UNIVERSITY of MARYLAND EASTERN SHORE

PERIODIC REVIEW REPORT

PRESENTED BY:

UNIVERSITY OF MARYLAND EASTERN SHORE
PRINCESS ANNE, MARYLAND 21583

MAY 25, 2011

Thelma B. Thompson, Ph. D., President

DATE OF THE MOST RECENT DECENNIAL EVALUATION TEAM'S VISIT
APRIL 2-5, 2006

UNIVERSITY OF MARYLAND EASTERN SHORE PERIODIC REVIEW REPORT

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Acknowledgements

The University is grateful for the time, effort, and contributions of all of those who participated in the Committee for the Preparation of the Periodic Review Report, Taskforces, and Workgroups as well as administrators, faculty, staff, and students. In addition, the University extends its thanks to the Board of Visitors, UMES Senate, UMES National Alumni, and Faculty Assembly for their valuable input.

A special expression of thanks goes to Dr. Sarah Acquah who edited the final draft of the report.

This process of preparing UMES' PRR could not have been successful without the shared responsibility, commitment, and dedication of the entire University Community.

SECTION ONE: EXECUTIVE SUMMARY

Background

The University of Maryland Eastern Shore (UMES) is located in Princess Anne, a small town on the Eastern Shore of Maryland with a population of about 3,000 people, excluding UMES students. Founded September 13, 1886, UMES has a Mission which continues to evolve and is focused on becoming a Doctoral Research University (DRU) and a national model for producing globally competent citizenry in the 21st century by providing access to high quality values-based educational experiences, especially to individuals who are first-generation college students of all races, while emphasizing multicultural diversity and international perspectives. UMES has become more comprehensive in scope as its affiliations, organizational structure, and its purposes continue to be redefined by relevant governing bodies to address state, national, and global needs.

Enrollment and Educational Offerings

Since UMES' last comprehensive reaffirmation for accreditation Self-Study in 2006 for which it had no recommendations, the University has continued to undergo extraordinary change. The profile of the University has been changing over recent years due to a period of unprecedented growth. With a fall of 2010 enrollment of 4,540, from 3,870 in 1995 (i.e., increase of 17.3 percent over a five-year period), the University stands as one of the University System of Maryland's (USM) fastest growing institutions. Students attending UMES come from all 23 counties in the State of Maryland, representing more than 35 states in the United States, and originating from over 30 foreign countries. The program mix has expanded from 29 undergraduate, 11 master's degree and 6 doctoral programs in 2006 to 33 undergraduate, 11 Master's and 7 doctoral degree programs in 2010. New programs include the Upper Division Certificate in Family Financial Planning; Bachelor's degrees in Professional Golf Management, Engineering, Rehabilitation Psychology, and Urban Forestry; Professional Master of Science degree in Quantitative Fisheries & Resource Economics; and Doctor of Pharmacy.

Structures

UMES is one of the seven comprehensive universities among 13 University System of Maryland institutions. Day-to-day Administration is the responsibility of UMES President who reports to the Chancellor of USM. The University has enjoyed the stable, creative, and insightful leadership of Dr. Thelma B. Thompson, its President since 2002. President Thompson is supported by a cabinet comprising Vice Presidents for Academic Affairs, Administrative Affairs, Student Affairs and Enrollment Management, Institutional Advancement, and Technology and Commercialization, as well as the Senior Executive Assistant to the President for Planning and Assessment. In addition, there is a Board of Visitors, comprising volunteers who advocate for UMES and advise the President on institutional policy. In the spirit of shared governance, there is also an Executive Council that includes all vice presidents, associate/assistant vice presidents, all deans/assistant deans, some directors, Chair of Faculty Assembly, and Chair of UMES Senate, as well as student representatives that advises the President on University policy including strategic plan priorities and budget decisions. The final authority and responsibility for the welfare of USM and all its institutions including UMES rests with the Board of Regents. Currently, UMES is classified as a Masters Small Programs and maintains its legacy as a comprehensive, 1890 Land-Grant, Historically Black institution. UMES continues to make steady progress toward becoming a Carnegie Doctoral Research University. In the 2009-2010 academic year it graduated 20 research/scholarship doctorates, five short of the threshold for the DRU Carnegie Classification.

UMES has continued to be proactive in its approach to the assessment of institutional effectiveness and assessment of student learning. The Office of the Senior Executive Director to the President for Planning and Assessment has provided coordination and professional support to the five divisions of the university as they designed and implemented their operational plans for the University's 2004-2009 (extended to 2011) strategic plan. This Office has monitored progress on the University's achievement of its strategic

goals through its preparation of high stakes accountability reports including but not limited to Managing for Results, Peer Performance Measures Report, Annual President's Evaluation, Dashboard Indicators, and Legislative Testimony to the Legislature of the State of Maryland. In addition, this Office has also ensured that faculty and staff are provided appropriate professional development opportunities to effectively support UMES' efforts at fostering a culture of assessment.

The Assessment Council has been the key instrument for ensuring that the Student Learning Outcomes Assessment Process (SLOAP) developed in 2006 becomes institutionalized. The Council whose membership includes all chairs of academic departments, Associate Dean for School of Pharmacy and Health Professions, a member with assessment expertise from the Professional Education Unit, with the Vice President for Academic Affairs and the Senior Executive Assistant to the President as ex-officio members (See Appendix 29), met and continues to meet twice every semester to review assessment plans, and provide opportunities to members to learn about effective assessment strategies from one another. In addition, executive retreats, on-campus and off-campus workshop professional development opportunities have been provided to administrators, faculty, staff, and students to enhance their technical capacities for institutional effectiveness and student learning assessment initiatives (see Table 12) on Recent Activities Supported by the Preparation for Progress Initiatives).

Resources

Faculty are the most critical resource for any institution of higher learning. Fortunately for UMES, it has one of the most competent, productive, and dedicated faculty with strong credentials. In FY 2011 UMES has 195 full-time instructional faculty members 73.3% of whom have terminal degrees while in 2006 there were 174 such faculty with 65.5% holding terminal degrees. With the recent enforcement of the policy of recruiting only persons who hold terminal degrees for all full-time faculty vacant positions, the number of faculty with such credentials will continue to increase.

UMES' budget has grown from $84.7 million in FY 2006 to $118 million in FY 2011. In spite of the economic downturn that has adversely affected the budgets of all public postsecondary institutions including UMES, the university's overall financial health over the past five years (FY 2006-FY 2010) has remained sound. A review of the balance sheet shows that the University's liquidity has improved significantly in cash equivalents from $12 million in FY 2006 to $15 million in FY 2010. The University has also seen a significant increase in the amount of endowment investments held by UMES from $0.5 million in FY 2006 to $2.7 million in FY 2010. In addition, endowments held at the USM Foundation have increased by an additional $2 million during the past five years. Overall, the University has performed well financially over the past five years and will continue to monitor its expenditures to ensure efficiency and effectiveness.

Approach to Preparation of the Periodic Review Report

The process of preparing the Periodic Review Report (PRR) was truly collaborative and inclusive. It started with a review of the draft organizational structure by the Senior Executive Assistant to the President for Planning and Assessment and the Director of Institutional Research, Planning and Assessment during the Periodic Review Report Workshop in Philadelphia on March 26, 2009, organized by the Middle States Commission on Higher Education. The organization structure, including a Committee for the Preparation of the Periodic Review Report Taskforces/Work Groups, were assigned specific charges. Supporting the Committee were five taskforces (i.e., Executive Summary; Narrative of Major Accomplishments, Challenges and Opportunities; Enrollment, Financial Trends and Projections; Organized and Sustained Process to Assess Institutional Effectiveness and Student Learning; and Linked Institutional Planning and Budgeting process) with 13 workgroups (see Appendix 1). The Taskforces and Workgroups which were chaired by members of the Committee developed their reports according to their respective charges and presented their responses to the Committee for discussions and inclusion in the PRR. "Updates on PRR" became a standing item on monthly cabinet meetings. The draft PRR was then

distributed to members of the Committee, Taskforces/Workgroups, all faculty, staff, students, and members of the Board of Visitors National UMES Alumni Association, faculty assembly, and UMES Senate; and their feedback has been incorporated in the final document.

Major Institutional Changes

Major institutional changes at UMES since the 2006 reaffirmation of accreditation include (1) the appointment of new Vice Presidents for Academic Affairs (2007) and Administrative Affairs (2011); (2) expansion of educational offerings to include Bachelor's Degrees in Professional Golf Management, Engineering, Rehabilitation Psychology, and Urban Forestry; a Master of Professional Science Degree in Fisheries and Resources Economics; and Doctor of Pharmacy Degree; and (3) new professional program accreditations for Professional Golf Management; Hotel & Restaurant Management, and Business Management and Accounting.

Highlights of the Periodic Review Report

UMES' PRR reveals that it continues to successfully accomplish its mission as an institution of higher learning, committed to its aspiration to becoming a Doctoral Research University, and a national model for producing globally competent citizenry in the 21st century by providing access to high quality values-based educational experiences, especially to individuals who are first-generation college students of all races, while emphasizing multicultural diversity and international perspectives. UMES continues to provide sufficient resources, even during most challenging economic circumstances, to ensure that the academic quality of its programs is not compromised. It also uses assessments to improve institutional effectiveness and student learning.

Organization of the Report:

The report includes the following:

Section Two: Response to Recommendation

No recommendations were made by the Self-Study evaluation team in 2006.

Section Three: Narrative of Major Accomplishments, Challenges and/or Opportunities

In this section we identify and analyze briefly what UMES has accomplished since the 2006 reaffirmation of accreditation, the challenges UMES faces, and opportunities over the next five years that have particular relevance to one or more accreditation standards.

Section Four: Enrollment and Finance Trends and Projections

This section of the report provides an analysis of the current enrollment, financial trends, as well as projections. The analysis covers the UMES Strategic Plan linked with the budget, the budget of current year and pro forma projections for five future years, the audited financial documents for the five previous years, the financial information of the five previous years for IPEDS, enrollment for the five previous years, and the current enrollment and projected enrollment for five future years.

Section Five: Organized and Sustained Process to Assess Institutional Effectiveness and Student Learning

This section of the report provides an overview and analysis of UMES' assessment process based on Standards 7, 12, and 14. The assessment of institutional effectiveness includes four major cycles, namely: (1) developing clearly articulated goals, (2) implementing strategies for achieving the goals, (3) assessing the achievement of the goals, and (4) using the results of the assessment. The process of assessing student learning outcomes is analyzed under two sub-sections for improvement, General Education assessment (Standard 12) and assessment of student learning in programs/majors (Standard 14). To demonstrate an organized and sustained process for assessing student learning outcomes, the section focuses on the

development of clearly articulated learning outcomes, assessing student achievement of those learning outcomes, and using results of assessment for improving teaching and learning. A few examples include:

1. UMES has been successful in implementing cost efficiency and effectiveness measures based on its Efficiency and Effectiveness objective in Managing for Results reports. It's operating budget savings of 2.5% (2006) and 2.6% (2009) have consistently been above its target of 1%.

2. UMES has addressed the challenge posed by the declining funding support by the State through use of cost cutting measures, aggressively recruiting international students that are fully funded by their home governments. In 2009, 73 students were recruited from Delta State in Nigeria who paid their fees and expenses in advance for two years in the amount of $6.7 million. The Office of Institutional Advancement has raised $15.5 million in campaign funds the highest amount ever raised by UMES in its 125-year history. Also UMES is committed to promoting grantsmanship by doubling it from $19 to 38 million by 2020. All these measures have and will continue to contribute to the financial sustainability of UMES' education enterprise.

3. Alumni surveys show consistently high satisfaction of alumni by services provided by UMES. For example, The Alumni survey of 2008 showed significant increase in the percentage of alumni expressing satisfaction with UMES' job preparation from 85% in 2005 to 89% in 2008.

4. UMES' budget is linked to and reflects the priorities of the University's strategic plan as confirmed by the financial business process flow chart (see Figure 8) that begins with the Presidents development of the strategic plan priorities. These priorities are then reviewed in light of the resources provided by the State through the USM Board of Regents. The Strategic Plan, Budget Taskforce, Student Learning Assessment Plan, Facilities Management & Technology Plans, driven by UMES mission, goals, and values, are key components of the process.

5. The Assessment Council was reconstituted in 2005 prior to the Middle States Reaffirmation of Accreditation evaluation to reflect priorities of academic departments, rather than those of the deans. A review of the Assessment Council representatives and their impact in influencing the departmental agenda for assessing student learning revealed that they had neither sufficient authority nor motivation to ensure that assessment was an action item for agenda for every meeting. Both departmental assessment plans and annual assessment reports were being prepared by department chairs who did not have first hand knowledge of the Council's deliberations. Thus, in 2009, the Vice President for Academic Affairs decided that chairs of academic departments should become Assessment Council representatives for their departments.

6. Student retention and six-year graduation rates at UMES relative to the USM and UMES peer averages have lagged behind at below 70% and 40% respectively. A careful review of best practices, internal analyses, and internal studies have been used for restructuring the retention initiative through the creation of the Integrated Recruitment for Retention and Graduation Initiative that calls upon every division to include SMART (i.e., Specific, Measurable, Achievable, Realistic and Time-bound) retention objectives in their strategic operational plans.

7. UMES uses assessment results to improve student learning in General Education. In the 2009-2010 WriterPlacer Plus examinations the percentage of students who were assessed as proficient was 70%. Since students cannot graduate at UMES without passing EPE/WriterPlacer Plus, those who were unsuccessful were given a chance to retake the examination after receiving further instruction. Meanwhile, the University has established a Writing Center to provide additional services to students who need extra help with the written communication competency.

8. When 2009 Physical Therapy alumni asked to rate their professional preparation in various areas of practice, 50% and 38% of respondents rated pharmacology and medical imaging in the fair category, respectively. During the faculty retreat, this issue was discussed. The department decided to restructure the course primarily responsible for the pharmacology and medical imaging content areas. These areas were separated into two distinct courses, each worth 2 credits and offered during the same semester, Summer 1 of Year 02. All of these changes were implemented for the cohort of students entering the Doctor of Physical Therapy program in 2010.

9. Forty percent of the graduate students in Criminal Justice failed the theory component of the comprehensive examination. To improve the student's knowledge and understanding of criminological theory the following changes were recommended by the graduate committee and will be implemented effective fall 2011: (1) in future each student will write separate five page papers on ten major criminological theories and present them in class. Each paper will be given to every member of the class. Along with the instructor, each student will evaluate the papers of every student and turn in their written evaluation to the instructor for the instructor's review; (2) in the event the student's paper does not meet the minimum requirements, the student will be required to revise and resubmit the paper for reevaluation and grading. In order to pass the course all ten papers must meet the minimum requirements; and (3) students will be given an in-class midterm and final that is similar to the type of questions used on the comprehensive examination. The instructor will review each examination with the student and discuss ways to improve and to pass the comprehensive examination.

10. UMES' use of **Smarthinking,** an innovative online tutorial program that provides students with 24 hour access to academic support, stemming from a campus-wide assessment has proved to be an effective support for students anytime, anywhere. Since its implementation in 2009, Smarthinking has had positive impact. Ninety five percent of the students using this tool have passed their courses with a grade of C or better.

Section Six: Linked Institutional Planning and Budgeting Process

This section provides an overview and analysis of UMES' planning and budgeting processes. The overview and analysis are focused on how those processes are integrated and linked. All analyses are fully supported by attached key documents. This section demonstrates that UMES conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal.

Section Seven: Distance Education and Correspondence Education Policy

This section describes how UMES is complying with the Higher Education Opportunity Act of 2008 policy on Distance Education.

Section Eight: Transfer Credit Policy

In this section UMES presents its publicly disclosed credit policy, which includes the criteria for accepting transfer credits from another institution. This section also includes a brief conclusion about our overall progress in continuously meeting all the Middle States C*haracteristics of Excellence Standards*.

Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement: Compliance with MSCHE Requirements of Affiliation and Federal Title IV Requirements *(Effective October 1, 2009)*

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established MSCHE requirements of affiliation and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit.

The signed statement must be attached to the executive summary of the institution's self-study report.

If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

University of Maryland Eastern Shore
(Name of Institution)

is seeking *(Check one)*: ___ Initial Accreditation _X_Reaffirmation of Accreditation

The undersigned hereby certify that the institution meets all established requirements of affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education and transfer of credit, and that it has complied with the MSCHE policy, "Related Entities."

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

Thelma B. Thompson _____ 5/24/11
(Chief Executive Officer) (Date)

Clifford Kendall _____ 5/24/11
(Chair, Board of Trustees or Directors) (Date)

J:\Procedures & Process\CertificationStatementEffectiveOct09

SECTION TWO:
Response to Recommendation

No recommendations were made by the Self-Study evaluation team in 2006.

SECTION THREE
Narrative of Major Accomplishments, Challenges and/or Opportunities

In this section we identify and analyze briefly what UMES has accomplished since the 2006 reaffirmation of accreditation, the challenges UMES faces, and opportunities over the next five years that have particular relevance to one or more accreditation standards.

The Middle States Self-Study Report of 2006 played a pivotal role in identifying major accomplishments, challenges, and opportunities for UMES. Since then, UMES has had the opportunity to feel good about its accomplishments but even more importantly to build upon those accomplishments. The 2004 – 2009 Strategic Plan extended to 2011 to align it with the University System of Maryland plan, accounts for much of the great accomplishments of UMES to date. UMES has been preparing for the 2011 – 2016 Periodic Review Report using a collaborative and inclusive approach. The achievements of the past five years have been possible because of UMES' effective engagement with its community in implementing its strategic plan priorities. UMES has used a variety of strategies to engage its community including on-campus and off-campus workshops at which creative designs have been utilized to optimize the quality of ideas. In addition, a wide range of resources were used as evidence to identify and analyze the major achievements, challenges, and opportunities specifically in this section such as Integrated Postsecondary Education Data System Surveys, the Open Doors Report, Managing for Results (MFR Reports), UMES Implementation Plan Reports, UMES Legislative Testimonies, Title III Annual Evaluation Reports, US News and World Reports, Peer Performance Measure Reports, and UMES Annual Assessment Reports.

Standard 1: Mission, Goals and Objectives

Major Accomplishments

In 2010, the Mission Statement of UMES underwent its five-year review, as required by the University System of Maryland (USM) and Maryland Higher Education Commission (MHEC).

The Mission, Vision, and Institutional Core Values were developed through the collaborative participation of representatives of the campus community, including faculty, students, administrators, and staff. Consistent with the President's vision of shared-governance, the Mission, Vision, and Core Values were developed through campus-wide participation. A Mission Statement Committee (see Appendix 3, pg.1) was appointed by the president in consultation with the cabinet. The committee's process included several meetings throughout Academic Year (AY) 2009/10. The planning process was coordinated by the Office of the Senior Executive Assistant to the President for Planning & Assessment to review the old mission statement and develop the new mission statement (2011 – 2016).

