English Proficiency Examination (EPE; XII-3) is administered to all students, who must pass the examination to graduate. This test is given to students after they have completed English courses ENGL 101 (Basic Composition I) and ENGL 102 (Basic Composition II). To ensure consistency, each paper is scored by two faculty members, using an analytic scoring rubric. In the event that there is disagreement on scoring, a third rater

CHAPTER 12: GENERAL EDUCATION

reviews the paper(s). During the period between fall 2001 and spring 2004 the pass rates for EPE have ranged between 88 percent and 91 percent. Based on this performance, faculty members have concluded that students adequately achieve competency in written communication. Students who do not pass are provided additional support in preparing to retake the exam.

Currently, information literacy skills are provided to students through the library instructional programs on an as-needed-basis. Faculty from discipline areas identify the needs of their students based on their diagnosis of the skills those students demonstrate with regard to information literacy. Indirect measures (surveys) for the most part are used for assessing student proficiency in information literacy, and feedback from students and comments from instructors of respective majors are used for continuous improvement of instruction. Student outcomes in the other competencies are assessed using a course- embedded approach that is under review.

Scope and Quantity

The University's General Education program is sufficient in scope and quantity. The General Education requirements encompass various aspects of academic knowledge and are sufficiently broad enough to prepare and provide students with an understanding and awareness that is expected of college graduates. UMES students, based upon their respective major, are required to complete 40-47 credit hours of General Education courses. This expansive array of General Education courses, systematically assessed and approved by the faculty, promotes the development of a comprehensive educational base, which will effectively support a student's choice of a major concentration (UMES Catalog 2005-2007, pp. 36-37). UMES General Education courses constitute a third or more of the 120 minimum credit hours required for graduation at UMES. The UMES General Education courses are broad in scope and sufficient in quantity and quality to provide students with a solid academic foundation needed to succeed and prosper in life.

Relationship to Academic Majors

The University's General Education requirements provide students with the ability to develop a comprehensive educational foundation, which will effectively support a student's choice of a major concentration. Although the University requires specific General Education courses (e.g., English composition and speech), most of the curriculum areas provide a wide and varied selection. Students may choose courses that are likely to relate more specifically to their majors. For example, for majors in applied areas, it may be advantageous to have a course in technical writing instead of advanced composition. The mathematics General Education requirement for students majoring in a science or quantitative area may be best met by taking Calculus instead of College Algebra. Another aspect of the relationship between General Education and the major is that the outcomes of these required courses develop essential skills that students need in order to become competent in their major. For example, each graduate should be a competent communicator in both written and spoken language, and competent in reasoning, both quantitatively and scientifically. Students should be able to understand the history of humankind, as well as the ways in which people interact and relate. Finally, students should have an appreciation and understanding of the arts and an awareness of contemporary issues and trends. The University's General Education

CHAPTER 12: GENERAL EDUCATION

curriculum, therefore, provides students with the foundation and skills needed by majors to be competent in the knowledge, skills, and dispositions of their chosen discipline (Table 12.1).

Table 12. 1: Structure and Delivery of General Education Courses

Curriculum Area	School of Agricultural and Natural Sciences	School of the Arts and Professions	School of Business and Technology	School of Health Professions
Area I Arts & Humanities	<ul style="list-style-type: none"> - Fine Arts - Social Science - English/Modern Languages 	<ul style="list-style-type: none"> - Fine Arts - Social Science - English/Modern Languages - Education 	<ul style="list-style-type: none"> - Fine Arts - Social Science - English/Modern Languages 	<ul style="list-style-type: none"> - Fine Arts - Social Science - English/Modern Languages
Area II Social & Behavioral Science	<ul style="list-style-type: none"> - Agriculture - Education - Social Science 	<ul style="list-style-type: none"> - Agriculture - Education - Social Science - Human Ecology - Criminal Justice 	<ul style="list-style-type: none"> - Education - Social Science - Agriculture - Criminal Justice - Human Ecology 	<ul style="list-style-type: none"> - Social Science - Criminal Justice - Human Ecology - Education
Area III Biology and Physical Science	<ul style="list-style-type: none"> - Natural Sciences 	<ul style="list-style-type: none"> - Natural Sciences 	<ul style="list-style-type: none"> - Natural Sciences - Agriculture 	<ul style="list-style-type: none"> - Natural Sciences
Area IV Mathematics	<ul style="list-style-type: none"> - Mathematics & Computer Science 	<ul style="list-style-type: none"> - Mathematics & Computer Science 	<ul style="list-style-type: none"> - Mathematics & Computer Science 	<ul style="list-style-type: none"> - Mathematics & Computer Science
Area V English Composition	<ul style="list-style-type: none"> - English/Modern Languages 	<ul style="list-style-type: none"> - English/Modern Languages 	<ul style="list-style-type: none"> - English/Modern Languages 	<ul style="list-style-type: none"> - English/Modern Languages
Area VI Emerging Issues	<ul style="list-style-type: none"> - Exercise Science - Physical Education - Agriculture - Human Ecology - Business, Mgt., & Accounting - Mathematics & Computer Science - Natural Sciences 	<ul style="list-style-type: none"> - Exercise Science - Physical Education - Criminal Justice (GNST 100) - Education - Human Ecology - English/Modern Languages - Business, Mgt., & Accounting 	<ul style="list-style-type: none"> - Business, Management & Accounting - Exercise Science - Physical Education - Social Science - English / Modern Languages - Hotel & Restaurant Management 	<ul style="list-style-type: none"> - Exercise Science - Physical Education - Criminal Justice (GNST 100) - Education - Human Ecology - English/Modern Languages - Business, Mgt., & Accounting

CHAPTER 12: GENERAL EDUCATION

Assessment of Student Proficiency Upon Graduation

Through multiple assessments of student outcomes, the University of Maryland Eastern Shore assures that, upon degree completion, all 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. Consistent with the reporting requirements of the Maryland Higher Education Commission (MHEC), UMES provides, every three years, a progress report of Student Learning Outcomes and Results (SLOAR; XII-4) that provides information on the assessment of the students' written and oral communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. The report's emphasis is on the assessment of students' learning concerning competencies within the University's General Education curriculum. The University uses the following methods to assess critical student learning outcomes:

- 1. Proficiency in Oral & Written Communication.** Competence in written and oral communication is defined as the ability to prepare essays, other written assignments, and spoken presentations that demonstrate clarity, coherence, and organization. The competent student will demonstrate the ability to restrict a broad subject to a more succinct topic which is further developed in a clear and logical manner. Written work and oral presentations will exhibit an understanding of acceptable levels of thought, content, standard grammar, syntax, and articulation. The student writer will also demonstrate the ability to use the appropriate rhetorical method for the chosen subject, choosing from methods such as definition, comparison and contrast, causal analysis, and classification.
- 2. Proficiency in Scientific and Quantitative Reasoning.** Scientific and quantitative reasoning at UMES is defined as the ability to identify and apply basic scientific principles to enhance understanding of the universe. It is also the ability to assign and use numbers, read and analyze numerical data, create models, draw inferences, and support conclusions. The four outcomes assessed for this competency are: (1) using numerical data to solve a real-world problem; (2) analyzing data for supporting research; (3) understanding and interpreting data expressed in charts and graphs; and (4) identifying and applying the scientific method, correcting formulas and technologies in appropriate settings.
- 3. Critical Analysis and Reasoning.** As a result of program assessment, the University is reviewing its General Education curriculum to provide adequate emphasis on the critical analysis and reasoning competency. Plans to address this competency include the introduction of the following courses: (1) a basic philosophy course (which would offer an introductory survey of philosophical areas such as logic, ethics, ontology, epistemology, and inductive and deductive reasoning; (2) an advanced logic course; and (3) an ethics in contemporary society course. These courses would provide the intellectual groundwork for instructors in subsequent courses to address issues such as ethics with a particular and specific application, and to do so with the confidence that students have been introduced to the process of disciplined thinking.
- 4. Proficiency in Technological Competency.** Information Technology at UMES involves the use of hardware, software, services, and supporting infrastructure to manage and deliver information using voice, data, and video. It is critical,

CHAPTER 12: GENERAL EDUCATION

especially in the rapidly changing world of Information Technology, that students possess the ability to apply information technology to their work and personal lives. At UMES, students develop competence in basic aspects of Information Technology, including the ability to operate a personal computer effectively, particularly the use of software for word processing, spreadsheet/graphics, database, Power Point and the Internet.

5. **Proficiency in Information Literacy.** Information literacy at UMES is defined as the provision of a framework which enables students/library patrons to identify, retrieve, evaluate, and use information effectively and efficiently. It includes social, legal, and economic issues surrounding the use of information. After receiving instruction and supporting service, students acquire the skills necessary to succeed in academic and/or professional arenas, thus building a framework for lifelong learning.

Assessment Results and Curricular Improvement

The University adequately uses assessment results for curricular improvement. The University of Maryland Eastern Shore's General Education assessment plan is founded in the value of General Education itself, and the value of systematic outcomes assessment as a vehicle for improving teaching and student learning. Recognition of the intrinsic value is clearly manifested in UMES' General Education Mission statement, which provides all students a body of common academic coursework to promote the development of a comprehensive educational base that will effectively support a student's choice of a major concentration and prepare her/him for lifelong learning.

UMES values and is committed to the important role played by assessment in the improvement of teaching and learning. The University's 2004-2009 Strategic Plan includes a commitment to identifying ways to enhance and enrich the teaching and learning environment. The assessment process accomplishes that objective by enabling faculty and administrators to discover those areas of the curricula and courses and those aspects of instructional strategies that provide value to the program or require improvement. Examples of how assessment results have been utilized for curricular improvement at the University are as follows:

- a. **Written and Oral Communication.** Outcomes of the English Proficiency Examination (EPE) are assessed by the Department of English and Modern Languages' Freshman Composition Committee. Consistent and recurrent areas of difficulty are targeted for special attention by the department's freshman composition instructors. To provide consistency and a unified approach to solving composition problems and establish appropriate University standards, the Department of English and Modern Languages informs other disciplines of the standard texts used for grammar, usage, and rhetoric; consults with other departments as needed; and maintains copies of the aforementioned standard texts in the University Library for general reference.
- b. **Scientific and Quantitative Reasoning.** The following four expected learning outcomes have been identified for this Curriculum area: (1) using numerical data to solve a real-world problem, (2) analyzing data for supporting research, (3) understanding and interpreting data expressed in

CHAPTER 12: GENERAL EDUCATION

charts and graphs, and (4) applying scientific method to correcting formulas and technologies in appropriate settings. The Departments of Natural Sciences, and Mathematics and Computer Science, which are responsible for these areas, will develop appropriate instrument(s) to assess effectively the outcomes that have been identified. The instrument(s) will be pilot-tested in the 2005 – 2006 academic year, and results will be analyzed to recommend program improvements using pilot-test data.