UMES is currently developing its next quinquennial (2011-2016) strategic plan which is expected to be aligned with the *USM Strategic Plan for 2020;* and the *2009 Maryland State Plan for Postsecondary Education*. In the process of strengthening UMES 2004-2009 Strategic Plan (extended to 2011), UMES had an intensive and inclusive two-day workshop for identifying and analyzing our major achievements, challenges, and opportunities through discussion of Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis. The UMES plan is expected to be completed by December 1, 2011.

A statement of the Mission, Vision, and Institutional Core Values can be found in Appendix 4. The Mission Statement was approved by the USM Board of Regents on February 11, 2011.

Major Opportunities

The University of Maryland Eastern Shore is currently in the process of developing five new degree programs. All five programs will support the mission and address workforce development needs for the State of Maryland. The programs will be**:** (1) Bachelor's Degrees in Biochemistry and Unmanned Aerial Systems; (2) Master's Degree in Emergency Management; (3) Master's Degrees in Biochemistry, and Chemistry; (4) Master's Degree in Accounting; and (5) Ph.D. in Biochemistry.

Standard 3: Institutional Resources

Major Accomplishments

UMES continues to manage new and existing facilities and infrastructure that enable it to accomplish many of the goals and objectives it has established in its Strategic Plan. In January 2010, UMES presented and received approval on the FY 2008 – 2018 Campus Master Plan from the USM Board of Regents (see Appendix 5). UMES also presented and received approval on its Hazard Mitigation Plan in January 2010 (see Appendix 6). Some sections of this plan have been adopted by the Federal Emergency Management Agency (FEMA) as a best practice model used in training personnel and institutions across the country.

During the 2010 fiscal year, UMES completed renovation of Somerset Hall, which houses the newly approved Pharmacy program. On January 28, 2011, UMES received the information that the Somerset Hall renovation project received Leadership in Energy and Environmental Design (LEED) **Gold certification** from the United States Green Building Council (USGBC).

UMES received project program approval from the State of Maryland Department of Budget and Management on the new Aviation Science, Engineering, Computer and Mathematical Sciences building. The State of Maryland has made $6.6 million in planning funds available, and the design of this $87 million building will commence in May 2011.

The University has completed the construction for its site and utilities upgrades. This project consisted of the replacement of underground utilities including electrical systems, steam lines, condensate lines, sanitary sewer, telecommunication lines, and irrigation systems. The electrical system upgrade included the replacement of aged switchgear and transformers throughout the campus and the conversion of the existing 15KV lines into the 25KV loop. Replacement of one of the old boilers at the central steam plant and the improvement of the working efficiency of the steam plant is also included in this project's scope. The last phase consisted of the construction of an access road from the rear of the Arts and Technology Building to the new Physical Plant building**;** construction of sidewalks**;** information centers at both University Boulevard and the William P. Hytche Boulevard; and the installation of campus signs. In addition, UMES is continuing the renovation of the Residential Complex Buildings Phase I, (Building A & B), and other subsequent phase renovations will be done. Phase II of this project will commence in May 2011. The Greenhouse Replacement Building #1 was completed in 2010. In addition, the Heating Ventilation and Air Conditioning (HVAC) replacements at Kiah Hall and Henson Center were completed. The Bozman Bridge Replacement project was also completed in November 2010.

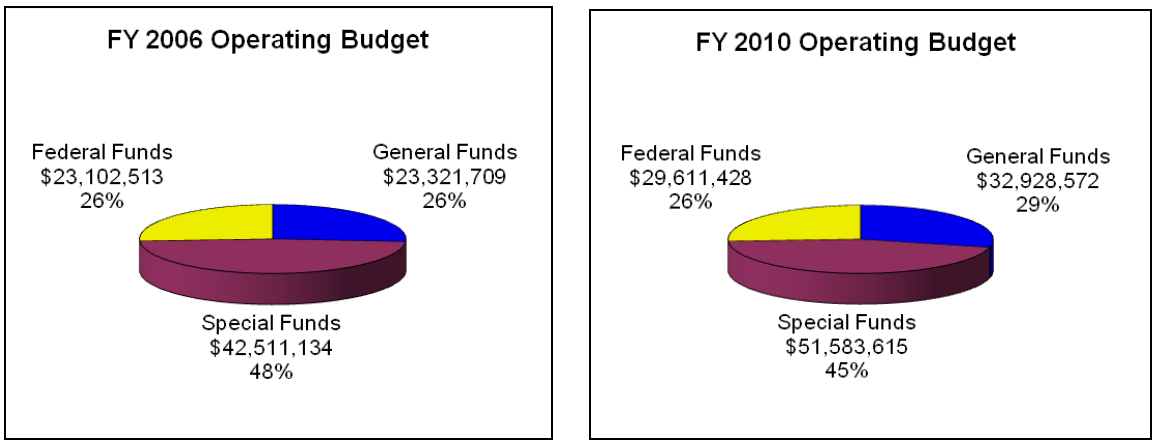
Table 1 below shows the fund balance increases over the last five years. The USM Board of Regents established an efficiency requirement that its institutions increase their respective operating fund balance by 1% of its state-supported budget. UMES has exceeded the requirements yearly. Even with a $4,171,934 required fund balance reversion in 2010, UMES continued to manage its fiscal resources in an effective and efficient manner, thereby exceeding all requirements and expectations. During 2009 and 2010, more than $4 million was expended from fund balance to renovate Somerset Hall to house the new Pharmacy Program.

Table 1: Changes in Fund Balance

	2006	2007	2008	2009	2010	2011
Beginning Fund Balance	4,363,909	4,894,261	5,707,122	6,445,804	7,089,124	7,063,869
State Reversion				(900,761)	(4,171,934)	
Transfer to Fund Balance	530,352	812,861	738,682	1,544,081	4,146,678	794,302
Ending Fund Balance	4,894,261	5,707,122	6,445,804	7,089,124	7,063,869	7,858,171

Over the past five years, the University budget has grown by 28.3% from $88.9 million to $114.1 million. Figure 1, below demonstrates a total proportionate growth in revenues consistent with FY 2006 through FY 2010. The fund balance has increased overall by $2.2 million with required transfers of $5.4 million through tightly monitoring and controlling the expenses of the University. Although it is difficult to predict the impact of the economy, UMES feels that it is well positioned to meet the budgetary challenges in the next five years.

Figure 1: FY 2006 and FY 2010 Operating Budgets



Major Challenges

A major challenge has been the unstable economic conditions. During the past three years, the University has experienced cuts to funding, employee furloughs, salary reductions and fund balance transfers that made up for a permanent cut to our base budget. There have not been any cost of living allowance (COLA) or merit increases since 2009; however, the FY 2012 budget currently does not include furloughs as a funding cut. The inability to provide COLA and merit increases have made it difficult for the University to continue to attract and retain the best and brightest faculty. The State implemented a freeze on in-state tuition increases for the past three years along with several major reductions to funding. Although the University has experienced an increase in enrollment over the past five years, financial assistance needed by students has also increased.

Major Opportunities

Enrollment is hindered by lack of housing available to new students. It is the University's intent to construct a new 402-bed traditional residence hall in FY2015, and a second one in FY 2019.

Standard 4: Leadership & Governance / Standard 5: Administration

Major Changes

Office of Executive Vice President. In May 2006, the Office of the Executive Vice President which had oversight for Institutional Research; Strategic Planning and Assessment; and Title III Program, was eliminated. Subsequently an office of the Senior Executive Assistant to the President (OSEAP) was created. The OSEAP was charged with a primary responsibility for university-wide Strategic Planning and Assessment, and oversight of (a) Office of Title III Programs; (b) Office of Institutional Research, Planning and Assessment (OIRPA); and (c) Office of International Development Programs (see Appendix 7).

Center for Access and Academic Success. After careful review of the University's efforts and subsequent outcomes for addressing recruitment, retention and graduation challenges for the past eight years, the University decided to relocate the Center for Access and Academic Success from the Division of Academic Affairs to the Division of Student Affairs and Enrollment Management effective February 15, 2011 (see Appendix 7). In addition, an "Integrated Student Recruitment for Retention and Graduation Initiative" has been established (see Appendix 2). This multi-level organizational structure with the Recruitment for Retention and Graduation Taskforce (RRGT)**,** reports directly to the President of UMES at regular intervals (see Appendix 2, pg.6) The President primarily exercises direct oversight of the initiative as the Chair of the RRGT. Members of the RRGT include all Vice Presidents, Senior Executive Assistant to the President for Planning and Assessment, and Director for Institutional Research, Planning and Assessment.

The University President now exercises more direct oversight over the initiative through a leadership taskforce that reviews the performance of initiatives across the entire UMES community. The process includes other members of the UMES community that have not so far been involved in retention and graduation activities in a more systematic and focused way in the past. This approval brings new ideas to bear and permits a review of the issue of student persistence and success, using different lenses by various constituencies. Consequently, this will take the institution in a different direction, and it will allow UMES to embrace a culture of learning from, and utilizing in-house data and studies.

Standard 7: Institutional Assessment

Major Accomplishments

UMES has continued on its trajectory of significant accomplishments since the last Self-Study of 2006. Brief highlights of accomplishments include, but are not limited to, the following:

i. The University has continued to contribute to meeting workforce development needs of the State of Maryland. Declared as an underperforming institution in its pass rate for teacher candidates prior to 2003 by the Maryland Department of Education, UMES has maintained a 100% pass rate for its undergraduate students in the PRAXIS II teacher certification examination since 2005. In addition, the teacher education program assessment process is nationally recognized and the National Council for the Accreditation of Teacher Education (NCATE) considers it to be one of the model processes. Similarly, UMES' pass rate in the Physical Therapy certification examinations of 100% since 2007, places it among the top institutions in the nation for this program.

ii. Alumni satisfaction with education received for employment has increased from 85% in 2005 to 89% in 2008, based on 2005 and 2008 Alumni Surveys of UMES Bachelor's Degree graduates by MHEC.

iii. Consistent with its mission, UMES continues to serve a significant proportion of first generation students (i.e., 46% in 2009 and 47% in 2010), and economically disadvantaged students (i.e., 47% in 2009 and 52% in 2010).

iv. On the USM Strategic Plan indicators of effectiveness that include National Eminence/Quality, Access and Academic Success, Economic and Workforce Development, Stewardship, and Effectiveness and Efficiency; UMES was one of three out of ten USM institutions that held or improved on 80% or more of the 31 measures (see Appendix 8, pg. 2).

v. The University has raised $15.5 million by 2010, thus exceeding its target of $14 million for the capital campaign by 10.7%. This represents the highest amount of capital campaign funds raised in UMES' history. The funds are used to support UMES' educational enterprise, especially financial aid to students.

vi. In 2009, President Thelma B. Thompson; the Senior Executive Assistant to the President and Executive Director for International Programs; and the Director for Institutional Research, Planning, and Assessment went to recruit international students in the Delta State, Nigeria. Seventy-three students from Nigeria, fully funded by their government, enrolled at UMES in spring 2010, bringing in $6,055,687 million additional revenue to the University for the 2010 and 2011 academic years.

vii. Under President Thompson's leadership, the number of discipline/program with external professional accreditations has increased from five in 2003 to 25 in 2011.

viii. UMES has led the other six comprehensive universities of the USM in grants and contracts on a per Full-Time Equivalent Faculty basis over the past five years (2006-2010) (see Appendices 9-E, pg. 6 and 9-F, pg.5).

ix. As part of the enhancement of the University's Accountability and Assessment System, UMES has strengthened OIRPA with additional staff and needed technology to become an effective decision support system that is committed to data integrity and assessment of student learning. The office has provided leadership for strengthening the process for student learning outcomes through the establishment of Data Integrity Group, Data Reconciliation Taskforce, and the Assessment Council. OIRPA's efforts have helped in ensuring that UMES' institutional data are accurate, complete, and consistent. In recent years OIRPA has received many commendations for the quality of its work. The following are selected examples of such commendations:

Major Challenges

UMES, like all state funded schools, faces the financial challenges and is working to meet those challenges on several fronts, including the following:

i. Over 89% of UMES students receive some form of financial aid. Potential changes to Federal Funding will increase the need to find alternative sources of student support. (Standards, 2 and 3).

ii. A significant number of first-time undergraduate students (an average of 76.4%) need developmental Mathematics to prepare for college level work. The Department of Mathematics

and Computer Science has received funding to support course redesign efforts to improve student outcomes in this crucial course. (Standards 2, 3, and 10).

iii. A major component of the UMES mission is to provide access to students who would otherwise not have an opportunity to attend college. Closing the achievement gap in retention and graduation rates between UMES and the USM campuses remains a challenge requiring continuous and creative approaches to supporting students after admission. (Standards 2, 3, 8, and 13).

iv. A culture of research productivity that has been established at UMES needs to be supported with both increased research capacity through professional development and support; and incentives for more faculty and staff to succeed in acquiring external grant funding. (Standards 2, 3, and 10).

v. While Institutional Advancement has exceeded expectations in its capital campaign, the search for major endowments must continue.

Major Opportunities

Major opportunities at UMES will be harnessed by staying focused on continuous improvement of the academic quality and implementing the new five year Strategic Plan (2011 – 2016).

Standard 9: Student Support Services

1. Admissions and Recruitment

Major Accomplishments

Students' academic preparedness, retention, and graduation rates naturally remain a high priority at UMES. In an effort to achieve these goals, our recruitment team, in 2007, developed a multi-prong plan to: (i) enhance student preparedness and enrollment strategies including relationship-based recruitment, (ii) strengthening partnerships with middle and high school guidance counselors, (iii) personalized email blast, and (iv) interactive search campaigns, creating new and reviewing current acceptance timelines, as well as new methods of communication and marketing for recruitment and retention of students. Strengthening relationships with school counselors and students have been a significant contributor to enrollment growth. This new strategy has enlarged applicant pools as well as allowed recruiters to perform on-site admissions decisions earlier than usual (i.e., September through December). As a result of these calculated strategies, UMES enrollment has continued to increase from 4,290 in 2008 to 4,433 in 2009, and 4,540 in 2010.

Major Challenges

The challenges over the coming years are to: (i) identify, in the changing face of Federal Financial Aid policy, more need-based scholarships and incentives to support students recruitment and ongoing enrollment; (ii) develop a comprehensive Enrollment Management Plan that meets the needs of our changing student population; and (iii) ensure that our technology infrastructure supports social media - web-based and mobile technologies. To address these challenges, the Office of Admissions and Recruitment will continue collaborating with Information Technology Services to develop a technology plan of action.

2. Center for Access and Academic Success

Major Accomplishments

The Center for Access and Academic Success initiated three new student support activities geared toward student success and retention: (i) Smarthinking-online tutorial service; (ii) expansion of

disability services; and (iii) implementation of the Summer Enrichment Academy. Student support services, critical to academic success, are a high priority.

a. **Smarthinking,** which is an innovative online tutorial program that provides students with 24 hour access to academic support, is a Presidential initiative stemming from a campus-wide assessment. Data collected revealed that students reported a need for after hour tutoring support. As a result, Smarthinking was implemented. Since implementing the program in fall 2009, Smarthinking has had the following impact:

   i. 284 students have used Smarthinking to master and/or enhance their understanding of course content.

   ii. 33,618 hours of tutoring support was delivered to students.

   iii. 95% of students who used Smarthinking passed their courses with a final grade of "C" or higher.

   iv. Prior to using Smarthinking students average GPA was 2.14, after using Smarthinking, GPAs increased to 2.88.

Major Challenges

The challenges associated with the Smarthinking Program are: identifying more effective ways to reach and inform larger segments of the university population (i.e., residential students, commuter students, faculty, and staff) about the program; increasing usage; and the initial and ongoing costs of the program that are driven by student use which for budgeting purposes can be difficult to predict.

b. Disability Services

Major Accomplishments

Disability Services provide a wide variety of support to enrolled students who have self-disclosed learning, health, psychological or physical disabilities. A new outreach operational strategy, implemented in 2007, introduced new services and expanded others as well as focused on access and awareness for students, parents, faculty, and staff has resulted in the following impact:

i. A rise in request for disability services on campus, from 50 (2007), to 90 (2010).

ii. New and expanded services such as: note takers, assistive technology, audio books, and creation of a testing center.

iii. Registered students, from 2007 to 2010, yielded a 98% fall semester to spring semester persistence rates compared to 92% of general student population.

iv. Ninety-six (96%) second-year retention rate, compared to 70% of general population for the 2008 cohort.

v. Seventy-six (76%) completed the academic year in good standing, compared to seventy-four (74%) of general population.

Major Challenges

Challenges include a need for additional staff to address the increased demand for the services; and additional funding for new assistive technology. The coordinator is presently searching for grants to

assist in these areas. Despite these accomplishments, potential changes in ADA standards and funding challenges could impact the number of students to be served.

c. Summer Enrichment Academy (SEA)

Major Accomplishments

Student academic success is at the center of all student support services, and with an eye toward better preparing students for the rigors of college, faculty and staff collectively developed the Summer Enrichment Academy. The SEA is a residential program that allows newly admitted students to earn six credit hours, in Math and English during the summer, as well as enhance their academic and social development skills prior to the start of the fall semester. The impact of the SEA is reflected in its outcomes. Of the 208 students who participated in the program from 2008-2010, 88% and 96% successfully passed Math 101 and English 101, respectively.

3. Registrar's Office

Major Accomplishments

The Registrar's Office plays a significant role in the graduation process. In particular, the Registrar certifies that students meet curriculum requirements at the time of graduation as set forth by the academic departments. An assessment of the process revealed a pattern of an increase in numbers of students who had applied for graduation, but did not meet the academic requirements by graduation date. Subsequently, the Registrar's Office, in fall 2009, implemented an automated degree audit system for undergraduate students. The new program allowed for the campus to collect, review and develop major and minor curricula for academic catalog years 2000 to present. Specifically, 61 undergraduate level degree audits were developed for majors, and concentrations or tracks. The automated degree audit has greatly enhanced the consistency with regards to faculty advising, real-time curriculum information for students, and the development of students' Candidate Plans of Study.

Major Challenges

Looking forward, recruiting and retaining a qualified and experienced staff person to manage the maintenance of the degree audit system, and completing the development and implementation of a degree audit system for graduate studies are challenges for the Registrar's Office. To address these challenges, the Registrar's Office is enhancing staff development in these areas, as well as working to obtain additional funds to increase salaries; thus, making us more competitive and better positioning the office to recruit and retain qualified and experienced staff to manage and maintain the degree audit system for both undergraduate and graduate students.

4. Residential Life

Major Accomplishments

Office of Student Residence Life acquired a new management system, Odyssey Housing Management System (OHMS), in March 2009. Prior to the implementation of OHMS, Residence Hall staff processed housing contracts and room reservations for on-campus accommodations using a manual system. The introduction of OHMS streamlined the process and made it more efficient by utilizing the latest technology to bring tools for web-based interface, automatic generated room assignments and real-time tracking of housing data. Through OHMS, students can apply for housing, pay room deposits and receive constant housing updates. OHMS is a more user friendly system which has resulted in fewer student complaints, higher volumes of housing contracts being completed, a significant reduction in student frustration and greater campus-wide collaboration with the Office of Residence Life. A component of OHMS permits clear integration of information between Auxiliary Enterprises, Public Safety, Student Affairs, Institutional Research and Housing Administration. A unique feature of OHMS

is its ability to centralize other aspects of student services; in particular meals management and student conduct activities.

Major Challenges

Challenges associated with OHMS are the required funding for information technology equipment upgrades throughout campus to adequately handle a higher volume of users. PeopleSoft and its ability to integrate OHMS has also proven to be a technical challenge requiring a significant amount of background work.

5. International Education

A commitment to high quality values-based programs infused with international perspectives to produce globally competent graduates guides the vision of the CEO of UMES. Dr. Thelma Thompson's global vision promises to deliver learning and leadership strategies for student success and global competence.

The University has developed a comprehensive international program to support: (a) student study/research abroad, (b) recruitment of international students and scholars, (c) international professional development for faculty and staff, and (d) internationalization of the curriculum.

Major Accomplishments

Major accomplishments in International Education include:

i. **Study Abroad:** UMES has developed, sponsored, and managed a Student Study Abroad Program in Ghana, where American students study at the University of Cape Coast for a minimum of 15 credit hours per student. Students also study a local language, participate in service learning, and serve as volunteers at local community organizations. In FY 2011, the study abroad program will be extended to South Africa, Jamaica, and Belize.

ii. **International Scholars in Residence/Guest Lecturers:** Since 2006, UMES has hosted three Fulbright Scholars-in-Residence, and ten other internationally renowned Scholars in the field of Physics, Literature, Politics, African Art History, and Linguistics.

iii. **International Linkages:** UMES strives to develop Memoranda of Understanding (MOU) or Linkage Agreements with international and domestic organizations to facilitate relationships for continuing international development activities. The purpose of such agreements is to provide mechanism for other collaborative activities beyond the life of a given project. To date, 28 international linkages have been forged that foster faculty and student research, and exchanges.

iv. **International Development Lecture Series:** UMES has developed an annual International Development Lecture Series that bring outstanding and prominent scholars to give public lectures at UMES, which is open to students, faculty, staff, administrators, and the general public. Past presenters have included Noble Laureates (His Eminence Dr. Desmond Tutu, Professor Anthony Leggett), First Lady Mrs. Michelle Obama, Fulbright Scholars, Professor Kofi Allottey – inventor of the Allottey Theory in Physics, and other international development scholars (see Appendix 10, pgs. 4-14).

v. **Internationalizing the Curriculum:**

a) Global Studies Certificate Program: In FY 2008, a new Global Studies Certificate program that requires 15 credit hours of interdisciplinary global courses was approved by the UMES Senate and forwarded to USM and MHEC for approval. The program is optional and open to all

UMES students. The objectives of the Global Studies Certification program are to: (1) provide interdisciplinary courses in global studies for UMES students; (2) offer significant international dimension to students' departmental majors; and (3) provide tools students can use to understand, acquire knowledge, and develop skills for living and communicating in the globally interdependent and culturally diverse world of the 21st century. In FY 2009, seven additional courses from disciplines including History, English, Sociology, and Modern Languages (French, Spanish, and Arabic) were incorporated into the global curriculum and added to the options for the Global Studies Certification Program.

b) In AY 2009/2010, eleven existing courses were infused with international dimensions and six new courses were developed with global focus, as a result of the international professional development activities.

vi. International Students' Successes

a) Quick adjustment of International Students via effective orientation**.**

b) International students are in full compliance of all Policy, Laws and Regulations of Immigration and Homeland Security.

c) More international students on Honors Roll list (50% of international students compared to 5.1% of domestic students in 2006; 28.6% compared to 5.3% in 2007; 53.8 % compared to 6.1% in 2008; 64.3% compared to 6.8% in 2009; and 25% compared to 6.7% in 2010) international students on Honors Roll List.

d) Increase in Retention and Graduation Rates. This is reflected in the Institutional Research Report on Trends in Retention and Graduation Rates of First-time, Full-time Undergraduate Fall Semester Cohorts: Fall 2002-2010, which reveal that while the second year average retention of all cohort was 66% the international Students' was 76% **(**10% higher); the third year retention for all cohorts average was 49%, while International students' was 66% (17% higher); and fourth year retention for all cohorts average was 42%, while the International students' was 62% (18% higher). Similarly, while the average 4 year graduation rate for all cohorts was 17%, the international students' was 32% (15% higher).

e) Scholar Athletes at UMES have higher proportion of international students.

Major Challenges

International Education efforts at UMES are funded solely through external sources (i.e., grants, contracts, and U.S. Department of Education Title III Part B Program). To sustain the global education efforts requires commitment and allocation of stable institutional resources. Specific challenges include:

i. Lack of financial support, especially merit based aid to high achieving international students.
ii. Limited support staff (Director and one Administrative Assistant) at the Center for International Education.
iii. Continuous increases in Out-of-State Tuition.

Major Opportunities

Given the new Mission Statement of UMES (2011-2016) with the Vision "UMES aspires to be a Doctoral Research University, and a national model for producing globally competent citizenry in the 21st Century." Coupled with USM's 2020 10-year Strategic Plan, which requires each member institution to develop its next five year Strategic Plan with Business Implementation Plan, UMES has

the opportunity to include a strategy to provide state resources to institutionalize international education efforts in the UMES' 2011-2016 Strategic Plan.

Standard 10: Faculty

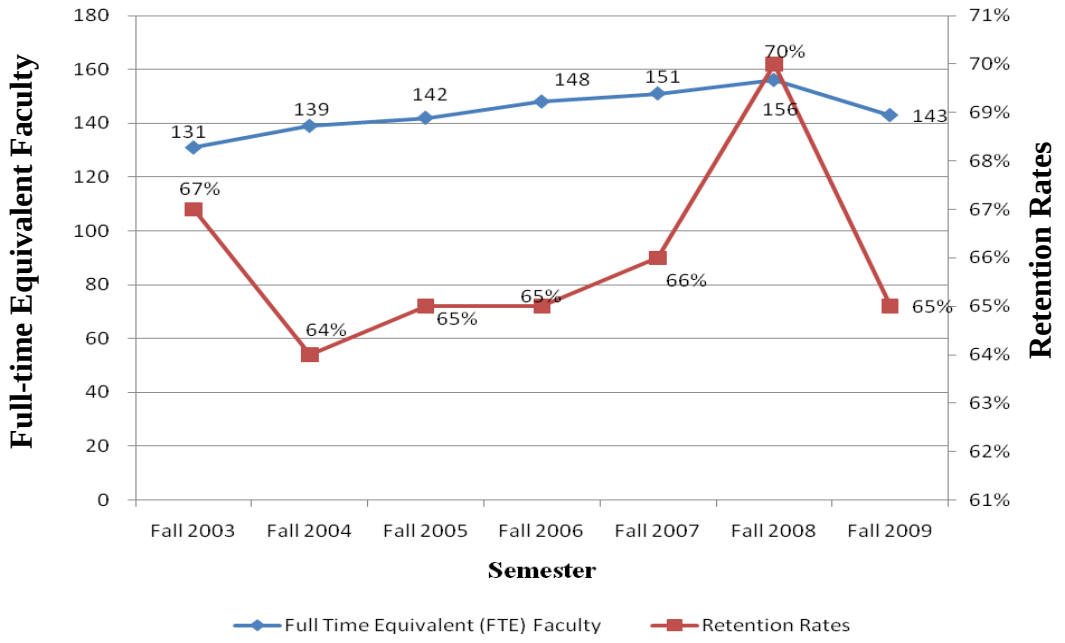
Major Challenges

UMES faces a critical shortage of professors as evident in our growing reliance on adjunct faculty. While we have increased our required credentials for adjunct faculty, they are not able to provide the internal support for instruction, student advisement, and internal and external customer service that is needed in a growing institution. We will be working toward identifying how fundraising and grantsmanship can help with the recruitment and retention of new faculty. Additionally, UMES needs to solicit additional state support for faculty salaries and for additional faculty positions.

The growth in faculty lines that has not kept pace with growth in student enrollments at UMES, and the higher teaching load for faculty has started to show adverse impact on the quality of faculty student engagements outside of class interactions. This has contributed, and will continue to contribute negatively to student persistence and graduation rate at UMES. A review of the full-time equivalent students enrolled, and full-time equivalent faculty (i.e., tenured, tenure track and non-tenure track full-time instructional faculty) teaching students at UMES over the past seven years, reveals that faculty lines have not kept pace with increases in enrollment. Between Fall 2003 and Fall 2008, the ratio of full-time students to full-time equivalent faculty ranging between 24:1 and 26:1 have remained above the average of 15:1 based on the national average by the Integrated Postsecondary Education Data System (IPEDS). The student faculty ratio dramatically increased to 28:1 in fall 2009. Consequently, faculty members have ended up teaching more course units than the average of between 7.50 and 8.00 for the comprehensive universities of the USM.

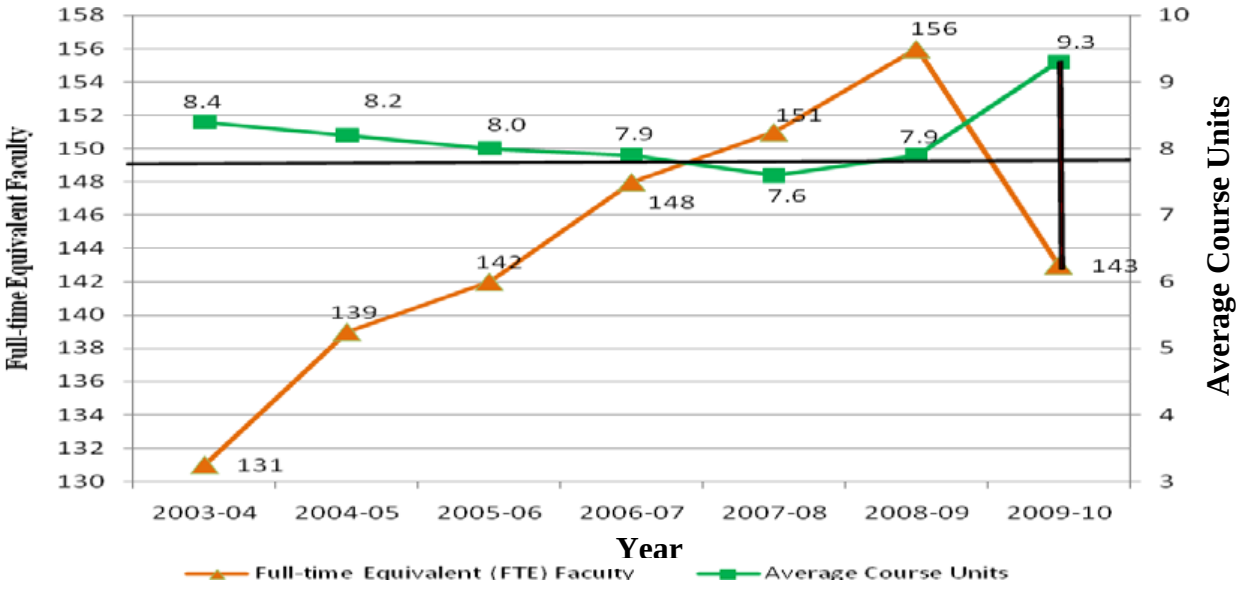
Analysis of institutional data shows that average course units taught may have contributed to the decline in the second-year retention rate of the 2009 cohort. Figure 2 shows that as average course units taught by faculty reduced from 8.4 in 2003-2004 to 7.6 in 2007-2008, our second-year retention started to increase from 64% to 70%. As may be expected, the increase in course units taught by faculty from 7.6 course units in 2007-2008 to 9.3 course units in 2009-2010 (*see figure 3)*, contributed to the decline of the second-year retention to 65% in 2009-2010 *(see figure 2)*. As figure (3) reveals, given the level of faculty complement, the level of course units for which faculty can be most effective is 7.9 and not 9.3 course units. Finally, a review of the relationship between full-time equivalent faculty and full-time equivalent students in figure (4) confirms that growth in faculty lines that keeps pace with growth in student enrollment contributes significantly to improvement in student persistence and success. Thus, the 2008 cohort of first-time full-time students benefited from the relatively higher full-time equivalent complement of 156 faculty and UMES achieved a much higher second-year retention rate of 70% (see Figure 2). In summary, UMES needs more, rather than fewer faculty lines, and other additional funding resources to continue to fulfill its mission and goals of providing its students with world class educational experience.

Figure 2: UMES Full-time Equivalent Faculty & First-time Full-time Undergraduates Retention Rates Fall 2003-Fall 2009



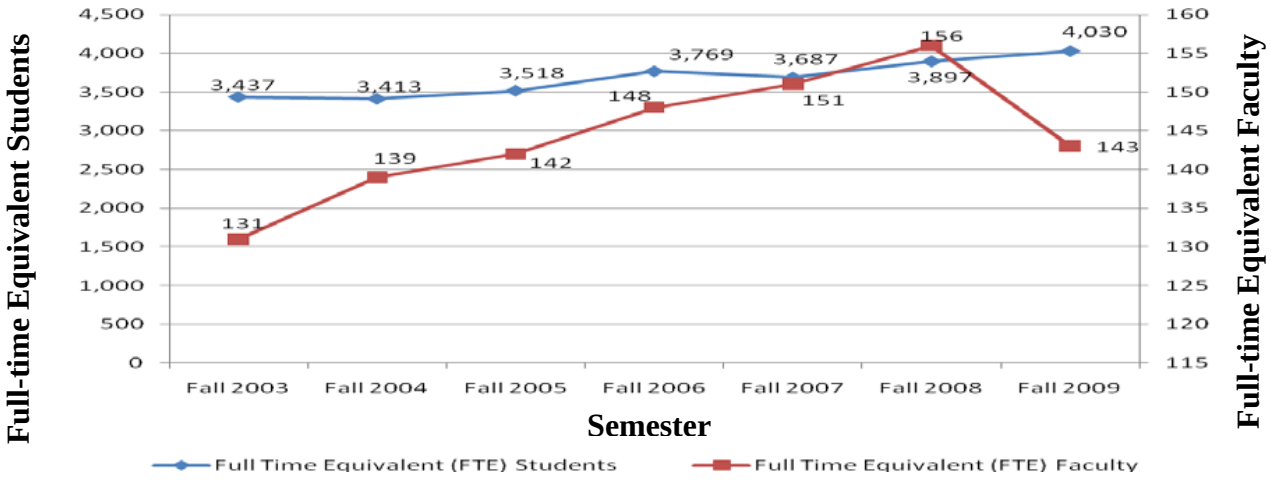
Sources: MEHEC, EIS files, and USM Instructional Workload of USM Faculty Reports 2003-2004 – 2009-2010

Figure 3: UMES Trends of Course Units Taught by Tenured/Tenure Track and Non-Tenure Track Instructional Faculty 2003-04-2009-10



Source: USM Instructional Workload of USM Faculty Reports 2003-2004 – 2009-2010

Figure 4: UMES Full –time Equivalent Students & Faculty, Fall 2003-2009



Source: USM Instructional Workload of USM Faculty Reports 2003-2004 – 2009-2010

Standard 11: Educational Offerings/Programs

Major Accomplishments

UMES' educational offerings continue to display academic content, rigor, and coherence that are appropriate to its higher education mission and; it also identifies students learning goals and objectives, including knowledge of skills for offerings through assessments. Educational offerings at UMES comprise general education curriculum and academic program curricula that have clearly stated learning goals, objectives, and expected outcomes. Learning outcomes and learning experiences expected of students are clearly outlined in academic departments' Learning Outcomes Assessment Plans (see Appendix 11, pgs. 13-145).

In 2006, UMES offered **29** undergraduate programs leading to the Bachelor of Arts, Bachelor of Science and the Bachelor of General Studies degrees; it offered **11** Master's, and **six** Doctoral degrees in several disciplines. UMES has implemented the following new programs since the 2006 Self-Study: (a) B.S. Professional Golf Management; (b) B.S. Engineering; (c) B.S. Urban Forestry; (d) B.S. Rehabilitation Psychology; (e) Professional Master of Science Degree in Fisheries Resources Economics; and (f) Doctor of Pharmacy;.

In addition to the assessment of all of the academic offerings, UMES continues to mandate that all programs that have external professional accrediting agencies be accredited. Table 2 shows programs, their accreditation agencies, type, and date of accreditation.

Table 2: UMES Programs with Professional Accreditation

Program	Accreditation Agency	Accreditation Status	Date
B.S., Golf Management	Professional Golfers' Association (PGA)	Initial Accreditation	January 2008
B.S., Construction Management	American Council for Construction Education (ACCE)	Reaffirmation	August 2008
B.S., Hotel and Restaurant Management	Accreditation Commission on Programs in Hospitality Administration (ACPHA)	Initial Accreditation	February 2009
B.S., Business, Management and Accounting	Association to Advance Collegiate Schools of Business –International (AACSB)	Initial Accreditation	April 2011
DPT, Physical Therapy April 2008.	Commission on Accreditation in Physical Therapy Education (CAPTE)	Reaffirmation	April 2008
B.S., Human Ecology – Didactic Program in Dietetics	Commission on Accreditation for Dietetics Education of the American Dietetic Association (CADE)	Reaffirmation	April 2009
B.A., and B.S., Teacher /Counselor Education Programs, and four Masters Degree Programs	National Council for Accreditation of Teacher Education (16 Programs) (NCATE), and Maryland Dept. of Education	Reaffirmation	May 2009
B.S., Rehabilitation Science	National Council on Rehabilitation Education (NCRE)	Reaffirmation	July 2009
B.S., Physician Assistant	Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)	Reaffirmation	September 2009
B.S. , Chemistry	American Chemical Society (ACS)	Reaffirmation	April 2010

In addition to the above programs, the Pharmacy Doctoral program has a three-part accreditation process by the Accreditation Council for Pharmacy Education. Two parts have been completed and the final part will be addressed after the graduation of the first class in 2013.

Major Challenges

The most significant challenges for the academic offering areas are financial support for maintaining current faculty, hiring new faculty, equipping classrooms and laboratories with new technologies, providing faculty development opportunities, and maintaining as well as securing additional external professional accreditations.

Major Opportunities

The major opportunities for academic offerings will be to continue to maintain academic quality of degree programs by:

i. Designing and implementing academic programs that are responsive to the University's Mission with a continued commitment to sustained quality, relevance, and excellence to meet the challenges of a highly competitive and global marketplace.

ii. Redesigning courses to promote learning that will have a positive impact on retention and graduation rates of students.

iii. Implementing systems to provide incentives and research opportunities for more faculty and students that will add to the knowledge base of disciplines.

iv. Developing new degree programs that are interdisciplinary to create new knowledge of disciplines working together for the good of the State of Maryland.

v. Advancing the economic development and workforce base of Maryland, especially the Eastern Shore.