- c. **Information Literacy.** Currently, the Library faculty offers information literacy classes on an as-needed basis for each discipline. The Library faculty provides customized instruction to meet student needs and that instruction is assessed through an end-of-class multiple choice tests and a satisfaction survey. Based on the aforementioned assessment results in 2002-2003, a required one-credit course for all freshmen (LIBR 100) was developed and approved for implementation in the 2004-2005 academic year.

Faculty Assurances

The University faculty assures that the General Education Curriculum is purposeful, coherent, engaging, and vigorous. The General Education courses offered at UMES are dedicated to the pursuit of special knowledge by content area and are consistent with accreditation standards. The University's Catalog descriptions, syllabi, and general content are guided by current literature and research and approved parallel programs at other national academic institutions. UMES has established standards to ensure that the General Education curriculum is purposeful, coherent, engaging, and rigorous. The University faculty develops course syllabi that are based on the current standards within each discipline and anchored in the relevant literature. As course syllabi are developed and courses are recommended to become a part of the curriculum, each must successfully navigate a systematic approval process designed to ensure that each is current, relevant, and consistent with accreditation standards and the Mission of the University. The approval process includes the department curriculum committee, school curriculum committee, school dean, UMES Senate Curriculum Committee, Vice President for Academic Affairs, and President.

Summary

Chapter 12 provided an assessment of how the University of Maryland Eastern Shore'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. The University's General Education Curriculum provides students with a body of academic coursework designed to promote the development of a comprehensive educational base that effectively supports the student's choice of a major concentration, and prepares her/him for lifelong learning. The General Education Curriculum also meets the standards of the Maryland Higher Education Commission (MHEC) and the Middle States Commission on Higher Education (MSCHE). UMES' General Education curriculum provides students with the skills to acquire and demonstrate college-level proficiency in General Education and essential skills, including oral and written communication, scientific and quantitative reasoning,

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critical analysis and reasoning, technological competency, and information literacy. The assessment revealed that the current General Education Curriculum is consistent with the University's Mission and goals and provides college-level proficiency and essential skills in oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Specifically, the General Education programs is designed to promote student learning and success.

Action Steps

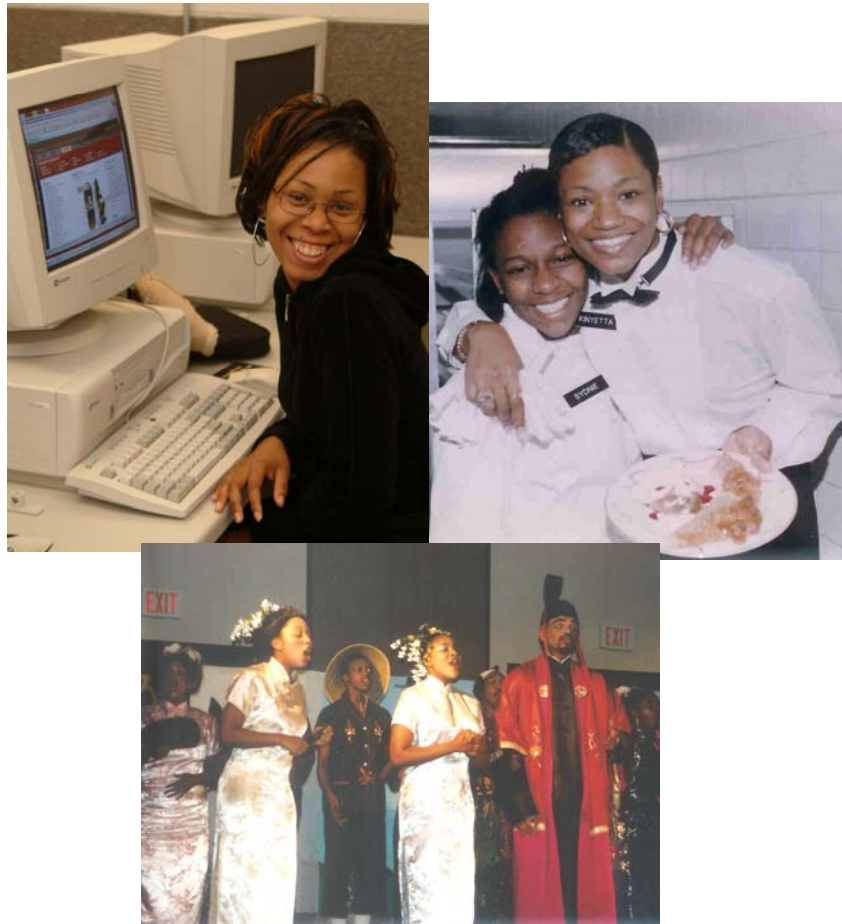
Standard 12: General Education

1. The University will establish a General Education Taskforce to review general education curriculum requirements to ensure currency.
2. The University should continue to strengthen General Education assessment so that meaningful results are available and used for continuous improvement of student learning.

CHAPTER 12: GENERAL EDUCATION

Chapter 13

Related Educational Activities



**Assessment of Student Learning
and
Institutional Effectiveness**

CHAPTER 13: RELATED EDUCATIONAL ACTIVITIES

Standard 13: Institutional programs or activities that are characterized by particular content, focus, location, mode of delivery or sponsorship meet appropriate standards.

Introduction

Chapter 13 provides an assessment of how UMES' programs and activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship, meet appropriate standards. The University of Maryland Eastern Shore provides several experiential learning credits that adequately demonstrate learning and do not jeopardize the University's integrity and academic excellence. UMES ensures that credit awarded for experiential learning is sufficiently supported by evidence, in the form of an evaluation of the levels of quality and quantity of that learning. Experiential learning program policies and procedures for each type of offering are sufficiently published and available in the University catalogs, and on the website, and they are posted throughout the University; and the University adequately uses assessment results for curricular improvement. In addition, UMES provides, through its six off-site locations and one study abroad site, the same high level of educational effectiveness, academic rigor, and quality instruction required to meet appropriate academic standards and achieve the Mission and goals of the University. Through its distance learning offerings, which are delivered via videoconferencing (IVN), web/hybrid, and off-campus programs, UMES adequately provides for the needs of traditional and non-traditional students, while achieving traditional academic standards. As the University increases the number of distance and distributed learning opportunities for its students, technological support is adequately maintained and enhanced.

Experiential Learning

The University ensures that evaluated learning credit awarded for experiential learning is appropriate to the major and the degree context into which it is accepted. It is validated through several assessment processes. University policies and procedures for awarding evaluated learning credit for non-traditional learning experiences are provided in the University catalogs (Undergraduate, XIII-1; Graduate, XIII-2), Student Handbook (XIII-3), website, Office of Admissions, and Office of the Registrar, and they are posted throughout the University in brochures, booklets, and specific academic departmental documents. UMES provides comprehensive academic standards for quality assurance in assessing experiential learning for credit, which include the following:

1. Credit should be awarded only for learning and not simply for experience.
2. College credit should be awarded only for college-level learning.
3. Credit should be awarded only for learning that has balance, that is appropriate to the subject and that distinguishes between theory and practical application.
4. The determination of competence levels and credit awards must be made by appropriate subject-matter and academic experts.
5. Credit should be appropriate to the academic context in which it is accepted.

CHAPTER 13: RELATED EDUCATIONAL ACTIVITIES

There are also procedures and guidelines set forth by the various academic departments for awarding credits for experiential learning. Students are expected to complete specific criteria mandated by the University and academic departments, such as assigned projects, reports, and also presentations.

The University awards evaluated learning credit to students who have achieved college-level learning for their experiences that can be reliably assessed and certified for college credit. The significance of systematic recognition of prior learning is the linkage it provides between formal education and experience. It is a mechanism for recognizing the validity of all learning that is relevant to a college degree and for actively fostering on-going education. Full and effective use of all educational resources is a worthy educational and social goal. The assessment of prior learning acknowledges the changing concepts of what constitutes legitimate learning and the characteristics of an educated person. Through this assessment, the University furthers the idea of education as a continuum and embraces, rather than excludes, the vast potentialities for human growth and development. UMES determines the appropriate evaluated learning credit for each subject and degree by evaluating the experience with the assistance of the faculty evaluator. Students who wish to explore the possibility of obtaining college credit for experiential learning are required to meet with an academic advisor/staff member to determine their eligibility. If the faculty evaluator determines that a student may be a candidate for experiential learning credit, then the student will be encouraged to enroll in the course. This course will guide the student through the process and expectation of the experiential learning encounter. Students then submit specific documents for evaluation to the appropriate academic department. Experiential learning is presented to faculty evaluators through well-written essays. A faculty evaluator reviews the information and, if college-level learning is demonstrated, granting of credit is approved (XIII-13). Faculty evaluators are available to assist students in determining whether the work experience would be equivalent to coursework within the intended major.

Additional Locations

The University's offerings at seven additional locations (XIII-4) meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other University offerings and are consistent with the University's Mission. The University's additional locations are Baltimore Museum of Industry (BMI), Baltimore, MD; Community College of Baltimore County at Catonsville (CCBC), Catonsville, MD; Eastern Correctional Institution (ECI), Westover, MD; Eastern Shore Higher Education Center, Chesapeake College, Wye Mills, MD; Frederick Community College, Frederick, MD; Montgomery College, Rockville, MD; and The Universities at Shady Grove (USG), USM Center/Shady Grove, Rockville, MD, respectively.

To ensure that each program meets standards for quality of instruction, academic rigor, and educational effectiveness that are comparable to those of other University offerings, only faculty members who have the adequate credentials and expertise are recruited and hired. Periodically, site visits are made by internal and/or external evaluators to off-site locations to ensure the compliances of quality standards, academic rigor, and educational effectiveness. For example, during fall 2002, the Middle States

CHAPTER 13: RELATED EDUCATIONAL ACTIVITIES

Commission on Higher Education visited the branch campus of BMI, CCBC, and the Universities at Shady Grove.

The additional locations, as well as the types of offerings, are consistent with UMES' Mission, wherein the programs offered are relevant to the mandate of the Historically Black Land Grant University. Baccalaureate, master's, and/or doctoral degree programs are offered in Career and Technology Education (Master's Program); Human Ecology, Family and Consumer Science; Human Ecology, Early Childhood Development; Aviation Sciences; Construction Management Technology; Hotel and Restaurant Management; and Educational Leadership (Doctoral Program). Additionally, the additional locations assist in fostering multicultural diversity. Furthermore, the University's off-site program offerings and study abroad program are an extension of the programs at UMES.

UMES' additional locations, including the study abroad location, utilize only course materials or technology-based resources developed by University faculty. The University's additional locations provide students and faculty with adequate resources, such as easy access to library information on and off campus, technology/computer labs, Internet connections, science labs, Online Student Information System (PeopleSoft/HawkWeb), student advisement, other library resources, etc.

Degree Completion Timeframe

The University is committed to continuation of offerings for a period sufficient to enable admitted students to complete their degree in the timeframe as publicized in the University's policies, procedures, catalogs, website, Office of Admissions, Office of the Registrar, etc. Before termination of an active program, approval must be accepted at all levels. The University will not terminate a program until the last student graduates from the program. The University provides additional academic support services for tutoring; offering courses during winter and summer sessions to enable students to take courses which may not be available during the fall and winter semesters; and other academic services. For example, each student is assigned an advisor who meets with the student to assist in course selection and registration. In addition, the student administrative system (PeopleSoft/HawkWeb) has been set up to ensure that students are unable to register without approval from their advisor. Each year the department advisor completes an evaluation for each student regarding the courses she/he has completed and will need to complete in order to graduate. If a course is not offered at UMES, in order for the students to graduate on time, the students are given the opportunity, with department approval, to complete the course at another institution.

As illustrated in Table 13.1, the averaged time to graduation in semesters for first-time freshmen for UMES has been reduced by almost one semester (i.e., 10.2 to 9.3 semesters), which indicates that UMES is more efficient and effective at graduating its baccalaureate students than two other HBCUs in the University System of Maryland (USM). This performance for UMES is highly commendable, especially in times of limited resources from tuition, the State, and other sources.

CHAPTER 13: RELATED EDUCATIONAL ACTIVITIES

**Table 13. 1: Time to Baccalaureate Degree – First-time Freshmen
1989 and 1995 Comparative Perspective**

	1989 Cohort		1995 Cohort	
	N	Average Time to Degree in Semesters	N	Average Time to Degree in Semesters
Bowie	160	10.3	202	9.7
Coppin	56	11.0	145	10.7
UMES	186	10.2	377	9.3
USM	8,770	9.5	9,740	9.2

Distance and Distributed Learning

The University's distance learning offerings meet University-wide standards for quality instruction, articulated expectations of student learning, academic rigor, and educational effectiveness. The University's distance learning offerings include interactive videoconferencing, hybrid web-based format, and programs at additional locations. In accordance with the University's strategic goals, all academic offerings are responsive to the University's Mission (XIII-5) for quality and excellence. All offerings both distance learning and on-campus offerings, follow the same standards and meet the educational needs of the University's traditional and non-traditional student population. All distance learning and traditional faculty members implement the same course objectives and focus on what students learn.

Faculty Orientation, Training, and Support

The University provides appropriate orientation, training, and support for faculty participating in electronically delivered offerings. The University also provides instruction in the uses and application of CMS WebCT (XIII-6) as a teaching tool in traditional classroom courses, particularly in the use of WebCT as an effective ancillary to classroom instruction. Students continue to attend traditional classroom sessions as they have in the past, but now they have WebCT as an additional resource for communication. The University is also in the process of adding "hybrid" courses and fully online courses to the curricula. "Hybrid" courses provide students with less classroom time and more online work. Although traditional classroom time is still deemed necessary, the students benefit from more flexible schedules for completing their work, encouragement of abstract thinking, and fulfillment of greater technical responsibility consistent with the needs of a technological age. The students and faculty are jointly responsible for using alternative learning and teaching styles consistent with current web technology. The next step is to offer more courses that are completely online. This will help to address increasing demand by allowing students, both traditional and non-traditional, to receive instruction via WebCT and similar alternatives to traditional classroom teaching.

To aid in recruitment, retention, and graduation rates, online learning using WebCT and an expanded, pre-designed curriculum will enhance summer and winter programs at reduced overhead costs to the University. In the past, some students enrolled

CHAPTER 13: RELATED EDUCATIONAL ACTIVITIES

at other institutions for courses that could not, for a variety of reasons, be offered to meet their requirements. Online courses offered during these periods will provide significant benefits for students and the University. Students will practice and further develop technological proficiency while maintaining a personal learning environment with instructors, and will gain greater access to education via Internet resources and capabilities. The University will benefit from increased faculty productivity, and from reducing the need for capital expenditure to provide additional classroom buildings.

In order to increase the number of fully online courses, the University is moving toward the development of a Center for Instructional Technology that will aid in the development and support of fully online course offerings. While there is at present limited resources to create fully online programs, the University continues to move in that direction. Such an initiative would be greatly enhanced by the development and implementation of the Center for Instructional Technology. As mentioned previously, implementing fully online courses or degrees for the winter and summer terms will provide students with the opportunity to complete coursework outside of the traditional residential semesters, and will give them greater access to educational opportunities beyond the current academic offerings of the University. The success of these offerings during the non-traditional terms will serve as a base to attract non-residential students as well, and further develop and augment UMES' reputation for quality online courses (UMES Plan for Online Learning Enhancement: January 2005 Report; XIII-7). Current support is provided under funding from Title III. The University's WebCT Server Administrator provides instruction to faculty from the Department of English and Modern Languages (XIII-8). Additional support for using WebCT for classes is provided online by accessing the "myWebCT" webpage that answers FAQ about the software and provides step by step instruction in creating a WebCT ID (XIII-9). In addition, the School of Agricultural and Natural Sciences has obtained a grant from the USDA (XIII-10) to increase faculty and student proficiency in e-learning.

The University provides adequate technical and physical plant facilities, including appropriate staffing and technical assistance to support electronic offerings. These technology supports and resources also include computer lab facilities, Board of Regents Digital Divide Initiative, student and faculty laptop programs, technology in the classroom, video services, web-based/web assisted courses, and videoconferencing.

Summary

Chapter 13 provided an assessment of how UMES' programs and activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship, meet appropriate standards. The University of Maryland Eastern Shore provides several experiential learning programs and offerings that adequately demonstrate learning and do not jeopardize the University's integrity and academic excellence. UMES ensures that credit awarded for experiential learning is sufficiently supported by evidence, in the form of an evaluation of the levels, quality, and quantity of that learning. Experiential learning program policies and procedures for each type of offering are sufficiently publicized and available in the University catalogs, and on the website, and they are posted throughout the University; the University also adequately uses assessment results for curricular improvement. In addition, UMES provides, through its six off-site locations and one study abroad site, the same high level of educational effectiveness, academic rigor, and

CHAPTER 13: RELATED EDUCATIONAL ACTIVITIES

quality instruction required to meet appropriate academic standards and achieve the Mission and goals of the University. Through its distance learning offerings, which are delivered via videoconferencing (IVN), web/hybrid, and off-campus programs, UMES adequately provides for the needs of traditional and non-traditional students, while achieving traditional academic standards. As the University increases distance and distributed learning opportunities for students, technological support services are properly maintained and enhanced.

Action Steps

Standard 13: Related Educational Activities

1. UMES Catalog and PeopleSoft/HawkWeb should include the mode of class delivery, e.g., web/hybrid, interactive video, or lecture.
2. Faculty should continue to sequence course offerings to ensure that students can complete their degree in a timely manner.
3. The University will review the opening hours of the library to determine the extent to which the schedule meets the needs of students.

Chapter 14

Assessment of Student Learning



**Assessment of Student Learning
and
Institutional Effectiveness**

CHAPTER 14: ASSESSMENT OF STUDENT LEARNING

Standard 14: 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.

Introduction

Chapter 14 provides a detailed appraisal of UMES' assessment of student learning; how it demonstrates that students have attained the knowledge, skills and competencies consistent with institutional goals; and that students at graduation have achieved appropriate higher education goals. The assessment process of student learning (XIV-1) for the University of Maryland Eastern Shore demonstrates that the University's students have knowledge, skills and competences consistent with University's Mission and goals, and that students at graduation achieve appropriate higher education goals.

The profile of the University of Maryland Eastern Shore (UMES) has been changing over recent years due to a period of unprecedented growth. With a fall 2005 enrollment of 3,870 from less than 3,000 in 1995, the University stands as one of the University System of Maryland's (USM) fastest growing institutions with entering students from all 23 counties in the State of Maryland, more than 35 states in the United States, and over 50 foreign countries. In addition, the University has the highest graduation rate among Historically Black Colleges and Universities (HBCU) in the USM. Overall, growth extends beyond enrollment to programs that define UMES as a modern comprehensive University, one that honors its unique 1890 Land-Grant University Mission and that respects the urgent need for workforce development on the Eastern Shore of Maryland and beyond. The University of Maryland Eastern Shore's Strategic Plan advances the theme: *"Learning and Leadership: Strategies for Student Success and Global Competence"* (XIV-2) and defines five major goals. The 2004-2009 *UMES Strategic Priorities* (XIV-3) were developed during academic year 2003-2004. The plan represents the collective effort of the President, executive units (Cabinet, Expanded Cabinet, and Executive Council), faculty, students, staff, and community members, who contributed many hours of time and effort through involvement with committees, surveys, and campus-wide hearings to identify the University's priorities for 2004-2009.