SECTION FOUR
Enrollment and Finance Trends and Projections

This section of the report provides an analysis of the current enrollment, financial trends, as well as projections. The analysis covers the UMES Strategic Plan linked with the budget, the budget of current year and pro forma projections for five future years, the audited financial documents for the five previous years, the financial information of the five previous years for IPEDS, enrollment for the five previous years, and the current enrollment and projected enrollment for five future years.

UMES Financial Plan

Strategic Plan Tied to the Budget. In January 2011, UMES presented its 5 year Strategic Financial Plan to the USM Chancellor and his executive team. Upon its approval, this plan along with the other USM institutional plans were submitted to and approved by the USM Board of Regents. This strategic financial plan is congruent with the USM's 2020 Strategic Plan. The plan was focused on five major USM themes: (1) College Completion – A 55% degree attainment level for Maryland; (2) Research Excellence, Economic Competitiveness and Job Creation; (3) Academic Transformation; (4) Stewardship; and (5) Quality and National Eminence. Table 3 below displays the incremental expenditure and revenue plans over the next five years starting with fiscal year 2012 through 2015. This financial plan will enable the University to continue its growth pattern consistent with its mission, vision, and strategic plan.

Table 3: Strategic Plan–Implementation Plan: Fiscal & Personnel Summary, FY2012 – FY2016 (in thousands)

	FY 2011 BASE	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Revenue:	-	-	-	-	-	-
State Supported Appropriation - 4% Current Services (1)		$2,302	$2,453	$2,614	$2,787	$2,971
Strategic Enhancements (2) – (*3% General Fund / 2% Tuition*)		1,470	1,578	1,693	1,817	1,950
Tuition Supplement - market correction						
UG tuition rate		0%				
Additional revenue		0	0	0	0	0
Subtotal - annual increase		**$3,772**	**$4,031**	**$4,307**	**$4,604**	**$4,921**
Grand Total State Supported Appropriation	**$57,555**	**$61,327**	**$65,358**	**$69,666**	**$74,269**	**$79,190**
Incremental Expenditures:						
Current Services Budget		2,302	2,453	2,614	2,787	2,971
Strategic Plan Themes - Dollars						
55% College Degree Completion		1,002	462	391	672	1,002
Research & Competitiveness		113	570	787	574	400
Academic Transformation		226	397	403	481	423
Stewardship		105	124	86	63	86
Quality		25	25	26	28	38
Subtotal SP Enhancements		1,470	1,578	1,693	1,817	1,950
Total Annual Incremental Expenditures		**$3,772**	**$4,031**	**$4,307**	**$4,604**	**$4,921**
Strategic Plan Themes - Personnel:						
55% College Degree Completion		9.00	7.00	4.00	6.00	13.00
Research & Competitiveness		1.00	6.00	6.00	10.00	8.00
Academic Transformation		1.00	1.00	2.00	2.00	1.00
Stewardship		1.00	2.00	1.00	1.00	1.00
Quality		0.00	0.00	0.00	0.00	0.00
Total Personnel Increase		12.00	16.00	13.00	19.00	23.00

The Budget of Current Year & Pro Forma Projections for Five Future Years. In addition to the above referenced Strategic Financial Plan, displaying the change in financial resources congruent with enrollment growth, community outreach, and research activity, Table 4 below provides the projected summary of statement of revenues, expenditures and changes in net assets as will be reflected on the future financial statements. This forecast is based upon the future institutional support from the State and the USM and campus projections based upon enrollment and research activities. Even though consideration is given to debt service for a new residential facility, significant funding will be added to the University's fund balance and net assets yearly throughout the five-year period. This continues to support the overall financial stability and growth of the campus, despite difficult economic times.

Table 4: Summary of Statement of Revenues, Expenses and Changes in Net Assets (FY 2011 – FY2015)

	FY2011	FY2012	FY2013	FY2014	FY2015
Operating Revenue					
Tuition & Fees (net of scholarships)	$10,969,500	$12,439,500	$14,017,500	$15,710,500	$17,527,500
Federal & State and Nongovernmental Grants	23,500,000	24,100,000	25,000,000	25,500,000	26,000,000
Auxiliary Enterprises (net of scholarships)	25,350,000	25,500,000	26,500,000	26,500,000	27,000,000
Other Operating Revenue	1,400,000	1,420,000	1,440,000	1,470,000	1,490,000
Total Operating Revenue	$61,219,500	$63,459,500	$66,957,500	$69,180,500	$72,017,500
Operating Expenses					
Instruction	27,000,000	28,100,000	29,250,000	30,500,000	32,000,000
Research	12,500,000	13,100,000	14,000,000	14,500,000	15,000,000
Public Service	650,000	650,000	650,000	650,000	650,000
Academic Support	9,500,000	9,620,000	9,650,000	9,725,000	9,790,000
Student Services	4,500,000	4,525,000	4,575,000	4,595,000	5,075,000
Institutional Support	9,200,000	9,250,000	9,290,000	9,290,000	9,290,000
Operating & Maint. of Plant	11,300,000	11,500,000	11,700,000	11,900,000	11,950,000
Scholarships & Fellowships	450,000	460,000	470,000	480,000	490,000
Auxiliary Enterprises	21,000,000	21,150,000	22,150,000	22,150,000	22,500,000
Total Operating Expenses	96,100,000	98,355,000	101,735,000	103,790,000	106,745,000
Operating Income (Loss)	-34,880,500	-34,895,500	-34,775,500	-34,609,500	-34,725,500
Non Operating Revenue (Expenses)					
State Appropriations	31,867,298	34,098,000	36,484,360	37,583,000	38,710,000
Pell Grants	9,500,000	9,800,000	9,900,000	9,900,000	9,900,000
Investment Income (net)	500,000	500,000	550,000	550,000	550,000
Interest on Indebtedness	-2,000,000	-1,900,000	-1,900,000	-5,300,000	-5,100,000
Other Non-operating Revenue	120,000	120,000	120,000	120,000	120,000
Other Revenue	2,500,000	2,500,000	2,500,000	2,500,000	2,500,000
Increase (Decrease) in Net Assets	$7,606,798	$10,222,500	$12,878,860	$10,743,500	$11,954,500

The Audited Financial Documents for the Five Previous Years

Summary of Financial Results 2006 to 2010. The table below includes summaries of audited financial results completed by Abrams, Foster, Nole & Williams, PA for fiscal years ending 2006 through 2009, and SB & Company, LLC for fiscal year ending 2010. There have been no management letter recommendations from the financial audit specific to our University since FY2006, see Table 5.

Table 5: Summary of Statement of Revenues, Expenses and Changes in Net Assets (FY 2010 – FY2006)

	FY2010	FY2009	FY2008	FY2007	FY2006
Operating Revenue					
Tuition & Fees (net of scholarships)	$10,378,565	$12,930,065	$12,019,630	$13,931,340	$18,965,373
Federal & State and Nongovernmental Grants	22,711,342	22,631,697	24,290,564	24,101,597	30,903,388
Auxiliary Enterprises (net of scholarships)	24,498,112	22,668,708	21,117,411	20,069,447	15,423,374
Other Operating Revenue	1,313,709	1,742,051	586,277	608,311	657,272
Total Operating Revenue	58,901,728	59,972,521	58,013,882	58,710,695	65,949,407
Operating Expenses					
Instruction	26,856,500	25,770,865	24,030,875	21,568,971	24,599,654
Research	12,188,158	12,902,599	12,206,508	11,608,038	13,991,190
Public Service	654,022	278,265	349,039	377,048	466,451
Academic Support	8,861,914	11,636,139	10,286,707	9,955,928	8,724,749
Student Services	4,490,223	4,470,449	4,186,261	4,165,218	3,762,096
Institutional Support	9,231,538	8,204,069	7,680,026	8,662,976	8,110,807
Operating & Maint of Plant	11,268,622	11,532,446	12,402,329	11,950,072	9,481,405
Scholarships & Fellowships	416,801	236,132	193,177	359,133	4,774,599
Auxiliary Enterprises	20,708,879	21,095,190	20,630,059	16,181,798	11,334,165
Total Operating Expenses	94,676,657	96,126,154	91,964,981	84,829,182	85,245,116
Operating Income(Loss)	-35,774,929	-36,153,633	-33,951,099	-26,118,487	-19,295,709
Non Operating Revenue (Expenses)					
State Appropriations	28,756,638	31,455,771	30,876,507	28,616,142	23,321,709
Pell Grants	9,042,726	6,394,181	Included in grants above	Included in grants above	Included in grants above
Investment Income (net)	484,441	502,550	840,003	974,688	481,920
Interest on Indebtedness	-2,215,645	-2,397,896	-2,754,281	-2,924,772	-2,977,199
Other Non-operating Revenue	110,385	52,397	318,803	2,045,387	1,469,955
Other Revenue	2,458,729	433,958	274,999	817,885	-6,291,375
Increase (Decrease) in Net Assets	$2,862,345	$287,328	-4,395,068	$3,410,843	($3,290,699)

The Financial Information of the Five Previous Years for IPEDS

Financial Trends. Over the past five years, the University has seen a small improvement in its overall financial health, considering the current economic strains our country is going through. A review of the "Balance Sheet" and the "Statement of Revenue, Expenses and Changes in Net Assets" is discussed below. This information is obtained from the audited financial results for fiscal years 2006 through 2010. The University operates on a fiscal year beginning July 1 and ending on June 30 each year.

Balance Sheet (see Appendix 12). The total assets for the University decreased from $204 million in FY 2006 to $202 million in FY2010. Many factors have attributed to this net reduction, in both positive and negative ways. The University has significantly improved its liquidity as cash and cash equivalents are $15 million in FY 2010 as compared to $12 million in FY 2006. The University has also seen a significant increase in the amount of endowment investments held at our institution from $.5 million in FY2006 to $2.7 million in FY2010 due to a sizable endowment contribution in FY2010. In addition, the University has endowments held at the USM Foundation, which have increased an additional $2 million over the past five years. Student accounts receivable has seen a slight decrease over the five year period, which is due to a restructuring of the value of our reporting of balances held at the State Central Collection Unit in FY2008. This restructure had a large impact on our financial statements during this year as we encountered an approximate $3 million dollar adjustment to our bottom line. This restructure affected all of the institutions within the USM. The notes receivable balance primarily consists of a large federal grant that we were awarded many years ago from the Economic Development Association (EDA) to loan local businesses for start-up loans. This is a revolving loan process whereby we hope to receive the funds back from the businesses to continue to re-loan year after year. This balance has significantly decreased by $ 2 million from FY 2006 to FY 2010 due to the write offs of bankrupt loans. The University's capital assets net balance has decreased during the last five years, moving from $178 million in FY2006 down to $173.5 million in FY2010. During these times of economic crisis, our appropriations have been reduced and therefore attempts have been made to reduce spending wherever possible. We did, however, recently renovate an existing building in FY2010 utilizing the university's general unrestricted funds for our new Pharmacy degree program which totaled approximately $6.5 million, which impacted our unrestricted net assets fund balance this past year.

There has been a decrease in overall total liabilities of the University from $72 million in FY 2006 to $68 million in FY 2010. The primary driver of this decrease is due to the reduction of our revenue bond debt which decreased approximately $8 million over the five year period. The University did have a sizable increase in accounts payable and other accrued liabilities for increases in operating expenses as well as a large prepayment received in advance in FY2010 for a two year international program, which resulted in approximately a $2 million increase in the FY2010 ending balance. This will however, be used towards tuition and other expenses and finalized in FY2011. The other liability categories remained relatively stable with slight fluctuations in either direction.

The total net assets for the University have increased from $132 million at FY 2006 to $134 million at FY 2010, by just a little over $2 million. Even through utilizing unrestricted funds to offset budget reductions & renovating the Pharmacy Program building mentioned above, the University's unrestricted net assets have only decreased by $ 1.6 million. Investments in capital assets fund balance have increased from $114 million in FY 2006 to $117.5 million in FY2010, under conditions noted above. Finally, due to the sizable endowment contribution received in FY 2010, the nonexpendable net asset fund balance also increased.

Statements of Revenues, Expenses and Changes in Net Assets. There has been a fluctuation between an increase and a decrease in net assets over the last five fiscal years. The two years resulting in a large

decrease in net assets each had a particular circumstance which led to its negative outcome. In FY 2006, there was a $7 million adjustment to the notes receivable balance which was recorded to "Other Revenue" on the Statement of Revenues, Expenses and Changes in Net Assets. As noted (in the balance sheet sub-section) above, in FY 2008, the USM required all institutions to drastically adjust the balance of the value of accounts receivable held at the State Central Collection Unit, which resulted in an approximate $3 million negative impact on the University's financials. In addition, we adjusted the notes receivable balance to reflect several write-offs due to bankruptcy notifications on defaulted loans. In general, taking the unforeseen adjustments out of the picture that impacted our financial statements in FY 2006 and FY 2008, we truly did show a profit for each of those years.

Please note a few changes in reporting structure over the years shown on the following summary:

i. In FY 2006, scholarships and fellowships expense showed a balance of $4.7 million. The majority of this expense was tuition scholarship allowances that were not reflected in net tuition and fees revenue on the summary statement.

ii. In FY09, the reporting structure changed on where Pell Grants were reported in the financial statements. For the years prior FY 2009, Pell Grants were reflected in the federal, state and nongovernmental grants in the operating revenue section.

Net tuition and fees have seen a continual reduction from FY 2006 to FY 2010, due to increases each year in the scholarship allowances awarded. The gross tuition and fees revenue has remained relatively constant. In FY 2010, scholarship allowances awarded exceeded those in FY 2009 by almost $2 million, thereby reducing net tuition and fees revenue drastically this year. Auxiliary Enterprises revenue has increased from $15.4 million in FY 2006 to $ 24.5 million in FY 2010. We have continued to provide additional services to the students each year as well as increasing enrollment and fees. As a result of the Auxiliary Enterprises revenue increasing, the expenses for this program have increased as well and by relatively the same amount. Net earnings from Auxiliary Enterprises over this five year period have been approximately the same.

All program expenses have remained relatively close in dollars over the last five years, other than Auxiliary Enterprises as mentioned above and operating and maintenance of plant. Unfortunately, the University has seen a cost increase on utilities and other maintenance fees. The University has taken a position over the last several years of cost consciousness, especially over the last two years with the economic downturn and budget reductions. The University's state appropriations for the last two fiscal years have been reduced and each institution in the USM has had to utilize its general funds to compensate for the budget reduction.

Overall, the University has performed well under the economic crisis we are all going through. We are striving to increase enrollment to produce higher revenue and monitoring our costs without jeopardizing the quality of students' instruction and college experience.

Enrollment for the Five Previous Years

Five-year Enrollment History. Tables 6 and 7 below provide a five-year history of enrollment and admissions results. The enrollment numbers are based on our fall data. Enrollment has increased by 9.9% from 4130 in 2006 to 4540 in 2010. Since 2006, applications have increased 35%; from 4,354 to 5,889 (see Table 7).

Table 6: UMES 2006 - 2010 Enrollment History

Five-Year Enrollment History					
Level & Attendance Category	**Previous Four-Year Enrollment History**				**Actual**
	Fall 2006	**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**
Undergrad FT	3,399	3,282	3,513	3,605	3,658
Undergrad PT	298	333	302	317	309
Undergraduate Total	**3,697**	**3,615**	**3,815**	**3,922**	**3,967**
Grad FT	190	205	190	224	302
Grad PT	243	266	285	287	271
Graduate Total	**433**	**471**	**475**	**511**	**573**
Grand Total	**4,130**	**4,086**	**4,290**	**4,433**	**4,540**

Table 7: UMES 2006 - 2010 Admissions History

Five-Year Admissions History					
Admission Category					
	Fall 2006	**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**
Applied	4,354	4,539	4,997	5,319	5,889
Accepted	2,833	2,660	3,153	3,030	2,814
Enrolled	1,456	1,266	1,400	1,293	1,380
Acceptance Rate	65%	59%	63%	57%	48%
Yield Rate	51%	48%	44%	43%	49%

The Current and Projected Enrollment for Five Future Years

The enrollment projections in Table 8 are based on an annual growth rate of 3.5% except for the first two years' annual growth (i.e., fall 2011 and 2012) of 10.47% for graduates due to intakes for the Pharmacy three-year program that enrolled its first students in the fall of 2010. This rate of growth is consistent with the rates experienced by UMES over the past 10 years and enables UMES to contribute to Maryland's goal of 55% of its citizens achieving a college degree by 2020. In addition, the projected enrollments will enable UMES to benefit from economies of scale and thus, become more cost-effective within the next five years.

Table 8: UMES Current and Five-Year Enrollment Projections

Level & Attendance Category	Actual	Five-Year Fall Projections				
	Fall 2010	**Fall 2011**	**Fall 2012**	**Fall 2013**	**Fall 2014**	**Fall 2015**
Total Undergrad FT	3,658	3,746	3,836	3,70	4,109	4,253
Total Undergrad PT	309	320	328	340	352	364
Undergraduate Total	**3,967**	**4,066**	**4,164**	**4,310**	**4,461**	**4,617**
Total Grad FT	302	313	323	334	343	353
Total Grad PT	271	320	376	390	406	422
Graduate Total	**573**	**633**	**699**	**724**	**7749**	**775**
Grand Total	**4,540**	**4,699**	**4,863**	**5,034**	**5,210**	**5,392**

SECTION FIVE
Organized and Sustained Process to Assess Institutional Effectiveness and Student Learning

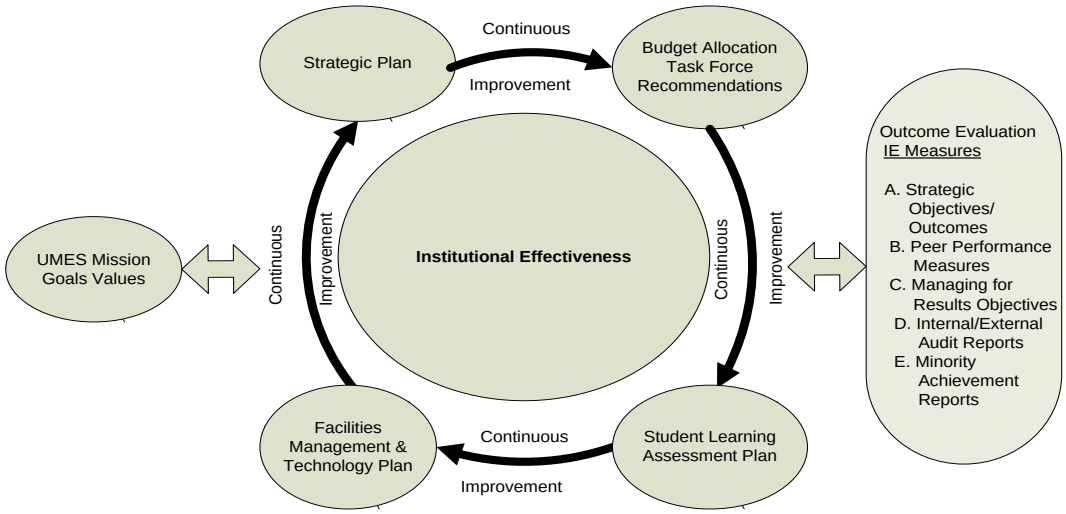
This section of the report provides an overview and analysis of UMES' assessment process based on Standards 7 and 14. The assessment of institutional effectiveness includes four major cycles, they are: (1) developing clearly articulated goals, (2) implementing strategies for achieving the goals, (3) assessing the achievement of the goals, and (4) using the results of the assessment. The process of assessing student learning outcomes is analyzed under two sub-sections for improvement, General Education assessment (Standard 12) and assessment of student learning in programs/majors (Standard 14). To demonstrate an organized and sustained process for assessing student learning outcomes, the section focuses on the development of clearly articulated learning outcomes, assessing student achievement of those learning outcomes, and using results of assessment for improving teaching and learning.