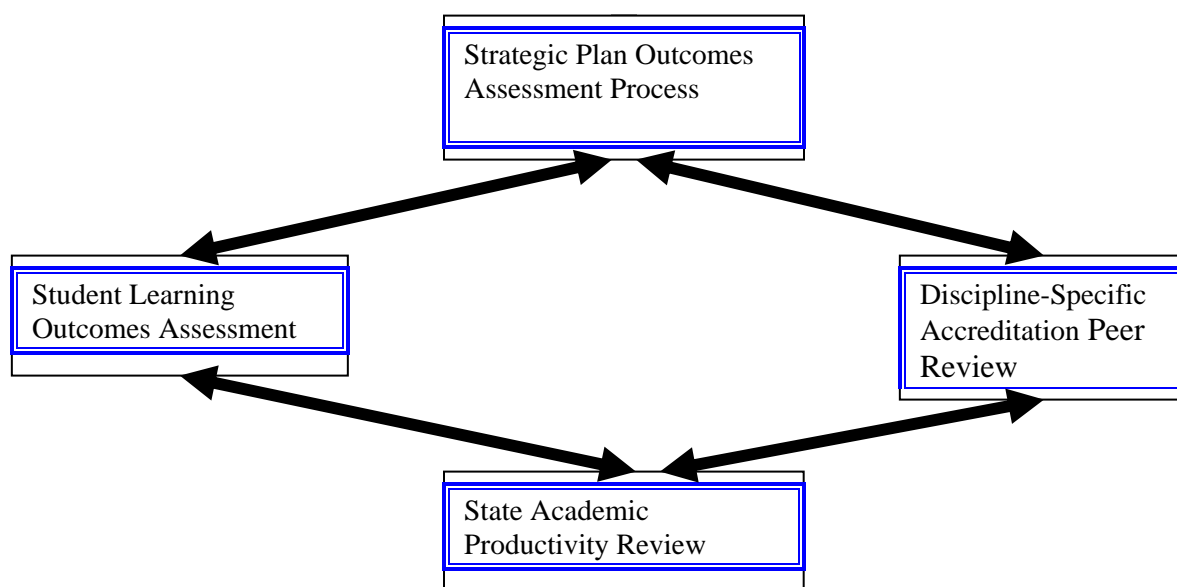
Institutional Assessment of Student Learning

The assessment of student learning, as shown in Figure 14.1, occurs at several levels: (1) UMES Strategic Plan Outcomes Assessment Process, (2) Student Learning Outcomes Assessment, (3) State Academic Program Productivity Review, and (4) Discipline-Specific Accreditation Peer Review. The focus of Chapter 14 is on Student Learning Outcomes Assessment Process. Following the 1996 Reaffirmation of Accreditation by the Middle States Commission on Higher Education, the University developed a program outcomes-based assessment process for systematically assessing student learning in 2001 (Follow-up report submitted to the Middle States Commission on Higher Education, September 2003, p.7; XIV-4). The four-column Academic Department Student Outcomes Assessment Plans developed by each department included the specification of (1) program goals, (2) competencies upon graduation, (3) assessment method and criteria for success, and (4) relevant courses for assessing competencies.

CHAPTER 14: ASSESSMENT OF STUDENT LEARNING

This was in large part a course-embedded assessment process with some variation that allowed departments to use such tools as portfolio, capstone courses, national examinations for entry and exit, student survey, and employer survey. The 2001 assessment of student learning process has been strengthened and the new process is presented in this chapter.

Figure 14. 1: UMES Levels of Assessment



Assessment Council

During the 2003-2004 academic year, the Assessment Council (XIV-5) was reconstituted to strengthen the assessment process. The council includes representatives from each academic department and division (Academic Affairs, Administrative Affairs, Student Affairs, Commercialization, Institutional Advancement, and President's Office).

The UMES Assessment Council is a University-wide standing committee comprising faculty, staff, and student representatives. With a membership of 25 representatives, including two student representatives, the council's composition ensures acceptability and credibility of the campus-wide plan while also guaranteeing its alignment to the decision making/Strategic Planning process of the University. Equally important, the process is faculty-driven because the majority of the members (72.0 percent) are faculty representatives from 18 academic departments/units. This arrangement serves well the ongoing nature of the process that supports continuous improvement. The charge of the Assessment Council is to develop a comprehensive and integrated assessment plan for University effectiveness, monitor the implementation of the plan/program, and review and recommend policies and procedures for University effectiveness and student learning and achievement. Through the work of the Council, the University is able to ensure that the assessment program design is consistent with the *UMES Student Learning Outcomes Assessment Process* (XIV-6) and the *UMES Institutional Effectiveness Management Models* (XIV-7). These institutional processes are used to (1) monitor the University's

CHAPTER 14: ASSESSMENT OF STUDENT LEARNING

progress toward the achievement of Strategic Plan objectives, (2) ensure successful implementation of the assessment process, and (3) ensure the use of assessment findings to improve UMES policies and practices related to program implementation, redesign, and improvement.

Rationale

The University takes seriously its Mission (XIV-8) of providing high quality education to persons who demonstrate the potential to become good students, particularly from among minority communities (XIV-46), while fostering multicultural diversity. The key words are “high quality,” which cannot be assumed. The value must be verified by a well-defined, systematic, and documented process. According to the Continuous Quality Improvement philosophy of the Baldrige National Quality Award Self-assessment Criteria expressed by Oehler and Clayton in a presentation, “Using Balanced Scorecards and Dashboards to Support Planning and Decision-making” (2003, p. 4; XIV-9), *If you can’t define it, you can’t measure it; if you don’t measure it, you won’t improve it.* Standard 14 is critical to the entire UMES enterprise that places students at the center of all its activities, and assessment of student learning outcomes, using a well-defined process, is key to continuous improvement of student learning, thus, assuring students a high quality education. The sections that follow elaborate on the assessment process, provide some specific contexts of the design of the process and its implementation, and indicate how learning outcome assessment results have been used to improve student learning.

Methodology

A combination of external and internal processes was used to obtain information and determine the extent to which the University’s Mission is clear in articulating the University’s purpose, services, values, and goals. The external process involved the review of external sources concerning higher education mandates and requirements at state and national levels as defined by relevant associations and accrediting bodies. The internal process included the review of UMES documents on assessment of student learning and the deployment of a survey instrument to assess the extent to which programs systematically use clearly defined student learning outcome assessment procedures. The survey results and insights from reviews are discussed below.

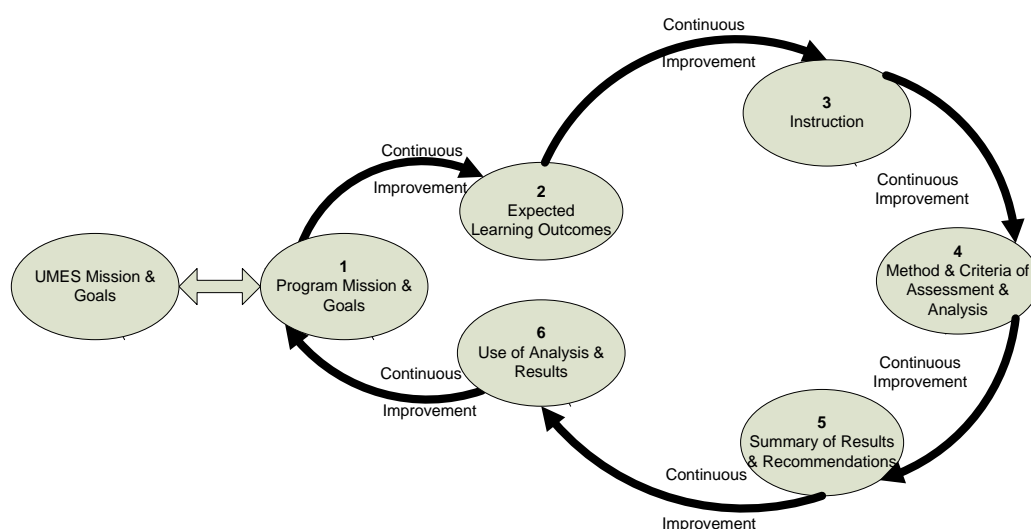
Articulated Expectations of Student Learning

The University has established articulated expectations of student learning at various levels (e.g., University/degree/program/course) that are consonant with the University Mission, with the standards of higher education, and with relevant disciplines. This articulation has been accomplished through the use of a comprehensive outcomes-based assessment process at the University (detailed in Chapter 7) and program levels, discussed in this Chapter. The four-column assessment process developed in 2001 by the Assessment Council was revised by the reconstituted Assessment Council of 2004 to provide adequate guidance to programs. The revised six-component UMES Student Learning Outcomes Assessment Process, presented in Figure 14.2, is an outcomes-based, faculty-driven assessment program. The first component, Program Mission & Goals, requires each program/department to articulate clearly its Mission and goals, also known as the expanded Mission statement. The second component, Expected Learning

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Outcomes, shows how each goal has specific expected measurable student learning outcomes that define what a graduate from the program is expected to know and be able to do. The third component, Instruction, is the identification of the integrative course or experience where the learning outcomes are clearly manifested and can be measured. The fourth component, Methods and Criteria of Assessment and Analysis, is the identification/selection of procedures and measures of assessment and systematic analysis of results. The fifth component, Summary of Results and Recommendations, focuses on abstracting the results in a such way that meaningful recommendations or conclusions can be made about student learning, including identifying areas of strength and areas in need of improvement. Finally, the sixth component, Use of Analysis and Results, closes the continuous improvement loop by documenting how the results are used and the impact of the assessment process through program improvement, changes in instructional strategies, resource allocation, and academic policies.

Figure 14. 2: UMES Student Learning Outcomes Assessment Process



Each of the 18 academic departments/units has developed a handbook for students majoring in its programs. There are 46 programs (29 bachelor's, 11 master's, and 6 doctoral degree programs). The handbook communicates the University's Mission through its own Mission statements, program goals, course information/check lists and other general program requirements. When students register for their majors, they are provided a copy of the department/program handbook (e.g., Agriculture, Human Ecology, Technology, Business Management and Accounting, Education, Criminal Justice, Physical Therapy, Physician Assistant, and graduate programs; XIV-45). Programs preparing for discipline specific accreditation receive financial support from the University to meet the standards. During the period 2004-2006, for example, the Department of Business Management, and Accounting increased its faculty lines by two positions (i.e., Marketing and Finance) and received \$50,000 to support its accreditation initiative regarding the Accreditation to Advance Collegiate Schools of Business (AACSB), International.

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Plan for Student Learning Assessment Activities

UMES has a plan that describes student learning assessment activities being undertaken. The assessment of student learning occurs at three levels: (a) course, (b) program, and (c) University levels. At the course level the assessment plan is defined by the syllabus of each course and includes specific student learning outcomes from the participation in and completion of the specific course, the assessment process, and the criteria for determining successful completion. Also at the course level students have the opportunity of evaluating the course materials, the knowledge and delivery strategies of the faculty/instructor, and meaningfulness of the knowledge gained from the course. This assessment is conducted at the end of every semester by the Office of Institutional Research, Assessment, and Evaluation, and the analysis is provided to the Division of Academic Affairs, deans, department chairs, and course instructors.

The program level assessment captured by the process model described above (Figure 14.2) represents the next level of aggregation of assessment results with a focus on program goals and learning outcomes. Critical goals and learning outcomes aligned with the courses are the focus of the assessment process that is more formative than summative (i.e., emphasizes continuous improvement of student on-going learning). The process aligns both program and the institutional Mission and goals.

At the institutional level the focus is on cross-cutting results using such indicators as graduation and retention rates, overall student satisfaction with the quality of education provided by UMES, quality of instruction as defined by faculty workload analyses, and the institution's internal and external reputation. More details of this level of assessment are also provided in Chapter 7.

The "PRIDE" assessment process (i.e., Preparing Teachers and Counselors with PRIDE – Professional-Reflective-Innovative-Diverse-Effective; XIV-10) used by the Education Department/Professional Educational Unit is an example of a program plan that uses multiple direct and indirect assessment measures and that is aligned to the University-wide model described in Figure 14.2 (Institutional Report for the Professional Education Unit, November 2003; XIV-11). In this process, the Professional Education Unit has clearly defined its Mission that is aligned with the UMES' Mission, delineated the critical outcomes it seeks for a teacher education graduate, and provided a matrix of tools for assessment, including the criteria.

The Physician Assistant Program is another example of a program that has clearly defined program Mission, goals, and outcome statements. Working within the arc of the Middle States standards, the department/program also uses multiple direct and indirect measures to meet the accreditation requirements of the Accreditation Review Commission on Education for Physician Assistant (ARC-PA; Physician Assistant Department, Self-study Document 2005, XIV-12). The Mission and objectives of the educational program, functions and tasks of graduates, curriculum interrelationship, clinical skills and tasks and competency checklist materials of this self-study document clearly define the Mission, goals, and outcomes of the program for students. Student aptitudes, abilities and skills of observation; communication; sensory and motor coordination and function; intellectual, conceptual, integrative and quantitative abilities; and behavioral and social attributes are specified. A competency checklist of clinical tasks and skills is also provided, as are functions and tasks graduates will be expected to perform upon graduation. This is all aptly summarized in a matrix that links the functions and tasks of the graduates with the Physician Assistant curriculum. Multiple

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measures of assessment include a comprehensive exam, the Physician Assistant Certification Assessment Tool (PACAT, XIV-43) patterned on the Physician Assistant National Certification Examination (PANCE, XIV-32) that graduates take to be nationally certified practitioners; preceptors' evaluations; student rotation evaluations; and student satisfaction/exit interview surveys. For 2004-2005 the department had a 100 percent pass rate on the national examination, PANCE, and the accreditation team that visited in July 2005 acknowledged and commended the department for the rigor of the program as compared to similar programs throughout the nation.

The Criminal Justice Program is also another example of a program with a clearly defined program mission and clear goals and outcome statements to support it. Its three goals are clearly aligned with its 16 student learning outcomes. It also has a clearly defined method of assessment (faculty designed test, paper, and project), and the courses from which the specified competencies are acquired are identified (Department of Criminal Justice Program Assessment Plan; XIV-13). Other programs include Hotel and Restaurant Management, Construction Technology, Biology, Chemistry and Environmental Science.

Learning Assessment Plan

The UMES Student Learning Outcomes Assessment Plan (SLOAP; XIV-14) [Figure 14.2] is a faculty driven assessment process that represents the collective thinking of faculty through their representatives on the Assessment Council (XIV-5) concerning assessing student learning using an approach that is meaningful, easy to administer, comprehensive, feasible, and cost-effective. Its emphasis on clear delineation of critical measurable program outcomes encourages programs to focus only on important results that can be measured both qualitatively and quantitatively and to generate outcomes that are informative about the quality of programs. The identification/development of assessment tools is the responsibility of faculty and can be a combination of national norm-referenced exams or in-house tests developed by faculty, including indirect measures.

The assessment of General Education (XIV-15) which has its own committee with overlapping membership with the Assessment Council, is also covered by this assessment process. In addition, the assessment process is also used to assess incoming students for the basic skills of mathematics, reading, and writing.

Delineation of Important Student Learning Outcomes

Academic/professional programs at UMES clearly delineate important student learning outcomes that are measurable and that flow from program Mission and goals as presented in Figure 14.2. The University collects assessment information on several levels—(a) developmental education, (b) General Education, and (c) the major field assessment/program levels for both accountability and continuous improvement purposes. Every triennium, UMES submits the Student Learning Outcome and Achievement Report (SLOAR; XIV-16) to the Maryland Higher Education Commission (MHEC) concerning the relationship of Maryland high school preparation of undergraduate students and their performance in their first year of college. The report also provides insight into factors (background and background characteristics) affecting student success in college.

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General Education also reviewed in Chapter 12 is, for purposes of assessment, considered as a program with a distinct Mission and expected student learning outcomes. Student assessments are reported to MHEC on a three-year rotation through the Student Learning Outcomes and Achievement Report (SLOAR). This report tracks student learning in five competency areas—(a) critical analysis and reasoning, (b) written and oral communication, (c) scientific and quantitative reasoning, (d) technological literacy and (e) information literacy. These competencies are all clearly defined, as is the methodology for assessment. The most recent report was submitted in July of 2004 and the next report is due in 2007. The assessment process described in Figure 14.2 is used in preparing the SLOAR report.

The Major Field Assessment program/process (XIV-17), first commenced in 2001 and strengthened in 2004-05, also has clearly defined goals and student learning outcomes for each program, as well as the other process components.

Types of Information Collected on Student Learning

UMES collects both qualitative and quantitative data on student learning through the use of direct and indirect measures (Table 14.1). The direct measures used include portfolio (Agriculture, Business Management and Accounting, Education, English, Fine Arts and Human Ecology), capstone (Agriculture, Business Management and Accounting, Education, English, Fine Arts and Hotel and Restaurant Management), comprehensive exam (Physician Assistant) and other faculty designed tests, national exam/norm referenced tests (Education, Engineering & Aviation Science, Human Ecology, Physical Therapy and Physician Assistant), internships/externships (Education, Human Ecology, Physical Therapy, and Physician Assistant), papers/projects/theses and dissertations and the National Survey of Student Engagement (all programs). The indirect measures include the Student Satisfaction Survey (in-house and the Noel-Levitz Student Satisfaction Inventory; XIV-18), alumni surveys, employer surveys, and senior exit interviews.

The assessment tools are designed to assess critical program competencies/knowledge in a comprehensive manner. For example, the PRAXIS exam for professional education students by the Educational Testing Service (ETS) is designed to test students in basic skills, professional knowledge, academic content areas, other content areas, teaching special populations and performance assessment. The scores from this and other national examinations (PANCE for Physician Assistant, XIV-32; and Didactic Program for Dietetic Graduates Registration Examination, XIV-44) are analytical and permit the programs to pinpoint areas of accomplished performance by students and those areas in need of improvement.

The indirect measures provide useful feedback from alumni, former students, and employers concerning the UMES experience on students' academic and personal development. Based on the results of the fall 2004 Student Satisfaction Survey, the majority of students responding to the survey (943; 59.6 percent) were satisfied/very satisfied with their educational experience at UMES. Similarly, in the National Survey of Student Engagement in fall 2004, students gave a high rating of 2.72 and 2.78 (i.e., 1 is poor/very dissatisfied and 4 is excellent/very satisfied) for freshmen and seniors respectively, concerning their satisfaction with their entire educational experience at UMES. Used as multiple measures, these indirect assessment strategies provide UMES

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sound data for curriculum improvement and policy changes that contribute to student learning.

Table 14. 1: UMES Direct and Indirect Measures of Assessment

Type of Measure	Examples
Direct Measure	Portfolio, Capstone Courses, Comprehensive Exam Faculty Designed Tests, National Certification Exam, Internship/Externship, Papers, Projects, Thesis and Dissertation, National Survey of Student Engagement
Indirect Measure	Student Satisfaction Survey (in-house, and Noel Levitz Student Satisfaction Inventory) Alumni, Employer, Student Course/Instructor Evaluation, Organization Climate, and Program Development Surveys and Senior Exit Interviews

Making Use of Varied Forms of Assessment

UMES makes use of varied forms of assessment. The University believes that there must be a fit between the tools for assessment and the outcomes being assessed and uses multiple measures to enhance the validity of assessment results. For example, in clinical fields, such as dietetics and physical therapy, results from paper and pencil exams are corroborated/triangulated by clinical performance experience reports obtained from preceptors' surveys, as well as the students' own self-reports. Similarly, senior student exit interview results combined with those from alumni surveys strengthen the conclusions about student perceptions concerning their experiences at UMES. Other strong examples of use of multiple forms of assessment are provided by the Professional Education Unit/Department of Education in the case of PRAXIS and field experience assessment and student surveys; human ecology combines assessment of its Didactic Program in Dietetic Graduate Registration with student satisfaction surveys (Table 14.2).

Connections Among Mission, Learning Goals, and Outcomes

In assessment of UMES, there is evidence of intentional connections between Mission, learning goals, and outcomes at all levels. The centerpiece of UMES' Mission is "providing high quality education to persons who demonstrate the potential to become successful students, particularly from among minority communities, while fostering multi-cultural diversity." One of UMES' five strategic goals is "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." While maintaining their foci on their individual program Missions and goals to meet students' professional and personal development needs in their respective disciplines, all programs align their Missions and goals to the institution's Mission and goals. For example, the Physical

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Therapy Department's mission of "to prepare knowledgeable and competent practitioners in the field of physical therapy by the utilization of current clinical and theoretical concepts, to expand the knowledge base of physical therapy through research, and to provide physical therapy services to the University and the State of Maryland" is aligned to its program goals and expected student learning outcomes.

The Assessment Council (XIV-5) and various UMES academic departments painstakingly and systematically review missions, goals, and expected student learning outcomes of every program to ensure that not only are they properly aligned to the University's Mission, but, also that they facilitate the measurement of student learning. In the recent past, such reviews took place in 2001 and 2005.

The assessment model presented in Figure 14.2 is designed with the understanding that there is a proper alignment between institutional Mission, program goals, outcomes and the method of assessing outcomes. In addition, course syllabi are designed by faculty in departments to meet program expectations for student learning.

Availability of Student Learning Goals

Student learning goals are made available to both internal and external constituencies. Documents (XIV-47) are available that prove that UMES' publicly stated student learning goals are available for external constituencies, such as accreditation bodies, legislators, tax payers, employers, prospective students, parents, prospective employees, alumni, and the Maryland Higher Education Commission; and also for other stakeholders, as well. The other interested parties for whom information about student learning goals are made available are the internal constituencies, including students, faculty, department chairs, and the Office of Institutional Research, Assessment, and Evaluation. How the information is disseminated is also very important.

The University's website serves as an important resource in publicizing student learning goals, which are also included in departmental annual reports, the UMES catalogs, student handbooks, and course manuals. UMES Senate's review of new programs (see, e.g., Senate Minutes, February 15, 2005; XIV-19) and courses also provides insights into student learning goals, just as the minutes of assessment committees are used to indicate how information on assessment is collected and interpreted.