Assessment at UMES is a systematic, proactive, data/information-driven, and collaborative process. This process occurs at different levels—course, program, unit/department, school or institutional level. Direct and indirect measures used include strategic operational plan outcomes, student learning, State Academic Productivity Reviews, and Discipline Specific Accreditation Peer Review outcome measures.

Institutional Effectiveness Management Model

UMES has continued to utilize the institutional effectiveness management model designed in 2004 (see Figure 5). This process is grounded in shared governance to ensure buy-in from and implementation by the University community. This process is also a tool for guiding implementation and evaluation of the overall effectiveness of UMES in fulfilling its mission including resource allocation, and institutional renewal processes; efficient use of resources; leadership and governance; administrative structures and services; institutional integrity; and assurance that institutional processes and resources support appropriate student learning and other outcomes.

Figure 5: UMES Institutional Effectiveness Management Model



Mission, Goals, and Values

Mission, Goals, and Values drive the institutional Effectiveness Management Model of UMES. The current mission statement, goals and core values were developed through a participative process by the entire university community. A summary of this statement is that UMES aspires to be a Doctoral Research University and a national model for producing globally competent citizenry in the 21st Century by providing access to high quality values-based educational experiences, specifically to individuals who are first-generation college students of all races while emphasizing international diversity and international perspectives. Therefore, every component of the UMES Institutional Effectiveness Management Model is designed to facilitate the University's accomplishment of its mission. The five goals (see Appendix 13, pgs. 15-19) delineate what UMES aspires to become and the other components that provide the means of getting there.

Strategic Plan

The Strategic Plan is a critical step in a continuous improvement cycle that 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*. 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 Operational Plan*, which itemizes specific objectives, timeline, and responsible persons linked to each the Strategic Plan goals.

The Strategic Planning process is grounded in the philosophy of shared governance. The President established the University Strategic Planning Committee chaired by the Senior Executive Assistant to the President. The committee includes faculty, staff and student representatives (see Appendix 3).

The following are the goals of the 2004-2009 (extended to 2011) Strategic Plan:

i. Design and implement academic programs that are responsive to the University's Mission with a continued commitment to sustained quality, relevance, and excellence to meet the challenges of a highly competitive and global workforce.

ii. Promote and sustain a campus environment that supports high quality of life and learning.

iii. Enhance University infrastructure to advance research, technology transfer, and quality of life in Maryland.

iv. Redesign administrative systems to accelerate learning, inquiry, and community engagement.

v. Efficiently and effectively manage the University's resources

Divisions use the Strategic Plan - UMES Implementation and the Strategic Plan – UMES Summary of Progress forms for designing annual operational plans and in tracking progress in their annual objectives respectively (see Appendix 14). Every unit/department, school or division develops its own plans and priorities are set at the institutional level by the President who considers recommendations from her leadership team (i.e., the President's Cabinet and the Executive Council).

Budget Taskforce Recommendations

Chaired by the Vice President for Administrative Affairs, the *Budget Allocation Taskforce* 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) [see Appendix 3, pgs. 2-3].

Student Learning Assessment Plan

The *Student Learning Assessment Plan* is a comprehensive process that focuses on the continuous improvement of student learning. The student learning assessment is monitored by the University Assessment Council, comprising all academic department chairs, a faculty with expertise in assessment and a student representative. Members meet twice every semester to monitor the student learning assessment plan outcomes and make recommendations for change in the University-wide assessment process and polices. 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 & 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. Each year the *Facilities Master Plan* 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.

The *Technology Development Plan* is based on UMES' planned needs for technology use by students, faculty and staff as well as 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, and Annual Student Computer Ownership Survey, monitoring frequency of student account usage, and quantifying faculty, staff and student email traffic, and Webtrends Data Analysis of Campus Websites. Both the facilities plan and the technology plan provide input into the Strategic and Operations Plan process.

Assessment at the Unit/Department and Division Level

Divisions prepare annual reports that include input from departments/units. Every summer prior to the beginning of the next fall semester, units/departments, and divisions hold retreats to review their performance relative to their strategic annual operational plan objectives for the previous year. Based on

performance results; units, departments, or divisions make adjustments to their following year's operational plan objectives, if needed.

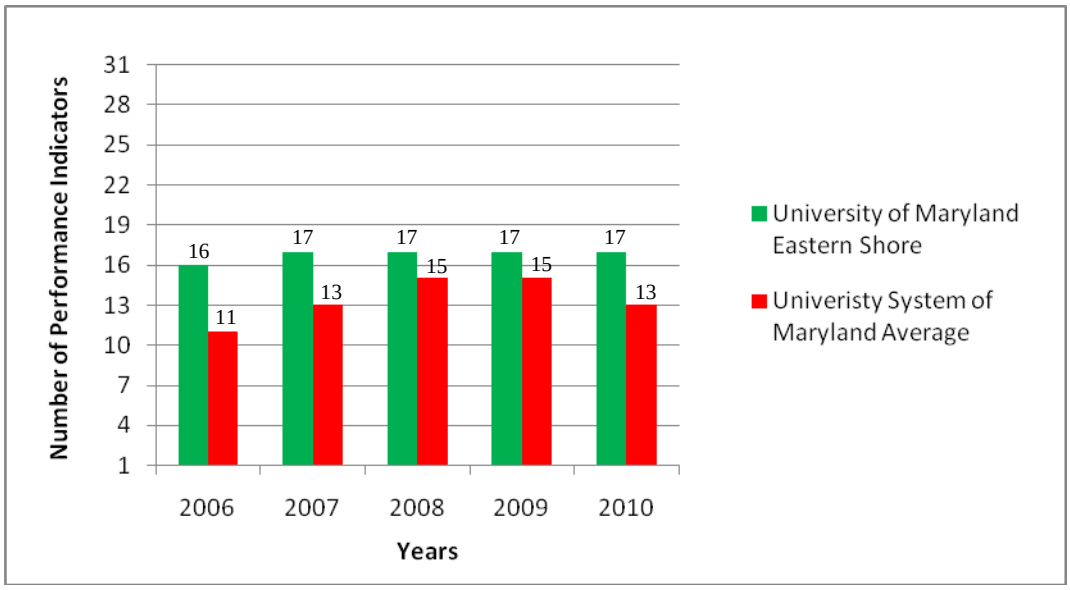
Institutional Level Assessment and Accountability

UMES uses systematically collected institutional assessment analyses both for accountability and self-improvement. The Office of Institutional Research Planning and Assessment (OIRPA) conducts focused studies on topical issues like student retention (e.g., *Squishy and Stubborn Problem of Retention* published in the Journal of College Retention by Stanley Nyirenda and Tao Gong, 2009-2010, (see Appendix 15), that inform policy on retention and other issues. The Office also ensures that institutional data are accurate, consistent, and complete for reporting. This is done through the Data Integrity Group and the Data Reconciliation Taskforce comprising data stewards and users. Data are shared by OIRPA through five-year trend data presented in *Facts and Figures, April 2010* and its web site at www.umes.edu/IEAD/Default.aspx?id=1422. Since the website's last update in April 2010, 2,559 stakeholders have visited the web site. OIRPA also prepares accountability reports mandated by MHEC and USM. These reports include, but are not limited to (i) Managing for Results (MFR), (ii) Peer Performance Measures (PPM), (iii) Dashboard Indicators (DBI), and (iv) Faculty Workload Report (FWR). In addition, the Senior Executive Assistant to the President prepares the *Annual Presidential Evaluation*, and the *Legislative Testimony* using institutional data. The Division of Academic Affairs also prepares annual reports on *Diversity* and *Closing the Achievement Gap* with data provided by OIRPA. All these reports and studies speak to the five strategic plan goals and objectives and constitute critical indicators of institutional effectiveness.

The following are selected examples of UMES' improvement in institutional effectiveness as a result of diligent use of assessment results and / or institutional data:

i. On the USM Dashboard score board of 31 key indicators (see Appendix 16) in the areas of national eminence, access and academic success, economic development, workforce development, stewardship, and effectiveness; UMES has consistently performed better or the same, on more indicators than the average for all USM system institutions since 2006, as shown in Figure 6. In a recent report by the Chancellor to USM Board of Regents, UMES was identified one as of the three system institutions that were steady or improving on 80% or more of the Dashboard Indicators (see Appendix 8, pg.2).

Figure 6: UMES and USM Institutions: Number of Indicators with Same or Better Performances



ii. In light of the steady decline of state funding for public postsecondary institutions in Maryland and UMES in particular, President Thompson has steadfastly encouraged faculty and staff of UMES to pursue grant funds aggressively to ensure sustainability of the education enterprise. Consequently, since 2006 UMES' per Full-time Equivalent Faculty grant award has remained above all comprehensive institutions of USM.

iii. The average course units taught by tenured/tenure track faculty of 8.4 for 2010 is out of range (i.e., range is between 7.5 and 8.0) for comprehensive institutions in USM. Since teaching more course units means that faculty have less time for other legitimate discovery and engagement activities, a thorough review of faculty workload will be made in the future for increasing faculty lines for programs that demonstrate need (see Appendix 9-F, pg.7).

iv. UMES has remained in the top tier of America's Best Historically Black Colleges and Universities for four years in a row (2007-2010) because it has used institutional data to continue to improve its performance (see Appendix 17).

v. Student retention and graduation rates at UMES relative to the USM and UMES peer averages have lagged behind at below 70% and 40% respectively. A careful review of best practices, internal analyses, and internal studies have been used for restructuring the retention initiative through the creation of the Integrated Recruitment for Retention and Graduation Initiative that calls upon every division to include SMART (i.e., Specific, Measurable, Achievable, Realistic and Time-bound) retention objectives in their strategic operational plans. In addition, the new initiative also calls upon the divisions or their units to report progress regularly to a Taskforce chaired by UMES President (see Appendix 2).

vi. Following a leadership retreat that was held in Washington D.C. in February 2007, at which participating student leaders voiced their concern about customer service by faculty and staff at UMES, the Department of Human Resources has been offering workshops on customer service including, but not limited to, effective communication strategies, conflict management training, and strategies for dealing with difficult people. During the fall semester of 2010 alone, six such

workshops were held. All of these workshops were well attended and well received (see Appendix 18).

vii. The Alumni survey of 2008 shows significant increase in the percentage of alumni expressing satisfaction with UMES' job preparation from 85% in 2005 to 89% in 2008. Similarly, 96% of alumni in this survey also expressed satisfaction with their preparation for graduate/professional school, up by a modest increase from 95% in 2005. These improvements came as a result of actions that were taken following an earlier Student Satisfaction Survey that showed low satisfaction with support services (see Appendix 19).

viii. The percentage of full-time faculty with terminal degrees has increased from 61% in 2005 to 65% in 2010, narrowing the gap between UMES and its peers (peer percentage for 2010 was 68%). UMES' percentage of full-time faculty with terminal degrees in FY 2011 is 73%. This increase has been achieved because UMES has implemented a policy to recruit full-time faculty with terminal degrees (see Appendix 20).

ix. UMES has enhanced its delivery of instruction by promoting alternative instructional strategies and efficiency. This has resulted in the increase of student enrollment in distance education course from 269 in 2006 to 846 in 2010 (see Appendix 21, pg.13).

x. UMES has been successful in implementing cost efficiency and effectiveness measures based on its Efficiency and Effectiveness objective in Managing for Results reports. It's operating budget savings of 2.5% (2006) and 2.6% (2009) have consistently been above its target of 1**%** (see Appendix 21, pg.14)**.**

Assessment of Student Learning

As presented in Figure 5 (page 24), UMES Institutional Effectiveness Management Model, assessment of student learning at UMES is an integral part of the institutional effectiveness process and one of the four components of this process. It is given individual attention as a defining component of the core of the education enterprise that includes learning, inquiry/discovery, and engagement. Assessment of student learning occurs at the course level, General Education curriculum level, and program/degree level. The focus in this Periodic Review Report is on General Education, and Program/Level Student Learning Outcomes Assessment**.**

Assessment of General Education

As noted in the final Middle States Team's report of the 2006 Re-affirmation of Accreditation visit, UMES formed a taskforce to review General Education with "a fresh set of eyes," with the charge of considering new approaches to the challenge of assessing General Education (see Appendix 22, pgs. 16-17).

To facilitate and to ensure a productive process, the following strategy was put in place for reviewing the General Education curriculum and assessment process in 2007. Three groups of the University's academic community that worked collaboratively comprised (1) the General Education Taskforce (GET) chaired by the Dean of the School of Arts and Professions, (2) Departmental General Education Taskforces (DGETs), and (3) General Education Assessment Committee (GEAC). The overarching outcome sought by this initiative was a strengthened General Education curriculum and assessment

process that would ensure that students are provided with knowledge and skills that adequately prepare them to benefit from learning in their disciplines of choice, and as life long learners. The competences to be addressed included: (1) Oral and Written Communication, (2) Scientific and Quantitative Reasoning, (3) Critical Analysis, (4) Technological Competency, (5) Information Literacy, (6) Global Competency/Perspectives, and (7) Any other competences considered critical for closing student General Education knowledge gap.

General Education Curriculum Modification

In 2008 the new leadership in Academic Affairs reconstituted the Taskforce and a General Education Committee (Gen Ed) was established with the Assistant Vice President for Academic Affairs as Chair. Other members included representatives from each of the four schools (i.e., Agriculture and Natural Sciences, Arts and Professions, Business and Technology, Health Professions, and the Library Services. In addition, there was a representative for each of the General Education curriculum areas (i.e., Arts, Biological Sciences, Social Sciences, English and Mathematics), making a total membership of 15. The GenEd Committee reviewed requirements by MHEC for any changes or updates and then matched the MHEC sequence to UMES General Education sequence. The Committee reviewed the courses in each curriculum area to verify that each course was the right fit for each of the six curriculum areas of (1) Arts and Humanities, (2) Social and Behavioral Sciences, (3) Biology and Physical Sciences; (4) Mathematics, (5) English Composition, and (6) Emerging Issues.

At the time of the 2006 Middle States visit, assessment of General Education was course–based and each program specified its course requirements from the six curriculum area. This curriculum organization did not easily lend itself to assessment of competences. Therefore, the GenEd Committee conducted a mapping of General Education courses onto competencies/general education expected student learning outcomes (see Appendix 23). This process ensured that relevant courses for general education competences were identified, resulting in the adjustment of deletion of some courses and inclusion of new courses for three of the six General Education curriculum areas. The following adjustments have been made to the General Education curriculum:

i. Curriculum Area I, Discipline B: four courses were removed (HIST 333, HIST 334, HIST 341 & HIST360) and three courses were added (HIST101, HIST102, & PHIL201). One course was added in Discipline C: ASLS203. Additional changes to Curriculum Area I, Discipline D: five courses were removed (ENGL215, ENGL218, ENGL 328, ENGL 329, & ENGL401).

ii. Curriculum Area II, Discipline A: two courses were removed (HIST111H & HIST112H) and four courses were added (HIST 102/H, HIST201, HIST 202, & PHIL201). Additional changes in Curriculum II, Discipline B: four courses were removed (HUEC361, HUEC 280, SOWK200, & SOWK200H).

iii. In Curriculum Area VI: two courses were removed (ENGL412 & ENGL413) and in addition to the First Year Experience (FYE) course (GNST100) that is already in this area; each academic department developed its own FYE course that included six common goals contained in the original GNST100 course. This requirement made it possible for students to change their major without penalty of having to repeat this course in their major (see Appendix 24-C, pgs.87-89).

The above adjustments notwithstanding, the general conclusion of the GenEd Committee, was that UMES' curriculum for General Education was appropriate for providing students the General Education competencies they need to be successful.

A. Assessment of General Education Competencies

The GenEd Committee engaged in a collaborative process in its selection of the most appropriate instrument. Several steps were taken, in March 2008: (1) representatives from the Educational Testing Service and the Council for Aid to Education made presentations to UMES deans and faculty, providing information on each assessment instrument, (2) GenED Committee collected and reviewed published materials on each instrument, (3) GenED Committee held on-campus faculty workshops and/or webinars provided by the vendors, and 4) Vendors administered demonstration versions of two of the instruments (CLA and MAPP) to members of the General Education (GenED) Committee. At the completion of this process, UMES selected the ETS Proficiency Profile because it not only provides data required by the Voluntary System of Accountability of which UMES is a member, but it is also a validated assessment tool for the general education curriculum areas (i.e., Arts and Humanities, Social Sciences, Biology and Physical Sciences, Mathematics, English Composition) as well as three of the five competencies of General Education—Critical Thinking, Scientific and Mathematical Reasoning and Written Communication.

Assessment of Competencies

UMES uses the following operational definitions for the competencies of General Education:

1. *Written and Oral Communication.* The ability to prepare essays, other written assignments and spoken presentations that demonstrate clarity, coherence, and organization.

2. *Critical Analysis and Reasoning.* The ability to demonstrate in writing and speaking to use logic and balanced thinking; formulation of solutions to problems by objective consideration of all possible alternatives; demonstrate recognition of importance of ethics.

3. *Scientific and Quantitative Reasoning.* The ability to identify and apply basic scientific principles to enhance understanding of the universe; to assign and use numbers, read and analyze numerical data, create models, draw inferences and support conclusions.

4. *Technological Literacy*. Ability to use hardware, software, services to manage and deliver information.

5. *Information Literacy*. The provision of a framework which enables students to identify, retrieve, evaluate, and use information effectively and efficiently (includes social, legal, and economic issues; students acquire skills necessary to succeed in academic and professional arenas

Assessment of Written and Oral Communication Competency

The English Proficiency Examination (EPE), using the WritePlacer Plus tool developed by the College Board continues to be a tool of choice for Written Communication for UMES. During the 2007-2008 and 2008-2009 academic years, 90.2% and 92.5% of our students respectively performed at the proficiency level of seven and above on the 12 point scale, with a proficiency cut off score of seven. This was strong

performance by our students and we decided to continue doing what we were doing. In 2009-2010 the College Board revised the WriterPlacer Plus and the percentage of students who were assessed as proficient was 70%. Since students cannot graduate at UMES without passing EPE/WriterPlacer Plus, those who were unsuccessful were given a chance to retake the examination after receiving further instruction. Meanwhile, we have established a Writing Center to provide additional services to students who need extra help with the written communication competency.