Assessment Process Integration of Student Learning

The assessment process integrates student learning in writing, critical thinking and active learning both in General Education and the Major Field of Study. Although General Education is where competencies of writing and critical thinking are assessed, these are especially critical competencies in Major Field Assessment areas. The assessment process integrates student learning in writing in academic majors to demonstrate students' mastery of concepts and their applications. Various programs, as articulated in program descriptions, use different writing assessment tools, such as comprehensive examinations, research projects, capstone experiences, and portfolios (Figure 14.3).

Critical thinking is an important competency for higher order learning for all college students, not only in General Education but also in the Major Field. Some disciplines assess critical thinking in their honors courses, senior comprehensive exams, and capstone courses. For example, courses in critical thinking (e.g., Course DNSC 388 -

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Critical Thinking in Science) are offered in biology/chemistry for seniors as a method of evaluating senior level academic achievement. Some courses, e.g., Freshman Seminar (DNSC 100), are designed to enhance the capability of students to apply critical thinking skills on standardized tests, such as the Medical College Admission Test (MCAT), Dental Admission Test (DAT), Pharmacy College Admission Test (PCAT), and Graduate Record Examination (GRE), in preparation for graduate or professional studies and the workplace.

Consistent with the University's Mission, many programs engage students in a variety of co-curricular activities that translate into active learning. These for-credit activities include, but are not limited to, internships, co-ops, and volunteer services. Departments have incorporated these activities into their curricula and integrated them with their assessment plans. Examples include disciplines that require clinical practice (construction management, hotel and restaurant management, physician assistant, rehabilitation services, and physical therapy) and practical teaching (education).

Resources for the Assessment Process

Adequate resources are available to support the assessment process. The President of UMES believes in assessment as the most effective way to assure the quality of the University and its programs. Every effort is made to secure adequate resources to support assessment initiatives. Recognizing the importance of assessment, the University has expanded the responsibilities of its Office of Institutional Research to include the coordination of Assessment and Evaluation and increased its staff complement by one person. The reconstituted Assessment Council includes the Executive Vice President, Vice President for Administrative Affairs, Vice President for Student Affairs and Associate Vice President for Academic affairs, in addition to representatives from all academic departments and two student representatives. Every year the University appropriates funds for analyzing students' course evaluations for each of the two semesters. Sometimes consultants/outside vendors are used to assist the Office of Institutional Research, Assessment, & Evaluation with course evaluations (e.g., Survey Systems Inc. in 2005). In addition, during 2003, a consultant was hired to help with the analysis of a backlog of data for the Professional Educational Unit's programs.

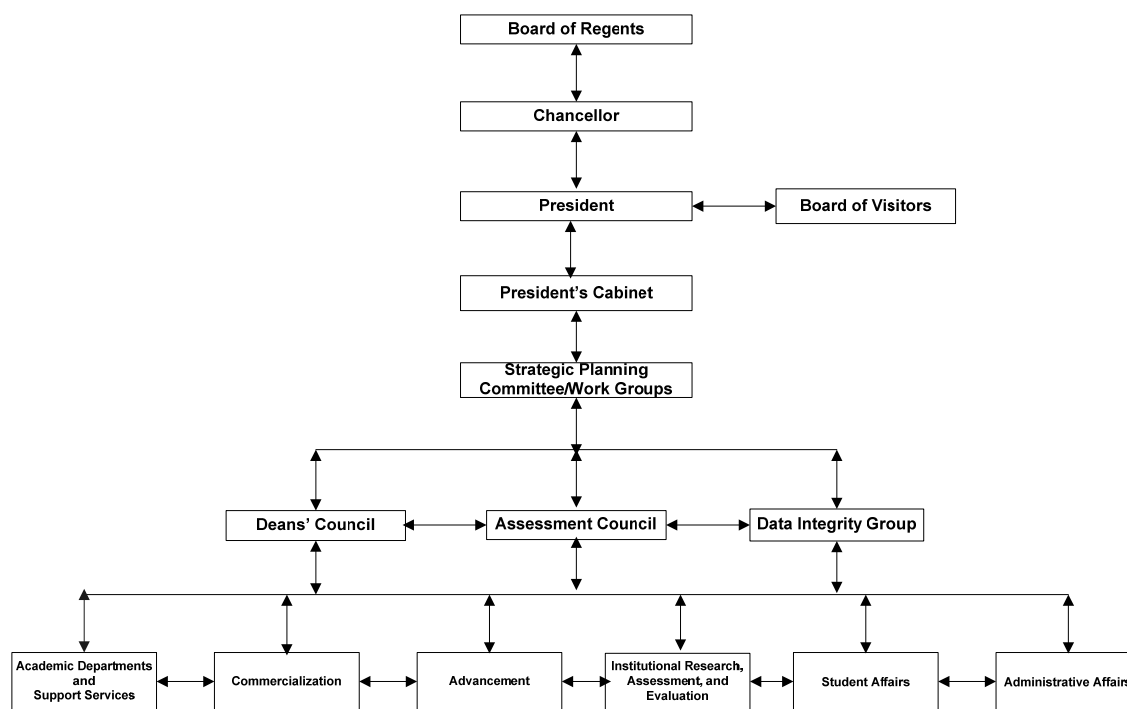
Resources are also made available for surveys. During the 2004-2005 academic year alone eight surveys (Connecting the Dots Study, Student Satisfaction Survey, Non-Returning Student Survey, Senior Student Exit Interviews, Alumni Survey, Environmental Scanning Survey, Program Development Survey, and Organizational Climate Study) were supported by the University. Resources have also been made available for workshops on assessment for faculty and staff including an on-campus workshop during May 2005 by Dr. Susan Brookhart of Brookhart Enterprises, LLC, former professor of education at Duquesne University and an author of many refereed works on assessment. The focus of this workshop was on creating an effective assessment process for student learning outcomes.

Assessment for UMES is a process, not a one-time event. There is, therefore, a need for sustained funding for routine evaluation of student learning under the auspices of the Office of Institutional Research, Assessment, and Evaluation. In addition, there is a need for continued faculty development so that those who are responsible for designing and implementing the assessment process, the faculty, have the state-of-the-art knowledge and technology for the assessment effort.

Communication of Assessment Results to Stakeholders

Assessment results and recommendations for improvement are effectively communicated to stakeholders. A communication process that is interactive and grounded in shared governance exists (Figure 14.3).

Figure 14. 3: UMES Assessment of Student Learning Outcomes Communication Process



This process facilitates communication on assessment to all stakeholders. It is recognized that faculty are, in large part, responsible for developing/designing and implementing the tools for assessment and analyzing the results. A significant number of members of the Assessment Council (XIV-5) are also members of the other decision-making bodies presented in the Figure 14.3. The overlapping membership ensures open channels of communication between faculty and the highest levels of policymaking, the President and her Cabinet. Similarly, decisions about assessments made by the President and the Cabinet or the Deans' Council are communicated back to the “frontline”—faculty and staff involved with the assessment process. Moreover, all copies of minutes of the Assessment Council are also distributed to the President and the Vice President for Academic Affairs, thus providing them advance information concerning assessment initiatives. Results of faculty/course evaluations summarized at the department, school, and University levels by the Office of Institutional Research, Assessment, and Evaluation are shared with senior management, deans, department chairs, and faculty to identify areas that need improvement.

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Information about UMES' accomplishments and challenges is shared at meetings of the Executive Council, Expanded Cabinet, and Cabinet. For example, in June 2005 the Executive Council was informed by the Director of Athletics that the UMES Athletic Program was awarded \$25,000 at the Mid-Eastern Athletics Conference (MEAC; XIV-20) Basketball Championship for earning the highest graduation rate for the year 2003-2004 (i.e., 1997 cohort, XIV-38; and Director's Report titled Athletics News, XIV-39). UMES was awarded this prize for Achievement in Women's Athletics in competition with 11 institutions of the MEAC. During the same period UMES was the only member institution in the MEAC that met the National Collegiate Athletics Association (NCAA) Academic Progress Rate score of 928. Additionally, UMES was one of the two Historically Black Colleges and Universities (HBCU) that met the NCAA standard and was, therefore, ranked in the upper echelon of institutions nationally to achieve this academic award. The highest overall possible score is 1000 and UMES' overall score was 936, with the women's track team scoring a perfect 1000. These successful outcomes, UMES believes, are based upon the University's emphasis on academics for all students, including athletes.

Congruence of Learning Expectations and Learning Outcomes

UMES assessments have shown a considerable level of congruence of learning expectations and learning outcomes. As already pointed out, the Student Learning Outcomes Assessment Process (Figure 14.2) emphasizes the alignment of expected learning outcomes with instruction/integrated learning experiences manifesting the learning outcomes, assessment method, and criteria. Based on the results of the assessment of student learning for a program, decisions are made about whether the assessment criteria have been met. In the event that criteria are not met, recommendations are made for changing the curriculum design, instructional strategies, assessment instruments, or any components of the process to enhance congruence.

As a way of validating how the assessment process works for different programs at UMES, a situation audit was conducted in fall 2004 to examine existing practices across disciplines. The Self-Study Subcommittee for Standard 14 developed the *Survey of Departmental Assessment of Student Learning* (XIV-21) for chairs concerning their use of various assessment approaches and their future plans for assessing student learning. The survey of seven items solicited information from academic department chairs concerning the type of assessment tools they use for their programs and the results from such assessment initiatives; future plans for student learning assessment for those programs; use of employment surveys for their graduates and future plans for conducting such surveys; use of employer surveys and future plans for use of such surveys; and use of feedback from course evaluations to improve student learning. The survey was administered to both undergraduate and graduate programs in 18 academic departments/units. Once surveys were returned, the committee, using an assessment rubric (XIV-48) created to assess systematically the congruence of learning expectations, evaluated each program's current assessment practices and validated congruence (Table 14.2).

The scoring rubric rated five types of program assessment practices: (1) comprehensive program evaluations, (2) learning plans, (3) educational/student surveys, (4) systematic distribution/administration of surveys, and (5) course evaluations (Table 14.2). Department program assessment practices were rated as exemplary (4),

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accomplished (3), developing (2), or beginning (1) to indicate the level of use of a particular assessment method. With an overall average score of 2.16 on a four-point scale, many programs at UMES make use of systematic assessment approaches for evaluating student learning outcomes. In this survey two academic departments (5.4 percent) reported reaching exemplary level use (Business Management & Accounting, and Physician Assistant), ten (27.0 percent) accomplished use, eighteen (48.6 percent) developing and seven (18.9 percent) beginning levels [Criminal Justice, Criminology/Criminal Justice – Master’s Degree, Exercise Science, Social Studies – Teacher Education, Applied Computer Science – Masters, and African/African American Studies].