Oral Communication is assessed across the entire University. The core course through which instruction is provided is ENGL 203. Due to changes in leadership (department chairs for English and Modern Languages have changed three times since 2006) a process has recently been put in place. A pilot assessment has been conducted based on student portfolios presented by students on their work from ENGL 203 that is scored by a panel of instructors responsible for the course, using an oral communication rubric. Ninety four students participated in the pilot and seventy were found to be proficient. Full implementation of the assessment will be in place during the 2011-2012 academic year.

Assessment of Critical Analysis and Reasoning; and Scientific and Quantitative Reasoning Competencies

As already indicated, the General Education Committee has selected the ETS Proficiency Profile tool for assessing Critical Thinking and Reasoning, and Scientific and Quantitative Reasoning competences. A pilot test of this tool has been performed on both freshmen and senior students and full-scale implementation is expected within the next three years. Meanwhile, the sequence of course offerings for students preparing for the assessment, have been updated and an additional course of Philosophy, which provides instruction in Logic, has been implemented.

Technological Competency

Information Technology at UMES involves the use of hardware, software, services, and supporting infrastructure in the rapidly changing world of information technology. Graduates are expected to 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, PowerPoint, and the Internet. The overarching outcome pertaining to this competency is effective utilization of technology in the analysis, and communication of ideas; and the management, organization, and examination of information. Specific Student Learning Outcomes include students will be able to (1) describe the essential components of a computer system and distinguish between system and software usage; (2) define and identify the basic components of a database; (3) identify and define basic internet terminology and activities; (4) demonstrate the ability to utilize Microsoft Word to create and edit documents, author reports and newsletters, merge documents, and create tables and charts; (5) demonstrate their knowledge and skills to utilize Microsoft Excel to create and edit spreadsheets, manage large notebooks, and create and print graphs; (6) create a simple database using Microsoft Access; (7) use Microsoft Outlook to send, organize, compose, edit, and merge messages; and (8) use Internet Explorer and a variety of search services to locate and evaluate resources.

Assessment of technological competency occurs at the freshman level mainly in two courses – BUED 212 (Computer Concepts) and CDSP 120/121 Introduction to Computing-offered by the Departments of Business Management and Accounting, and Math and Computer Science, respectively. BUED 212 introduces students to electronic information processing. Emphasis in this course is placed on various

computer concepts and applications. Contemporary computer software for word processing, spreadsheets, and databases relevant to business and industry are explored.

CDSP 120/121 is designed for non-technical majors covering different applications of modern computing systems. The course surveys computing hardware and software systems; and introduces students to the present state-of-the-art word processing, spreadsheet, and database software. Applications to other disciplines, such as medicine, administration, accounting, social sciences, and humanities are also considered. In addition, students are increasingly required to utilize technology in programs, such as In-Site and WebCT in their writing.

A survey of UMES entering freshman students with respect to their prior and current usage of computer technology show that while the student usage of MS Word and Email are strong, there is less usage of other applications (Excel, MS Access, Desktop Publishing, and PowerPoint). Consequently the two courses used to provide technological competencies (BUED 212 and CDSP 120/121) have been redesigned to emphasize Excel, MS Access, Desktop Publishing, and PowerPoint.

IC^3 Fast Track Assessment

IC^3/GS3 Fast Track is an assessment examination that provides a quick overview of individual students' Digital Literacy skills. The IC^3/GS3 Fast Track assessment is certified and based on the globally recognized IC^3 standard. There are 75 questions comprising the assessment. These questions are divided into three components: Computing Fundamentals, Key Applications, and Living Online. The assessment test uniquely pulls from a bank of questions, randomizing questions for each testing session. IC^3/GS3 Fast Track is programmed and timed for universal standard. Candidates have 60 minutes to complete the assessment. IC^3/GS3 Fast Track provides features that allow the testing center to:

- Assess student digital literacy in a one-hour performance-based test;
- Track individual and school-wide digital literacy with custom reporting;
- Measure student digital literacy against the globally recognized Certiport IC^3/GS3 Fast Track standard; and
- Lay a foundation for addressing accreditation requirements for student digital literacy.

The IC3/GS3 Fast Track assessment tool does not provide a pass or fail score. It reports the candidates overall performance indicating the number of questions answered correctly by component. With this information, the institution determines their individual cut off score.

Because of the nature of the assessment, there is reporting available that will allow administrators to review outcome of exams based on the number of correct or incorrect answers for each student. The assessment also provides many summary or detail reports to enable administrators to track students' progress for each of the objectives, i.e., Computing Fundamentals, Key Applications and Living Online.

To ensure that UMES students meet the technological competency required by MSCHE and to provide an objective and external validation of Student Learning Outcome, the University decided to use Microsoft Professional Certification and/or IC^{3}Track to assess technological competency. To achieve that purpose, the University created a Title III funded initiative entitled "Developing a Microsoft Center for Student Technology Competency and Certification" with the following goals:

Goal 1: Provide Opportunity for five UMES faculty and staff to be trained and certified by Microsoft as Microsoft Certified Trainers.

Goal 2: Provide a Center for preparing students to: (a) take Microsoft examination to be certified as Microsoft Office Specialist, and/or (b) IC^{3}Track exam to meet the technological competency requirement.

Goal 3: Provide External Professional Validity for meeting Technological Competency required by MHEC and Middle States Higher Education Commission.

Microsoft Office Specialist Exam Pilot Results

Today, Microsoft Office is the most widely used business productivity system in the world. However, the average user masters only a portion of the software's functionality. Microsoft Office Specialist exams are performance-based, which means each is conducted within a "live" Microsoft Office program. Using the actual program, exam candidates are asked to perform a series of tasks to clearly demonstrate their skills.

At the UMES Center, we chose the MeasureUp software for students to use as a practice-testing environment prior to taking the Microsoft exam. The software enables students to prepare for the test by providing: exam-like questions that match software objectives, answers with detailed explanations and references, and personal study mode, score report and certification mode with bookmarking

The pilot assessment was done in Spring 2011 with volunteer students from BEUD 212/213 classes.

Out of 28 students who took the test in May 2011, (see table 9) 25 (89.2%) have been certified by Microsoft (see Appendix 25). This outstanding performance also enables students to have a credential that is needed in the workplace. UMES plans to take this program to scale, and require students to take the test as part of the General Education competency assessment**.**

Table 9: Microsoft Testing Report

	Number of Student that took test	**Area of Application**	**Pass**	**Fail**
	3	**Excel**	**1**	**2**
	5	**PowerPoint**	**5**	**0**
	20	**Word**	**19**	**1**
Total	**28**		**25**	**3**

In addition to the Microsoft Certification assessment, UMES decided to explore the use of IC^3/GS3 Fast Track to access the technological competency of students.

One hundred and five (105) students participated in the pilot testing program for IC^3/GS3 Fast Track to help establish a cut-off score. The IC^3/GS3 Fast Track exam was administered in our Certified Testing Center. Pilot testing was completed on March 31, 2011. Pilot testing students were drawn from BUAD 213, and BUED 212 classes for a total of 105 students. After the completion of Pilot testing, the program Activity Director, Program Coordinator, and VP of Academic Affairs reviewed the results to determine the pass/fail scoring structure. Test scores ranged from a high of 853 to a low score of 307. Average score was 593. An overall perfect score is1, 000. The University has decided on a score of 500 as a passing score.

Effective Fall 2011, all new freshman and transferred students will be required to take the IC^3/GS3 test to serve as pretest, and all graduating students will be required to take the IC^3/GS3 as post tests to assess technological competency.

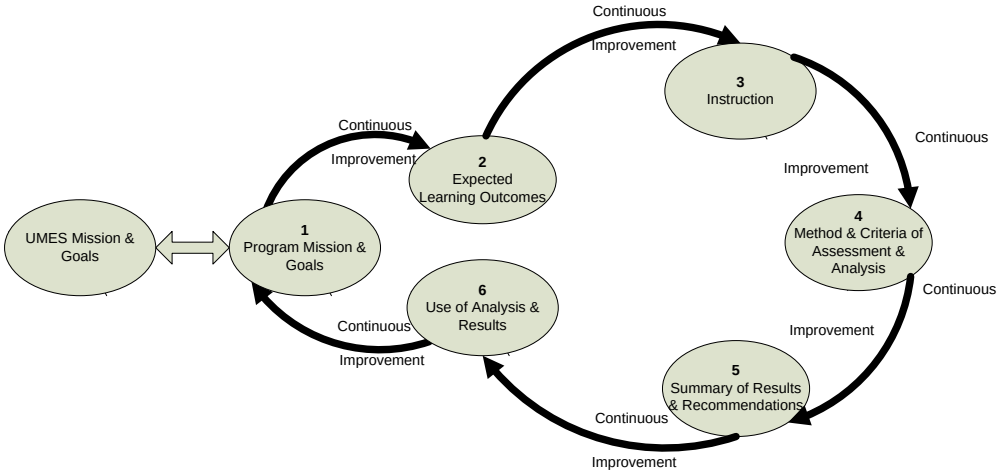
Information Literacy

The Information Literacy competency is being assessed by Library Faculty, using an in-house tool. The General Education Committee has decided that in future the IC^3 should be used as a direct measure for this competency to complement the in-house tool. The survey results of student patrons of the library for the 2010-2011 academic year indicate that 67.8% of students surveyed are satisfied or very satisfied with instruction provided in identifying, retrieving, evaluating, and using information from the library effectively, efficiently, and ethically. Also, the survey shows that the number of student participants in library instruction has steadily increased over the past three years from 2,817 in 2007 to 3,165 in 2010. Currently, the library information literacy course is a one optional credit course. The university is considering making this a required General Education course for all undergraduate students.

B. Assessment of Student Learning in Programs /Majors

UMES uses the Student Learning Outcomes Assessment Process (SLOAP) for assessing students in their majors. SLOAP is a set of guidelines developed in 2005 by the Assessment Council that provide academic departments a format for planning and implementing an effective and meaningful assessment process for each program under their jurisdiction. The process requires every assessment plan to have clearly articulated expected student learning outcomes, aligned with program goals, core courses/capstone experiences, and assessment methods that yield meaningful results to be used for continuous improvement of student learning. Since no assessment tool is perfect, SLOAP requires departments to use multiple measures—direct and indirect measures—to compensate for the inadequacy of a single measure. Figure 7 is a conceptual framework of SLOAP that is also used for assessing General Education competences.

Figure 7: UMES Student Learning Outcomes Assessment Process (SLOAP)



Process Components

The SLOAP comprises the following six components:

1. Program Mission and Goals

   This component is the articulation of the mission, values and philosophy of the program, a vision of what the program is supposed to do and for whom. The component also involves a clear articulation of goals—general purposes of the program and its curriculum. The goals provide a framework for determining the more specific student learning outcomes of a program. To be effective, goals are more broadly stated but should be meaningful, achievable, and assessable. This combination of mission statement and goals is also known as the expanded mission statement. The program statement must be consistent/aligned with UMES' expanded mission statement.

2. Expected Learning Outcomes

   Expected student learning outcomes are specific, observable behaviors evidenced by students who complete a program at UMES. They are stated operationally in an active voice and students are the subject to facilitate the measurement of observable student knowledge, skill, attitude or disposition. Only critical outcomes that effectively define what students should know (cognitive), think (affective) or do (behavioral) when they have completed the program are included. This also ensures the development/identification of sound assessment tools and implements ability of the assessment process.

3. Instruction

   In a broad sense, instruction includes all the resources and strategies (i.e., courses, textbooks, curriculum, advising, tutoring, mentoring, etc.,) used to enhance student learning. For purposes of assessing what students should know and be able to do, a program-based outcomes approach has been adopted to ensure meaningful and actionable results for continuous improvement of student learning. This component requires that specific integrative courses or experiences in which the outcomes are most directly manifested are identified. Examples include capstone courses, core courses, internship, clinical experience and practical teaching.

4. Method, Criteria of Assessment/Analysis of Results

   The fourth component speaks to the question of designing or selection of assessment tools that are most appropriate for the specified program outcomes. The selection/design of the instrument(s) is the responsibility of the department/faculty involved in the teaching of the program. The instrument(s) can either be quantitative (i.e., test, paper, or project scores; survey data; behavioral/performance data) or qualitative (i.e., portfolio, public performance, and/or juried competition). Because of inherent insufficiencies of assessment approaches, multiple measures are strongly recommended. More analytical scoring procedures (scoring rubrics and subtest scores) are used to facilitate the identification of areas in need of improvement or areas of strength that should be encouraged. Multiple scorers are also used to ensure score reliability especially for subjective assessment tools. In addition, criteria are specified for determining the acceptable levels of achievement and performance for individual students and the program below which improvements are needed.

5. Summary of Results and Recommendations

Using the analysis of assessment score and the criteria defined in the 4th component, the fifth component focuses on summarizing the results in a way that meaningful recommendations or conclusions can be made about student learning, identifying areas of strength, and areas in need of improvement. Specific recommendations are used by the department to effect change. If recommendations involve a major policy change, they are reviewed by various UMES committees/groups.

6. Use of Results for Continuous Improvement

Finally, the sixth component 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 other academic policies of the University. This is the point at which the student learning process impacts the overall process of effective management of the University of Maryland Eastern Shore, the focus of the strategic planning initiative.

C. Organization of Assessment of Student Learning and Documentation

The development of the assessment plans for assessing student learning in their respective majors/programs is the responsibility of departments and faculty for those majors. An Assessment Council comprising representatives from all academic departments, chaired by the Director of Institutional Research, Planning and Assessment, and co-chaired by the Assistant Vice President for Academic Affairs plays a coordination and advisory role in building and sustaining a culture of assessment for student learning for UMES. Specifically, the Assessment Council (1) developed the Student Learning Outcomes Assessment Process and maintains this process; (2) monitors the implementation of the SLOAP; (3) reviews assessment data and materials generated by departments/academic program units and schools; and (4) reviews and recommends policies and procedures for the assessment of student learning for UMES. In addition, the Council acts as a forum for critiquing and providing suggestions for fine-tuning assessment plans, as well as opportunities for members to learn from each other.

Since the last Reaffirmation of Accreditation visit in 2006 by the Middle States Evaluation Team, the Assessment Council has provided critical feedback to departments concerning plan modifications, analysis of data and use of results. It has also mandated the preparation of annual assessment reports for programs as a way of ensuring that a culture of assessment takes hold. The first annual assessment report (2006-2007) indicated that out of 17 departments, only 6 (35.3%) submitted complete reports; while in the 2007-2008 report 12 out 17 (70.6%) did so.

Currently UMES has 25 degree programs that hold external professional accreditations (see Table 2, page 16). The accrediting agencies for these programs require the development, implementation and evaluation of program assessment plans. Consequently, these programs indentified with (*) in Table **10** have fairly comprehensive student learning objectives and assessment plans recognized by their accrediting agencies. In addition to the program-specific accreditation assessment requirements, UMES has also mandated these programs to adhere to the UMES SLOAP processes.

As can be seen from Table 10, all the programs that have external professional accreditations (25) have completed the six step process of the UMES SLOAP. Engineering and Computer Science programs (See Table 10 #38 and 44) have decided to seek ABET accreditation. Consequently, the plans that were developed earlier (before 2006) have been redesigned to ensure that they meet both the ABET and UMES

SLOAP processes. Because of that, they currently have completed up to step IV of the SLOAP process and will continue to complete the last two steps of the SLOAP process (i.e., V and VI).

TABLE 10: UMES Degree Programs and Level of Attainment of the SLOAP

	Department	Programs	**I** Program	**II** Expected Learning Outcomes	**III** Instruction	**IV** Method, Criteria of Assessment	**V** Summary of Results	**VI** Use of Results
1	Agriculture, Food & Resource Sciences	B.S., General Agriculture	√	√	√	√	√	√
2	Agriculture, Food & Resource Sciences	B.S., Agribusiness	√	√	√	√	√	√
3	Agriculture, Food & Resource Sciences	Ph.D, Food Science & Technology	√	√	√	√	√	√
4	Agriculture, Food & Resource Sciences	M.S. Food Science & Technology	√	√	√	√	√	√
5*	Business, Mgmt. & Accounting	B.S., Business Administration	√	√	√	√	√	√
6*	Business, Mgmt. & Accounting	B.S., Accounting	√	√	√	√	√	√
7	Criminal Justice	B.S., Criminal Justice	√	√	√	√	√	√
8	Criminal Justice	M.S., Criminal Justice/Criminology	√	√	√	√	√	√
9*	Education	B.A., Art Education	√	√	√	√	√	√
10*	Education	Bachelor of Arts, English Education	√	√	√	√	√	√
11*	Education	Bachelor of Arts, Music Education	√	√	√	√	√	√
12*	Education	Bachelor of Arts, Social Studies Education	√	√	√	√	√	√
13*	Education	Bachelor of Science, Special	√	√	√	√	√	√

* Program has external Professional Accreditation

	Department	Programs	**I** Program	**II** Expected Learning Outcomes	**III** Instruction	**IV** Method, Criteria of Assessment	**V** Summary of Results	**VI** Use of Results
		Education						
4*	Education	Bachelor of Science, Agriculture Education	√	√	√	√	√	√
15*	Education	B.S., Biology Education	√	√	√	√	√	√
16*	Education	B.S., Business Education	√	√	√	√	√	√
17*	Education	B.S., Chemistry Education	√	√	√	√	√	√
18*	Education	B.S., Family and Consumer Sciences Education	√	√	√	√	√	√
19*	Education	B.S., Mathematics Education	√	√	√	√	√	√
20*	Education	B.S., Technology Education	√	√	√	√	√	√
21*	Education	M.A. in Teaching	√	√	√	√	√	√
22*	Education	M.Ed, Special Education	√	√	√	√	√	√
23*	Education	M.Ed, Career and Technology Ed.	√	√	√	√	√	√
24*	Education	M.Ed, Counselor Education	√	√	√	√	√	√
25*	Hotel & Restaurant Management	B.S., Golf Management	√	√	√	√	√	√
26*	Hotel & Restaurant Management	B. S., Hotel & Restaurant Mgmt.	√	√	√	√	√	√
27	Natural Sciences	Ph.D., Marine-Estuarine- Env. Science	√	√	√	√	√	√
28	Natural Sciences	M.S., Marine-Estuarine- Env. Science	√	√	√	√	√	√
29	Natural Sciences	B. S., Biology	√	√	√	√	√	√
30*	Natural Sciences	B.S., Chemistry	√	√	√	√	√	√
31	Natural Sciences	B. S., Env. Science	√	√	√	√	√	√

	Department	Programs	**I** Program	**II** Expected Learning Outcomes	**III** Instruction	**IV** Method, Criteria of Assessment	**V** Summary of Results	**VI** Use of Results
32*	Physical Therapy	DPT, Doctor of Physical Therapy	√	√	√	√	√	√
33*	Physician Assistant	B. S., Physician Assistant	√	√	√	√	√	√
34*	Rehabilitation Services	B. S., Rehab. Services	√	√	√	√	√	√
35	Rehabilitation Services	M.S., Rehabilitation Counseling	√	√	√	√	√	√
36*	Technology	B.S., Construction Management	√	√	√	√	√	√
37	Technology	B.S., Engineering Technology	√	√	√	√	√	√
38	Engineering & Aviation Science	B.S., Engineering	√	√	√	√	√	√
39	Engineering & Aviation Science	B.S., Aviation	√	√	√	√		
40	English & Modern Languages	B.A.	√	√	√	√		
41	Exercise Science	B.S., Exercise Science	√	√	√	√		
42	Fine Art	B.A., Applied Design	√	√	√	√		
43*	Human Ecology	B.S., Human Ecology	√	√	√	√		
44	Mathematics	B.S., Computer Science	√	√	√	√		
45	Mathematics	B.S., Mathematics	√	√	√	√		
46	Mathematics	M.S., Applied Computer Science	√	√	√	√		
47	Social Sciences	B.A., History	√	√	√	√		
48	Social Sciences	B.A., African/ African Am Studies	√	√	√	√		
49	Social Sciences	B.S., Sociology	√	√	√	√		
50	Social Sciences	Ed.D, Education Leadership	√	√	√	√		
51	Social Sciences	Ph.D., Org. Leadership	√	√	√	√		
52*	Pharmacy	Pharm.D.	√	√	√	√		

Programs (40 - 51) in Table 10 have experienced changes in departmental leadership, as well as representations on the assessment council since their plans were developed prior to the 2006 self-study. These programs have decided, after careful review of their previous plans, that their objectives were not clear, concise nor clearly measurable. Consequently, they have opted to develop new plans and have completed steps I to IV of the UMES SLOAP process. The Pharm.D. program which was started in 2010 has already completed steps I-IV of the SLOAP, and is expected to follow through with steps V and VI.