Clearly the programs at UMES continue to make progress toward using assessment approaches that make student learning expectations congruent to learning outcomes in support of the goal of continuous improvement. An appropriate process and necessary support are in place to ensure that necessary corrective measures are taken when insufficient congruence is detected.

Use of Information to Improve Student Learning

UMES uses student learning outcomes assessment information to improve teaching and learning. The systematic review of student learning outcomes results in various ways to improve teaching and learning. There are many examples of curriculum reform resulting from assessment of student learning outcomes. At the institutional level, feedback from students through the Student Satisfaction Survey (XIV-22, Alumni Survey (XIV-23), Non-Returning Student Survey (XIV-24), and the National Survey of Student Engagement (XIV-25) provides useful information for improving student learning. Summary data in materials for the Executive Leadership Retreat held in spring 2005 indicated that inadequate advising was one of the major factors adversely affecting retention rates at UMES. Over one quarter (26.4 percent) of the students who did not return during spring 2004 cited inadequate advisement as the reason for not coming back; 46 percent of the students who responded to the Student Satisfaction Survey in the fall of 2004 were either neutral or dissatisfied with the advisement provided by faculty. This has made advisement an important factor in considering the declining trend in retention which has attracted the attention of the entire University and is being monitored by the Maryland Higher Education Commission (MHEC). In response, the entire University is engaged in activities designed to provide insight into and solution to the retention problem. The focus of the 2005 Executive Retreat was on retention. In addition, the August 2005 All-Faculty Retreat devoted a significant portion of its time considering different strategies for improving student academic advising, including reviewing a newly created Academic Advising Manual (XIV-26).

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Table 14. 2: Assessment of Student Learning Outcomes by Program

	(1) Comprehensive Program Evaluation	(2) Learning Plans	(3) Educational Student Surveys	(4) Systematic Practices/ Distribution of Surveys	(5) Course Evaluations	Mean Score
1. Mathematics	2	2	1	1	3	1.80
2. Mathematics - Teacher Educ. (NCATE)	3	2	1	1	3	2.00
3. Business Management / Accounting **	4	4	4	3	3	3.60
4. Applied Design (Art)	3	1	1	1	3	1.80
5. Art - Teacher Educ. (NCATE)	3	1	2	1	2	1.80
6. Rehabilitation	2	2	3	2	2	2.20
7. Hotel/Restaurant Management	4	2	2	1	1	2.00
8. Physician Assistant**	4	4	4	4	2	3.60
9. Construction Management Technology*	2	2	3	4	2	2.60
10 Sociology & Social Work*	3	2	3	4	2	2.80
11. Social Studies - Teacher Educ. (NCATE)	3	1	1	1	1	1.40
12. Engineering & Aviation Sciences	3	3	1	0	1	1.60
13. Computer Science	1	2	1	0	2	1.20
14. Exercise Science	2	1	1	1	1	1.20
15. Human Ecology*	1	1	4	3	4	2.60
16. Criminal Justice	1	1	2	1	1	1.20
17. Engineering Technology	3	1	1	1	3	1.80
18. Technology - Teacher Educ. (NCATE)*	3	3	1	1	3	2.20
19. Chemistry*	4	3	3	1	4	3.00
20. General Agriculture	2	2	2	1	1	1.60
21. English	4	1	1	2	3	2.20
22. English - Teacher Educ. (NCATE)	4	1	1	3	3	2.40
23. Special Education - Teacher Educ (NCATE)	4	2	2	1	3	2.40
24. African/African American Studies	1	1	1	1	1	1.00
25. Biology *	4	3	3	1	4	3.00
26. Environmental Science*	4	3	3	1	4	3.00
27. Physical Therapy (DPT)	1	4	1	4	4	2.80
28. Organizational Leadership (PhD)*	4	4	1	1	3	2.60
29. Educational Leadership (EdD)*	4	4	1	1	3	2.60
30. Food Science & Technology (PhD)	4	1	1	1	3	2.00
31. Criminology/Criminal Justice (Masters)	2	1	1	1	1	1.20
32. Career & Technology Education (MEd)*	4	3	2	2	4	3.00
33. Applied Computer Science (M.S)	3	1	1	1	1	1.40
34. Food & Agriculture Science (M.S)	3	2	1	1	1	1.60
35. Masters of Arts in Teaching	4	2	2	1	3	2.40
36. Masters of Education in Guidance	2	3	2	1	4	2.40
37. Marine Estuarine Environmental Sciences (MEES)	3	1	1	1	4	2.00
Overall	2.92	2.08	1.78	1.51	2.51	2.16

Score Scale: 1 = Beginning, 2 = Developing, 3 = Accomplished; 4 = Exemplary

* Accomplished Level; ** Exemplary Level

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Student course/faculty evaluations provide another source of useful information for program improvement. It is through these evaluations that students critique courses, course materials, and strategies used by faculty in their course delivery. Textbooks that are found to be ineffective are replaced, and faculty who receive a low rating review the anecdotal comments about what is working well or not working well and make adjustments in their instructional strategies or review their materials. Overall, course/faculty evaluation results for fall 2003 and 2004 and spring 2004 and 2005 indicate an institution-wide high degree of satisfaction by students who provided overall average ratings of between 3.39 (fall 2003) and 3.48 (spring 2005), based upon a four-point Likert-type scale where 4 is “Strongly Agree” and 1 is “Strongly Disagree.” Students were asked to rate the instruction they received by responding to specific statements, such as “My instructor’s presentations are clear and understandable to me.” and “Assignments are clearly related to the content of the course.” The ratings achieved speak well of the quality of instruction. In addition, departments and individual faculty members have opportunities to review course evaluations that pertain to their specific programs and to identify areas in need of improvement.

The graduation rate is another institutional indicator of student learning. UMES has experienced a steady increase in the graduation rate of its students over the past five years, from 41 percent for the 1994 cohort to 52.6 percent for the 1997 cohort, and it ranks the highest among the four HBCUs of Maryland’s public universities [Bowie State University, Coppin State University, and Morgan State University] (Table 14.3). The University is taking a proactive approach to ensure that indicators that adversely affect the graduation rate are monitored carefully.

**Table 14. 3: Comparison of Graduation Rate for USM HBCUs
(Based on Maryland Higher Education Commission Data)**

Institution	Six-Year Period				
	1994-00	1995-01	1996-02	1997-03	1998-04
University of Maryland Eastern Shore	41%	47%	50%	53%	50%
Morgan State University	40%	39%	40%	41%	41%
Bowie State University	42%	41%	39%	39%	41%
Coppin State University	25%	26%	29%	24%	27%

Currently, six programs have discipline specific accreditations by their professional organizations: Chemistry (American Chemical Society - ACS), Education (National Council for the Accreditation of Teacher Education – NCATE), Physician Assistant (American Review Commission on Education for Physician Assistant – ARC-PA), Human Ecology (American Dietetic Association), Physical Therapy (Commission on Accreditation in Physical Therapy Education), Rehabilitation Service (the National Council on Rehabilitation Education (NCRE), and Construction Management Technology (American Council for Construction Education – ACCE). The accreditation

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of programs in the major provides national and international validity of academic quality. The UMES Strategic Plan (XIV-37), Vision (XIV-40), and the President's legislative testimony (University of Maryland Eastern Shore Legislative Testimony 2005, XIV-41) emphasize a commitment to the accreditation process that promotes a climate of excellence throughout the curriculum. Therefore, every academic program with an accrediting agency will seek accreditation as a strategic priority.

Following a request by the President (XIV-27) to explore students' needs concerning curriculum improvements, such as the reintroduction of a history curriculum, and offering double majors to increase opportunities for employment options and graduate studies, the Office of Institutional Research, Assessment, and Evaluation conducted a survey (XIV-28) of students during the spring 2005 semester. Students were asked the following questions: (1) If a double major were offered at UMES, would students be interested and willing to enroll for a second major? (2) Is history important? If it were offered, would students be interested and willing to major/minor, or would they recommend it to a friend or family member? The results of the survey were resoundingly positive (Program Development – Fast Response Survey Summary, XIV-42). The majority of the students (65.0 percent, 269 out of 414 students), indicated an interest and willingness to seek a second major and/or minor. In addition, an overwhelming majority of the students (90.8 percent) considered history to be important and 29.0 percent (120 students) indicated interest and a willingness to enroll in history if it were offered as a major. On the basis of these results, the University is planning to initiate a process to include the option of offering a double major and reintroducing History as a major course of study into the curriculum of UMES.

Performance of UMES students on the national examination in the Education Department has improved remarkably following four years of consistently low performance from 1999 to 2003 (Table 14.4).

Table 14. 4: UMES Praxis II Passing Rates

Academic Year	No. Taking Assessment	No. Passing Assessment	Institutional Pass Rate Percentage
1999-2000	37	21	57%
2000-2001	31	15	48%
2001-2002*	52	16	31%
2002-2003	20	9	45%
2003-2004	24	20	83%
2004-2005	23	23	100%

*There was a change in policy. Only students who pass PRAXIS I are admitted into the education program

In 2002-2003 the program was labeled “low performing” by the Maryland Department of Education, because of a 45 percent pass rate on the PRAXIS II examination. The Education department/unit used assessment data to bring about improvement in instructional strategies and support for students. Based upon the analysis and documentation of statistical data, a PRAXIS coordinator was employed to provide support and counseling for students preparing for PRAXIS examinations. Scholarship funding was also provided. Equally important, a policy was put into place that students must pass PRAXIS I before they could be considered education majors of good standing.

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In 2003-2004, the pass rate improved significantly to 83 percent. The report for 2004-2005 indicates that all 23 students (100%) who sat for PRAXIS II passed (XIV-49). Performance of students on PRAXIS II national examinations is communicated to HEA – Title II. Graduates of the program are employed in various counties in Maryland as well as other states in the nation. It is also important to point out that departments use feedback from course evaluations to improve student learning. For example, adjunct faculty who consistently receive low ratings are not employed for subsequent semesters. In addition, many departments, including the Professional Education Unit, require internships, administer satisfaction surveys, and conduct exit interviews of their majors. For example, the Professional Education Unit (PEU; XIV-29) conducts a survey of Professional Development School (PDS; XIV-30) supervisors concerning students' predispositions and performance. The PEU also surveys its students every year to evaluate the quality of the teaching they received. In 2002-2003 a significant majority (90.9 percent) of the education majors rated the quality of the teaching they received as "good" or "excellent." Similarly, a high percentage (81.8 percent) of majors indicated that the quality of their internships was "excellent" or "good."

The Physician Assistant Program also has made good use of assessment results to improve curriculum, as well as to maintain rigorous standards. Clinical medicine courses were offered simultaneously with pharmacology, pathophysiology and anatomy, and physiology. The result was that during the first two years of the program, the number of students who withdrew or decelerated were unacceptably high.

Anatomy and physiology courses as constituted proved difficult for students. During 2003-2004, with the support of ARCPA (XIV-31), the curriculum design and core sequencing were revised to enable students to develop the clinical competence necessary for practice. During the didactic phase, system specific anatomy, physiology, and pharmacology modules precede the corresponding medicine and physical diagnostic modules in order to promote optimal correlation and integration of knowledge. The net result of this change is the steady decrease in the dropout rate during the 2003-2004 and 2004-2005 academic years. In addition, there has also been an increase in the pass rate of physician assistant graduates on the Physician Assistant National Certification Examination (PANCE, XIV-32) from 62.5 percent (5 out of 8) in 2003 to 100.0 percent (5 out of 5) in 2004. Thus, by reorganizing course sequence and providing remediation (extra classes, tutoring, improved study tactics, improved time management skills), student performance has been enhanced without sacrificing program rigor.

Physical Therapy has also used assessment results for program enhancement. For example, initially the research design course was offered in the summer between the freshman and sophomore (first and second) years. Based on feedback from recent graduates, the course was moved from the Summer session to the Spring semester to provide students the opportunity to complete successfully their research projects in a timely manner (Self Study Report for Physical Therapy titled Application for Interim Accreditation, Doctor of Physical Therapy, 2002 p. 137; XIV-33).

The dietitians program is another example of the use of assessment results. When the pass rate in the registration examination for dietitians over a five-year period (1998-2002) was 75%, the Department of Human Ecology, which offers the program, took steps to improve the pass rate. Measures taken included the infusion of the CADE Foundation Knowledge and Skills (FKD) for Entry-level Dietitian Education (XIV-34) into the syllabus for Introduction to Nutrition (Course NUDT 300), as well all other Human Ecology courses. In addition, the course content for the senior practicum (NUDT 475)

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was expanded to include a registration examination review component using the CDR Study Guide for the Registration Examination for Dietitians (XIV-35). Students are required to acquire and study the resource study guide. Additional test-taking resources are also made available to students through the Access and Success retention program of the University (Accreditation Site Visit Response to the Commission on Accreditation for Dietetics Education, The American Dietetic Association; XIV-36).

Use of Information for Institutional Assessment and Continuous Improvement

Student assessment information is used as a part of institutional assessment and for continuous improvement. The University's five major goals outline key strategic priorities to ensure academic quality, as demonstrated through student learning assessment. The aggressive agenda sets the course for progress and advances 41 key strategies as documented in the 2004-2009 Strategic Plan (*Learning and Leadership: Strategies for Student Success and Global Competence*; XIV-37)). Goal 1 of the new Strategic Plan is the design and implementation of 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 (Strategic Plan 2004-2009; XIV-37).

The UMES Institutional Effectiveness Management Model discussed in Chapter 7 is inclusive of the Student Learning Assessment Plan. The Student Learning Assessment Plan is monitored by the Assessment Council; Office of Institutional Research, Assessment, and Evaluation; and Office of the President. Working together to maintain a strong assessment infrastructure, the council conducts annual workshops and training opportunities related to student learning assessment. In addition, the work of the Council and student learning outcomes are reported in the Summary of Outcomes Report issued annually by the Office of the Executive Vice President for Institutional Effectiveness. This report summarizes outcomes from the five divisions of the University.

Annually, the five divisions of the University (Academic Affairs, Administrative Affairs, Student Affairs, Commercialization, and Institutional Advancement) assess progress and performance outcome data on the accomplishment of University and division objectives for the previous year of operation. Analysis includes comparisons among USM institutions, HBCUs, and other peer institutions on specific measures, such as student learning outcome assessment measures. During September, using these results and based upon Strategic Plan priorities, the five divisions jointly develop the University's annual Operations Plan.

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Summary

Chapter 14 provided a detailed appraisal of UMES' assessment of student learning: how it demonstrates that students have attained the knowledge, skills and competencies consistent with institutional goals; and how it ensures that students at graduation have achieved appropriate higher education goals. The assessment process of student learning for the University of Maryland Eastern Shore demonstrates that the University's students have knowledge, skills, and competences consistent with University's Mission and goals, and that students at graduation achieve appropriate higher education goals.

Action Steps

Standard 14: Assessment of Student Learning

1. The University's programs should continue to improve the use of comprehensive, systematic approaches to student learning outcomes assessment.
2. The University should continue to support assessment training and workshop initiatives.

Summary of Action Steps



**Assessment of Student Learning
and
Institutional Effectiveness**

SUMMARY OF ACTION STEPS

Based on Self-Study findings, the following action steps have been proposed:

Standard 1: Mission, Goals, and Objectives

The University should renew and intensify publicity among staff, students, and faculty of the University community to increase awareness of the University's Mission, goals, and objectives in order to remain current concerning the future direction of the University.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

UMES should continue to leverage resources from a variety of sources to overcome the financial constraints resulting from limited federal and state funding.

Standard 3: Institutional Resources

UMES should continue to ensure that resource allocations reflect the core of the Mission and Strategic Plan imperatives.

Standard 4: Leadership and Governance

None.

Standard 5: Administration

For the past three years, students have been given an opportunity and should continue to be encouraged to participate in shared-governance.

Standard 6: Integrity

1. The University should continue to ensure that the University's Mission/Vision statement is included in all appropriate University publications.
2. University-level boards and committees should continue to require that plans and proposals for curriculum changes, degree changes, and capital improvement changes, among others, be related clearly and explicitly to the Mission of the University.
3. UMES should continue to improve communications between the various campus constituents.

Standard 7: Institutional Assessment

1. The University should continue to complete Strategic Plan Outcomes Summary Report and disseminate progress to University constituents.
2. The University should continue to encourage all units to embrace and use the concepts of institutional effectiveness to measure outcomes and inform decision-making.

SUMMARY OF ACTION STEPS

Standard 8: Student Admissions

1. UMES should improve the navigation from department to department on the UMES website.
2. UMES should update information on the UMES website on a scheduled basis.
3. UMES should ensure consistency and uniformity in the design and language of print and non-print media.
4. UMES should continue to provide accessibility to all pertinent information to the consumers of the information.

Standard 9: Student Support Services

UMES should continue to promote/emphasize excellence in the quality of student support services.

Standard 10: Faculty

1. UMES should continue to encourage faculty to seek grant funding for supporting their release time for sabbaticals and other enrichment activities.
2. UMES should continue to demand the highest possible credentials when employing faculty.

Standard 11: Educational Offerings

UMES should continue the mandate to have all programs with accrediting agencies to be nationally accredited.

Standard 12: General Education

1. The University will establish a General Education Taskforce to review general education curriculum requirements to ensure currency.
2. The University should continue to strengthen General Education assessment so that meaningful results are available and used for continuous improvement of student learning.

Standard 13: Related Educational Activities

1. UMES Catalog and PeopleSoft/HawkWeb should include the mode of class delivery, e.g., web/hybrid, interactive video, or lecture.
2. Faculty should continue to sequence course offerings to ensure that students can complete their degree in a timely manner.
3. The University will review the opening hours of the library to determine the extent to which the schedule meets the needs of students.

SUMMARY OF ACTION STEPS

Standard 14: Assessment of Student Learning

1. The University's programs should continue to improve the use of comprehensive, systematic approaches to student learning outcomes assessment.
2. The University should continue to support assessment training and workshop initiatives.

Additional Action Step

The University should appoint a task force to monitor implementation of the Self-Study Action Plan

Conclusion



**Assessment of Student Learning
and
Institutional Effectiveness**

CONCLUSION

The University of Maryland Eastern Shore (UMES) undertook the 2004-2006 Self-Study with the full conviction that this was truly an opportunity for the University to engage in a serious and meaningful conversation with all its constituents concerning the fulfillment of its Mission in the past, present, and in the future. Through this process of thorough and systematic self-assessment involving the entire University community, UMES has confirmed a track record of success. The University has experienced unprecedented growth from under 2,878 in 1995 to just under 4,000 in 2005, making UMES one of the fastest growing institutions within the University System of Maryland (USM); the University's program mix has expanded from 15 undergraduate and nine master's programs to 29 undergraduate, 11 master's, and 6 doctoral degree programs, the only doctoral degree granting institution on the Eastern Shore; and the University currently holds the distinction of having the highest graduation rate among the Historically Black Colleges and Universities (HBCU) in the USM.

The process of comprehensive self-assessment has also confirmed the positive impact of the philosophy of shared governance advocated by President Thelma Thompson as a way of ensuring high quality decisions and university-wide commitment to the University's Mission. The strategic planning process, which has been strengthened as confirmed by this analysis, has benefited from institution-wide participation in its development and implementation. Strategic priorities, including academic program offerings are set by the planning process and the budget process is designed to translate the strategies into action. Similarly, during the past 20 months, the assessment process has been strengthened by the Assessment Council, faculty, staff, and students so that it has become an effective tool for comprehensively and systematically collecting, analyzing, and using student learning assessment data for continuous improvement of learning.

It is clear from the findings of this 2004-2006 Self-Study that the University of Maryland Eastern Shore is in compliance with each of the 14 Standards for Reaffirmation of Accreditation established by the Middle States Commission on Higher Education. More specifically, UMES has met the following criteria: its Mission is appropriate to higher education; it is guided by well-defined and appropriate goals, including goals for student learning; it has established conditions and procedures under which its Mission and goals can be realized; it assesses both institutional effectiveness and student learning outcomes, and uses the results for continuous improvement; it is accomplishing its Mission and goals substantially; it is so organized, staffed, and supported it can be expected to continue to accomplish its Mission and goals; and that it meets the eligibility requirements and standards of the Middle States Commission on Higher Education.

Continuous improvement is a process and not an event. The action steps identified for each chapter will, therefore, ensure that UMES continues to provide the best services and academic programs to meet its three-fold mission of providing opportunities for high quality learning, inquiry, and engagement. Its distinctive mix of outstanding faculty and academic programs, an able student body at both undergraduate and graduate levels, all bode well for moving the University closer to its goal of preeminence as a doctoral/research-intensive university in the 1890 Land-Grant tradition.