Selected Examples of Outcomes Assessment Results and Use. UMES continues to make significant progress on systematic assessment of student learning outcomes and use of results for continuous improvement. Several selected examples reviewed here support this conclusion:

i. **Reconstitution of the Assessment Council**

A review of the Assessment Council representatives and their impact in influencing the departmental agenda for assessing student learning revealed that they had neither sufficient authority nor motivation to ensure that assessment was an action item for agenda for every meeting. For example, each time a report was due, some representatives went back to department chairs and advised them to prepare the report. Similarly, when an assessment plan needed to be updated it was the department chairs who prepared the updates. Thus, in 2009, the Vice President for Academic Affairs decided that chairs of academic departments should become Assessment Council representatives for their departments.

ii. **Assessment in Business Administration and Accounting**

An example of SLOAP in Business and Accounting programs is the assessment of critical thinking and quantitative analysis in the capstone course, BUAD 495. All majors in the Department of Business Management and Accounting (DBMA), earning either the B.S. Degree in Accounting or the B.S. Degree in Business Administration, are assessed, using this capstone. A simulation assessment has been used for many years, and student scores in competition with other schools around the country were considered evidence of success. In 2008, a comprehensive examination designed and tested by the simulation provider was also given, and serious deficiencies in levels of student understanding of the material they were using in the simulation were unveiled. In the first administration of the test, no students scored at a proficient level (70%). These results led to a redesign of the course to provide deeper understanding of the processes being captured in the simulation. In the spring of 2010, 7% were proficient and in the fall of 2010, 41% were proficient.

These results, along with concerns raised in other assessments, led the DBMA to introduce two new courses: The Scientific Method Applied to Business and Managerial Economics. The DBMA is specifically targeting systematic thinking skills and moving toward deeper understanding of economics as foundations for business in these classes.

iii. **Agriculture, Food & Resource Sciences (DAFRS)**

In an assessment for bachelor's degrees in General Agriculture and Agribusiness, students take a comprehensive examination comprising two sections, designed to assess students' competence in critical thinking, and knowledge of the agricultural enterprise. Section II of the comprehensive examination, the questions were designed to assess competences in comprehension of specific subjects, analyses of data in the area, critical thinking, and written communication of concepts in the Agribusiness and General Agriculture programs.

In the fall semester of 2010, seven graduating seniors were assessed one week prior to commencement. Three students out of seven demonstrated outstanding competence (scored above 90%) in critical thinking, written communication, application of technology, and organization of

data. The performances of the remaining four students were rated as good to very good (scored 70-89%). In Section II, students' competences in data analyses, report preparation and presentation were similar to the spring semester results (80% and above) of the assessment examinations.

Based on the spring and fall 2010 assessment analyses, DAFRS faculty became aware of challenges students faced in integrating various concepts in Agriculture and Agribusiness. An Adhoc DAFRS committee has been formed with a charge to develop a team taught capstone course. This course will be a three credit course at 400 level to be taken in the fall or spring semester of the senior year.

iv. **Professional Education Unit**

Programs included in the Professional Education Unit offerings are: (a) B.A. – Art Education, English Education, Music Education, Social Studies Education [4]; (b) B.S**.** – Agriculture Education, Biology Education, Business Education, Chemistry Education, Family and Consumer Sciences Education, Mathematics Education, Special Education, and Technology Education [8]; (c) M.A.T. – Master of Arts in Teaching; (d) M.Ed. – Career and Technology Education, Counselor Education, and Special Education [3]; and (e) Ed.D. – Education Leadership. All 16 baccalaureate and masters' programs in the Professional Education have received re-accreditation and re-approval by National Council for Accreditation of Teacher Education (NCATE) and the Maryland State Department of Education (MSDE) in spring 2009 with four commendations.

Assessment data are collected each semester, analyzed and reported to the faculty in the unit on a monthly basis at Professional Education Unit Council meetings. Based on these data from the assessment system, which are derived from state requirements, new/updated standards, and feedback from our candidates and professional development school faculty, individual programs and the Unit, as a single entity, make appropriate revisions. Based upon the annual assessment of the Professional Education Programs, several changes have been made in both the graduate and undergraduate programs. In Career and Technology Education, a master's level program, evaluations of candidates' work were analyzed to determine the effectiveness of instruction dealing with student outcomes related to *professionalism* of the candidates. Low ratings caused the instructors to examine how the instructional materials and instructional methods could be improved. Following programmatic changes, ratings reflecting *professionalism* averaged 4.5 out of 5. During the Fall 2009 – Spring 2010 reporting period, no course assignment rubric ratings were below 4.0. Out of concern for comprehensive exam performance, the CTE program has also added more writing assignments (i.e., short research paper using APA format) in each of their courses. This assignment has contributed to improved performance on both the comprehensive exams (scores now 3.2- 3.5 out of 4) and quality of seminar papers. Counselor Education, another master's level program, has instituted a study and review session each semester to help students prepare for the comprehensive examinations. A change in EDGC 601, Introduction to Counselor Education, was proposed to include a 1-credit laboratory that will focus on writing and study skills requisite for successful graduate studies, which was initiated in spring 2011. In assessments in EDGC 604, Theories and Techniques of Counseling will be revised to more closely simulate the comprehensive examination.
To become teacher candidates, students in the teacher education program must pass the basic skills test, PRAXIS I, the first time they take the examination. The preparation for this test is course EDCI 201. Since the inception of the EDCI 201 course in fall 2010, 37 sets of PRAXIS scores have been received from students applying for admission to Teacher Education programs. Seventeen had passing scores and 20 did not. That is a 45.9% PRAXIS passing rate for this year's students applying to the Education program. Therefore, the EDCI 201 course is being refined and is scheduled at multiple times when potential candidates can enroll.

v. **Physical Therapy**

The assessment plan that uses both direct and indirect measures for the Doctor of Physical Therapy Program (DPT) is fully implemented yearly and evaluated. Modifications to the plan include revision of the alumni survey to gather more information on alumni involvement in professional organizations and their research/teaching activities. To help further evaluate student learning, a curriculum content analysis of alumni performance on the National Physical Therapy Exam was obtained. Graduates of the DPT Program were sent surveys to gather information to assess their professional preparation to practice Physical Therapy. During this assessment, students indicated that the program requirement of six independent study credits was excessive and difficult to manage. Also, the students indicated that the Anatomy course should be started early in the program or expanded to allow for more effective learning/processing of the required material. In addition, summer readings were recommended in order to better prepare students for the rigor of this course. These suggestions were investigated and utilized as part of our departmental accreditation review process for summer 2009. The comprehensive assessment process was in agreement with these suggestions and several changes were implemented. The number of independent study credit requirements was reduced from six to three. In addition, one credit of Anatomy was added to the Winter Year 01 semester. This was done in order to remove one credit worth of material from the fall semester Anatomy course and provide students with additional time to effectively learn the required material. Further, beginning in 2010, a summer reading list was posted on the departmental Website for incoming DPT students. All of these changes have been implemented for the cohort of students entering the DPT program in 2010.

When asked to rate their professional preparation in various areas of practice, 50% and 38% of respondents rated pharmacology and medical imaging in the fair category, respectively. During the faculty retreat, this issue was discussed. The department decided to restructure the course primarily responsible for the pharmacology and medical imaging content areas. These areas were separated into two distinct courses, each worth two credits and offered during the same semester, Summer 1 of Year 02. All of these changes were implemented for the cohort of students entering the Doctor of Physical Therapy Program in 2010.

vi. **Technology (B.S., Construction Management)**

Construction Management Technology (CMT) used the Employer Evaluation Instrument assessment tool for students enrolled in CMTE 295/395 Summer Internship course in 2009-2010. Assessment criteria were grouped under the following categories; attendance, technical skills, presentation and attitude, cooperation, written and oral communication. The rating scale consisted of the following; 4 = Exceptional, 3 = Competent, 2 = Needs Improvement, and 1 = Unsatisfactory. There was also space on the instrument for comments and suggestions.

CMT students were enrolled in summer internships as paid employees for residential and commercial construction firms performing entry level assistance to construction superintendents, project managers and various field and office managers. According to data on twenty-one (21) Employer Evaluations submitted, twenty (20) CMT students were rated “Exceptional” on all categories and one (1) was rated “Exceptional” on four categories and “Competent” on written and oral communication. Also, three of the employers suggested more emphasis be placed on plans and specifications. Based on results of employer evaluations, more instructional emphasis is being placed on plans and specifications for the capstone course. Additional assessment tools are being developed to more accurately measure student learning outcomes.

vii. **Criminal Justice**

a) **B.S., Criminal Justice**

One of the leaning benchmarks set by the Criminal Justice department is that students graduating with a Bachelor's Degree in Criminal Justice should have effective written communication skills. The department developed and implemented a senior seminar capstone course (CRJS 495). The purpose of the course is, in part, to provide an opportunity for students to research an important area of criminal justice as well as enhance their written and oral communication skills. Students do original research and present the results of their research paper in class. A four point rubric is used to assess the student's understanding of the criminal justice issues and the application of research methodologies used in the field of criminal justice. Student research papers are scored between 1 and 4 on the rubric, with 1 and 2 being less than adequate, 3 is adequate and 4 is excellent. For students who prepared a research paper for the Fall/Spring semesters of 2009-2010 the assessment showed: (a) Twenty percent scored a one [1]; (b) Forty percent scored two [2]; (c) Thirty percent scored three [3]; and (d) Ten percent scored four [4]. These results show that sixty (60) percent of the students failed to perform at the minimum level established by the department. The course and instructional strategies were revised as follows:

1. Students meet one-on-one with the instructor during the first week of class to discuss and plan their research paper.
2. The requirements of the paper and the grading process are explained to the students. The students are also provided examples of what an adequate research paper should look like.
3. Students are required to turn in their research paper section by section and to meet with the instructor to review, and when necessary, revise each section of the research paper.
4. When necessary, students are referred to the writing lab or tutors for additional assistance.

These changes were implemented during the 2010-2011 academic year.

b) **M.S., in Criminology**

One of the learning benchmarks for the Criminology program is that students should be able to think critically about the causes of crime and to explain criminal behavior based on established criminological theories. During the final semester of graduate course work students are required to successfully complete a comprehensive examination. One of the areas of the comprehensive examination is criminological theory. Students are evaluated by a three faculty member comprehensive examination committee. The students are graded on: (1) Knowledge of at least three of the major criminal justice theories; (2) Logical application of the theories to particular criminal situations, and (3) Adequate and logical policy implications of the theories.

The results of the past two comprehensive examinations (fall 2009 and spring 2010) revealed that 40% of the graduate students failed the theory component of the comprehensive examination. To improve the student's knowledge and understanding of criminological theory the following changes were recommended by the graduate committee and will be implemented effective fall 2011:

1. Each student will write a separate five page paper on the 10 major criminological theories and present them in class. Each paper will be given to every member of the class. Along with the instructor, each student will evaluate the papers of every student and turn in their written evaluation to the instructor for the instructors review.
2. In the event the student's paper does not meet the minimum requirements, the student will be required to revise and resubmit the paper for reevaluation and grading. In order to pass the course all ten papers must meet the minimum requirements.

3. Students will be given an in-class midterm and final that is similar to the type of questions used on the comprehensive examination. The instructor will review each examination with the student and discuss ways to improve it that would be necessary to pass a comprehensive examination.

viii. **Physician Assistant**

Based on the analysis of students' performance on the Physician Assistant National Certification Examination (PANCE) and their entry Pre-Physician GPA, the Physician Assistant faculty have concluded that a strong positive correlation exists between applicants' entering GPA and attrition from the program. When the PA program began, it had a minimum pre-PA GPA of 2.5 on a 4.0 scale. To improve student outcomes the program raised this to a minimum overall pre-PA GPA to 3.0 in math and sciences in 2007. The analysis indicates a strong positive and statistically significant correlation of .442 between students' math and science GPA and PANCE scores. Adding the 2009 graduating cohort data to the analysis shows that the relationship is even stronger, with a statistically significant correlation of .493 (see Table 11).

Table 11: Correlation Pre-Physician GPA and Physician Assistant Attrition Rate

		MS_GPA	First PANCE
MS_GPA	Pearson Correlation	1	.442**
	Sig. (1-tailed)		0.009
	N	86	28
First PANCE	Pearson Correlation	.442**	1
	Sig. (1-tailed)	0.009	
	N	28	49

**. Correlation is significant at the 0.01 level (1-tailed).

Based on this analysis, admissions requirement changes have been made for the class entering 2011 Master's Degree Program (graduating class of 2013) as follows:

a) The minimum GPA requirements for the class entering in 2011 will be 3.2 for math/science and 3.5 for all prerequisites.

b) Health care experience will be required: 200 hours, which could include shadowing Physician Assistants. This requirements is intended to help with socialization to the medical environment and with motivation to become a Physician Assistant.

c) Applicants for whom English is a second language will be required to summit the Test of English as a Foreign Language (TOEFL) scores. The plan is to evaluate English language skills based on this widely used test, as well as during the interview process described below.

d) The interview process for the most qualified applicants will include an on-site writing sample as well as the verbal interview questions.

e) The GRE will be required, but will not be used for admissions decisions. The scores will be collected and correlated with student performance in the program and PANCE outcomes. These data will help the program determine whether to set a minimum GRE score for admission to the Masters program.

f) Passing the UMES Gross Anatomy Pre-Matriculation Prep (GAPP) program willl be required in order for students to matriculate. This 3-week program in early June includes a review/preview of anatomy and reinforcement of study skills and time management. More information about the GAPP program can be found at the program's web site: www. umes.edu/pa.

Institutional Commitment

UMES' commitment to institutional assessment and assessment of student learning can be traced back to the vision of President Thompson at the start of her presidency. First and foremost, the vision of Dr. Thompson for UMES rests on sound academic quality. In addition, her vision also rests on the development of values based leaders; development of an inclusive environment for campus and community stakeholders; improved planning and reporting processes for accountability; increased enrollment, and new approaches to fiscal soundness; increased commitment to the land-grant imperatives for community outreach through partnerships and collaborations; infusion of international perspectives throughout the campus; and development of an institutional advancement Division to create a marketing initiative for the University.

To support the vision of sound academic quality, UMES requires all programs with opportunities for external professional accreditation to obtain such accreditation, as well as support for faculty professional development. Consequently, the number of accredited programs has increased from five in 2003-2004 to 25 in 2010-2011. This level of accomplishment could not have been realized without sustained financial commitment by the University. The President created a Title III activity called Preparation for Progress Initiative (PPI) in 2002 that has provided funding for faculty development to support institutional effectiveness initiatives including accreditation, and assessment activities. The annual PPI budget over the past five years has ranged from $318,106 in FY 2007 to $356,251 in FY 2011. Selected recent activities supported by PPI funds are presented in Table 12.

Table 12: Summary of Selected Recent Activities Supported by Preparation for Progress Initiative Funds

Activity	Date	Location	# of Participants
Creating an Effective Assessment Process Workshop by Dr. Anthony Nitko, Arizona State University	April 2006	On campus	(25) Faculty Staff
Engaging in Collaborative Strategic Planning by Dr. Patrick Sanaghan, Sanaghan Group	Dec 2-4, 2008	Atlanta, Georgia	(2) Administrators Staff
Middle States Commission on Higher Ed. Periodic Review Report Workshop	March 26, 2009	Philadelphia , Pennsylvania	(2) Administrators Staff
Assessment Institute for Institutional Researchers	March 24-28, 2009	Baltimore, MD	(3) Staff
Assessment Institute for Assessing Student Learning by Alverno College	May 9-14, 2010	Alverno College, Wisconsin	(6) Staff

Activity	Date	Location	# of Participants
Assessment of Student Learning Outcomes facilitated by Drs. Jeana Abromeit and Nancy Athanansiou	Aug 18-19 2010	On Campus	(42) Administrators Faculty Staff
Collaborative Strategic Planning by Dr. Patrick Sanaghan, Sanaghan Group	September 9-10, 2010	On Campus	(35) Administrators Faculty Staff Students
Planning and Institutional Resources and Resource Allocation by Mr. John Palmucci, Vice President Emeritus, Loyola University of Maryland	October 30, 2010	On Campus	(17) Staff
USM-UMES Implementation Plan for 2020 Strategic Plan Workshop	November 30, 2010	On Campus	(93) Administrators Faculty Staff
Middle States Annual Conference	Dec 8-11, 2010	Philadelphia Pennsylvania	(1) Administrator
Fostering a Culture of Assessment Retreat	Jan 10, 2011	Philadelphia Pennsylvania	(7) Administrators Faculty
Student Learning Outcomes: Critical Thinking Workshop by Dr. Jeana Abromeit	January 28, 2011	On Campus	(80) Administrators Faculty
Overall Participation in (12) Activities			**311**

UMES demonstrates its commitment to an effective data-driven assessment process through the work of the Data Integrity Group (DIG) and Data Reconciliation Taskforce (DRT) comprising data stewards and users. The DIG and DRT meet regularly, (once a month) especially at the beginning of the semester to review institutional data for accuracy, consistency, and completeness before use for accountability or decision-making. UMES also participates in such surveys as the College Board, ACT, National Science Foundation Research and Development, and the National Survey of Student Engagement (NSSE) for self-assessment and to benchmark its Faculty Survey of Student Engagement (FSSE) performance against national norms.

SECTION SIX
Linked Institutional Planning and Budgeting Process

This section provides an overview and analysis of UMES' planning and budgeting processes. The overview and analysis are focused on how those processes are integrated and linked. All analyses are fully supported by attached key documents. This section demonstrates that UMES conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal.

The Planning Process

The University's planning process traces its origins to the planning guidelines contained in the Strategic Plan Executive Summary of 1997 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 2003 under the leadership of President Thompson, 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 SMART objectives to facilitate the monitoring of annual operational plans by divisions, departments, and offices.

The strategic plan, *Learning and Leadership: Strategies for Student Success and Global Competence – Strategic Plan 2004-2009*, developed through the University-wide process of shared governance, resulted in a plan with clearly stated goals and strategic imperatives that are related to the UMES Mission, USM's Goals, and the President's Vision. Several internal and external sources of data and information were used to develop the plan. The ***Institutional Effective Management Model*** (see Appendix 26) is the operational strategic plan, which links planning to assessment by the administrative and academic divisions / units of UMES. The University-wide Strategic Planning Committee, headed by the Senior Executive Assistant to the President for Planning and Assessment, with its subcommittees, (see Appendix 3) is the UMES organizational structure that is responsible for the planning format and implementation of the planning process and its final products.

The planning at UMES begins in July and end in June. All the divisional Vice Presidents direct and oversee planning and reporting in their respective areas. These reports of plans, which are known as the "Annual Strategic Operational Plans," and the annual reports of progress on achievement of identified unit/department objectives, which are called "Strategic Plan Summary of Outcomes," are reviewed and compiled by the respective division Vice Presidents and submitted to the Office of the Senior Executive Assistant to the President for Planning and Assessment. The Senior Executive Assistant to the President for Planning and Assessment reviews the reports and submits the University Operational Plan and an annual outcomes report to the Executive Council, the Cabinet, and the President. The implementation of the planning process has promoted the development of several plans on the campus, e.g., Student Learning Assessment Plan and the Facilities Management and Technology Plan. Both plans have been implemented and the cycle of planning has resulted in significant institutional improvements.

The Budget Task Force Committee, (see Appendix 3, pgs.2-3) headed by the Vice President for Administrative Affairs and consisting of members who are representatives from all areas of the University, utilize the priorities, goals and objectives developed by the "Annual Strategic Operational Plan" as a guide for the investment of available resources. Departments and other budget units are given the opportunity to make resource requests consistent with the strategic plan. Budget decisions are then based on the priorities established within the planning process.

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. The current plan was developed on the principle of shared governance advocated by President Thompson to enhance student learning. This is a five-year plan (2004 to 2009) – extended to 2011, 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 Senior Executive Assistant to the President for Planning & Assessment, with the Vice President for Academic Affairs and the Director of Institutional Research, Planning and Assessment as co-chairs.

The University-wide Strategic Planning Committee has a membership of 30 and is supported by planning subcommittees that include the Budget Allocation Task Force. 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 Affairs, Institutional Advancement, and Technology 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.

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 SMART 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 annual 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. Estimated budget and source of the funding needed are specified for each objective (see Appendix 14)

4. 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.

5. 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.

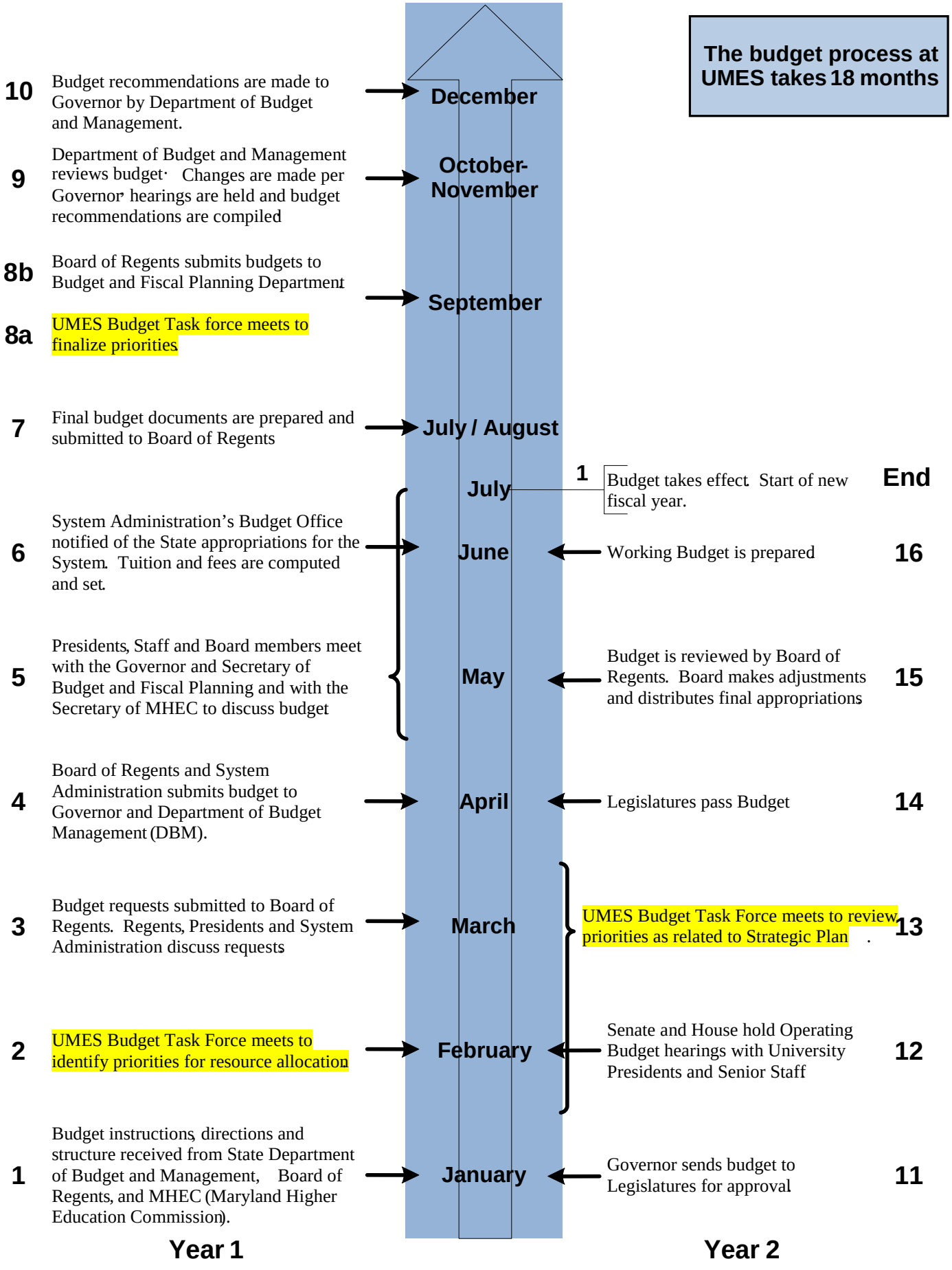
Each subsequent operational plan makes adjustments in its strategies based upon the lessons learned from the previous year's operation including resource availability.

University Budgeting Process

The University's annual operating budget is developed initially from a two pronged approach, one internally and one externally. The budget process utilizes the UMES Strategic Plan departmental, divisional and University assessment information in the resource allocation process. Internally, following the University's Strategic Plan and strategic objectives which are aligned with the USM goals and objectives, the budget allocation process takes approximately 18 months. Each fiscal year budget process follows the listed process and time frames below:

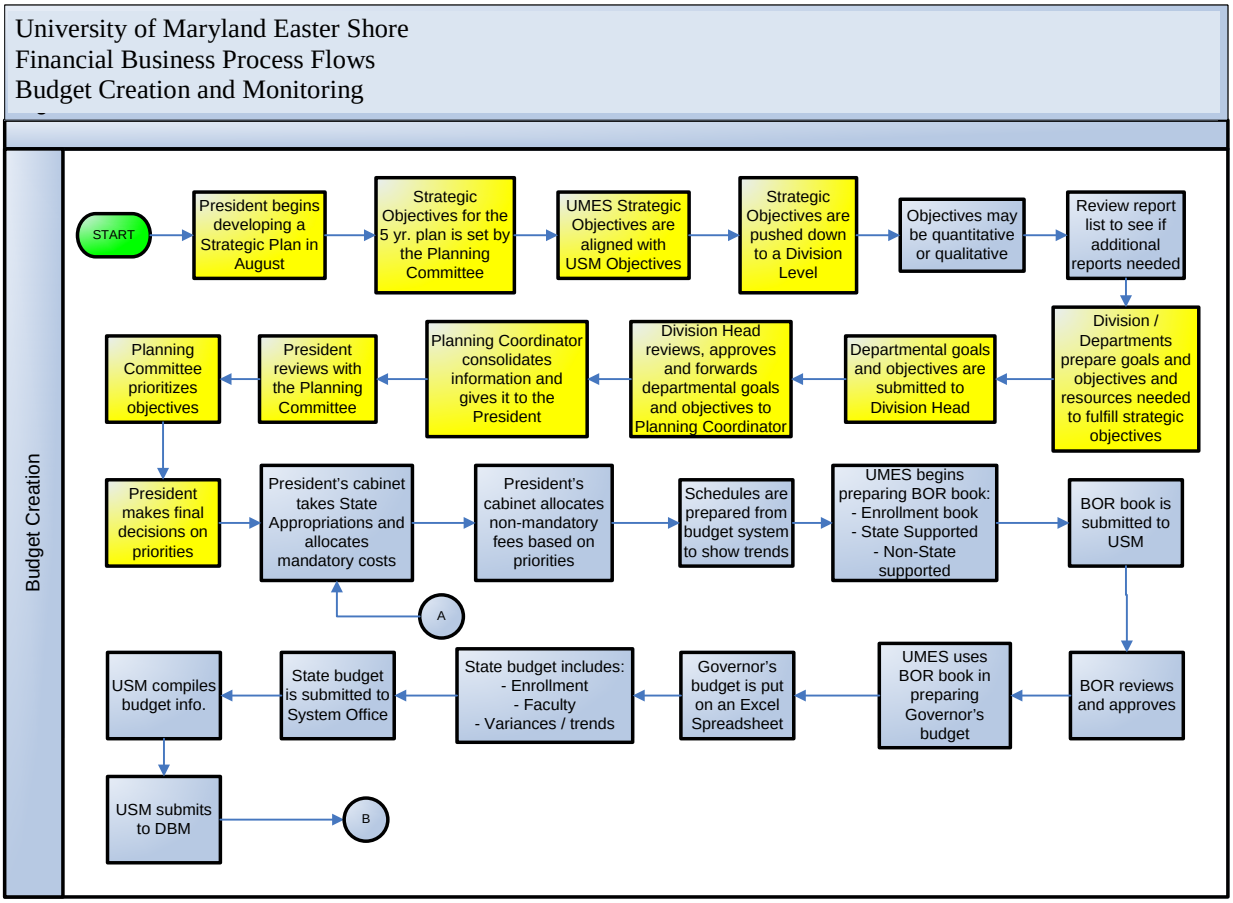
Budget instructions, directions and structure from the Maryland Department of Budget Management, Board of Regents and MHEC are sent in January-March. The UMES Budget Taskforce meets in February yearly and initiates the prioritization process of objective status received from the Strategic Plan and makes recommendations to the UMES president. In March-April the University campuses submit recommendations to USM the Current People's Services Budget (CPS) within the maximum amount a campus or USM can request. In May-June, the Chancellor, USM staff and Board members meet with the Governor and Secretary of the Department of Budget and Management to discuss the USM budget in general. In June, USM's Budget Office is notified of state appropriations for the System. Tuition and fees are computed and set. In September, the UMES Budget Taskforce meets again to finalize priorities for the budget submission in September. The Board of Regents submits budgets to the Department of Budget and Management. In October-November the Department of Budget Management reviews the budget. Changes are made per Governor's directions; hearings are held and budget recommendations are compiled. Also, in December, budget recommendations are made to the Governor by the Department of Budget and Management. In December, the Governor sends the budget to the Legislature for approval. During the months of February-March, the Senate and House hold operating budget hearings with University Presidents and senior staff. In March-April, the UMES budget taskforce meets to review priorities as related to the strategic plan and previous discussions and recommend priority allocation to the President of UMES. Around April 15th, the Legislature approves the budget. In May, the budget is reviewed by the Board of Regents. The Board of Regents makes the final adjustments and distributes the final appropriations to each campus. The UMES working budget is prepared based upon the final distribution and the President's final prioritization based upon the Budget Taskforce recommendations and the Strategic Plan. Effective July 1st, the new fiscal year budget starts with the beginning of the new fiscal year. In addition to the preparation and implementation of the budget process, the University monitors expenses to ensure that the budget managers expend only those funds within their respective allocations. Below are flow charts and graphics showing the budget process and a chronological time schedule outlining the budget process.

Figure 8: UMES Budget Process Flowchart



Over the last four years, there have been no additional financial resources given to the campuses beyond mandatory cost increases to cover a portion of inflation costs consistent with the Strategic Plan and University objectives. In FY2009, 2010 and 2011, UMES made significant reallocations of resources to accommodate several academic program accreditations in such areas as Business, Physical Therapy, Physician Assistant, Hotel and Restaurant Management, Rehabilitation Services and Construction Management. Also the Budget Taskforce played a significant role in reallocating resources to initiate a Pharmacy Program. Although resources were needed to initiate the program, the performance revenue/expense plan indicated that the program will generate $1,735,518 in excess of expenses to be used to support the Pharmacy Program and other campus strategic initiatives. Because of the difficult economic environment, the Budget Taskforce has not had significant resources to allocate or reallocate. However, this committee ensures that the Strategic Plan is used to allocate available resources towards the

Figure 9: UMES Financial Business Process Flow Chart
(Budget Creation Process)



SECTION SEVEN
Distance Education

Compliance with Section 495 of the Higher Education Opportunity Act (HEOA)

Distance Education and Correspondence Education Policy

To ensure that the University is in compliance with HEOA with respect to distanced education and correspondence courses, the following measures are in place.

UMES adheres to the USDOE Regulation on Authentication 602.17, application of standards in reaching an accreditation decision.

UMES meets this requirement by verifying the identity of a student who participates in class or to have secure login and pass code.

The process includes:

a) A student first goes through the admissions application process and be admitted to the University. That application approval status is entered into the PeopleSoft system (an educational software program used by USM institutions). A unique seven-digit student ID number is generated for each enrolled student.

b) Access to any computer system or online function of the University intranet requires a logon account on the UMES domain server. Students request an account online at www.umes.edu/newaccount. This online form requires students to supply their last name, birth date, and the 7-digit student ID number generated by the PeopleSoft system. The student must agree to all University acceptable use of computer policies. If acceptable, a logon username and initial password is generated. Student can change their password, but not their logon username.

c) A student does not have access to Blackboard until his/her first registration downloaded from HawkWeb.

d) Inside Blackboard individual passwords for tests can be set.

UMES Policies on Academic Integrity

a) Explicit References to Online Learning

All online students are governed by the same policy on academic integrity as students who attend all other modes of course delivery (see Appendix 24–C, pgs. 66-69). Additionally, this policy is available to students in the Online Orientation Packet, and in the Student Agreement to Register for Fully Online Courses. The Student Code of Conduct Handbook (available on each student's home page in the Student Information System- HawkWeb) specifically addresses disciplinary actions for computer misuse and dishonesty (see Appendix 28, pgs. 28, and 36-38).

b) Discussion and Education during the Orientation for Online Students

UMES does not offer fully online degree programs, but does provide fully online course offerings. First-time, full-time students usually do not enroll in online courses during orientation for the first semester. Therefore, UMES has created an online Orientation Packet for students who wish to take

online courses. This orientation is required and provides information on academic integrity and penalties for committing a breach of these policies.

c) Training for Faculty Members Engaged in Online Learning

All UMES faculty who wish to teach fully online classes must take and successfully complete a certification program that includes information on academic dishonesty, student integrity and student verification procedures

SECTION EIGHT
Transfer Credit

UMES has a credit transfer policy in place that is publicly disclosed which includes a statement that provides the criteria for accepting transfer credits from another institution.

Transfer Credit Policy Disclosure. UMES publicly discloses transfer credit policies outlining the criteria by which credit is accepted from other institutions of higher education for entering transfer students and for current students who are granted permission to study at other institutions of higher education. UMES also adheres to the policy on transfer credit as outlined by the MHEC (see Appendix 27). Transfer credit information is published online under the Admissions website and in the university catalog (see Appendix 24-C, pg. 83-84).

Transfer of General Education. Students transferring from Maryland institutions of higher education who have completed the General Education requirements at the sending institution shall have met the general education requirements at UMES. In cases where the general education requirements at UMES exceed those of the sending institution, the transfer student will be required to take no more than the same number of general education credits required of the native student. The additional courses will be according to the distribution requirements of UMES.

Transfer from Colleges and Universities. A maximum of 70 credits will be accepted from an accredited two-year community or junior college. UMES does not limit the number of credits transferable for work completed at four-year colleges. *However, in order to graduate, a student must complete the last 30 semester hours at UMES.*

Maryland Community College Articulated Programs. An articulated transfer program is a list of community college courses that best prepare the applicant for a particular course of study at the University of Maryland Eastern Shore. If the applicant takes appropriate courses that are specified in the articulated program guide and earns an acceptable grade, he/she is guaranteed transfer with no loss of credit. Articulated career program guides help students plan their new programs after changing career objectives. The guides are available at the Office of Undergraduate Admissions at the University of Maryland Eastern Shore and in the transfer advisor's office at each of the community colleges. Applicants can eliminate all doubt concerning transfer of courses by following programs outlined in the guide.

Credit from Other Universities and Colleges. In most cases credit will transfer from institutions of higher education accredited by a regional accrediting association (e.g., Middle States Association of Colleges and Schools; New England Association of Schools and Colleges; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools; Western Association of Schools and Colleges), provided that the course is completed with at least a grade of C and the course is similar in content and level to work offered at UMES. The applicability of these courses to the particular course of study at UMES will be determined by an academic advisor/evaluator in the office of the appropriate department.

OVERALL CONCLUSION

The preparation of the Periodic Review Report has provided the UMES community with the opportunity to self-assess and reflect on major accomplishments since the 2006 reaffirmation of accreditation, on challenges it has encountered and how it has addressed them. Lessons learnt through both accomplishments and challenges encountered have been used to make “good, better” at UMES. The University has continued to use institutional data to inform decisions about institutional renewal, resources, educational offerings, and necessary support for effective learning, inquiry, and engagement.