UNIVERSITY OF MARYLAND EASTERN SHORE

SELF STUDY DESIGN

MIDDLE STATES COMMISSION ON HIGHER EDUCATION (MSCHE)

HBCU 1886

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I.   Institutional Overview

From Humble Beginnings to Doctoral University

The University of Maryland Eastern Shore (UMES) is a historically Black land-grant institution with an enrollment of over 2800 students. Founded on September 13, 1886, under the auspices of the Delaware Conference of the Methodist Episcopal Church, the Delaware Conference Academy established the Institution in Princess Anne. The State of Maryland, in operating its land grant program at the Maryland Agricultural College at College Park, to which Afro-Americans were not admitted as students, sought to provide a Land-Grant program for Afro-Americans and assumed control of the Princess Anne Academy, renaming it the Eastern Shore Branch of the Maryland Agricultural College. The arrangement was affected in 1919. In 1926, the College passed into complete control and ownership of the State, and the University of Maryland was designated as the administrative agency. In 1948, the Eastern Shore Branch of the University of Maryland, popularly known as Princess Anne College, officially became Maryland State College, a Division of the University of Maryland. On July 1, 1970, Maryland State College became the University of Maryland Eastern Shore and, consequently, a member of the University System of Maryland (U.S.M.). With the strong support of the Maryland Board of Regents, Systems Administration, and the faculty, UMES has developed academic programs above and perhaps more impressive than any other higher educational institution of its size in the East. The University now has over 600 acres, 28 major buildings, and 41 other units. The University has a Carnegie Classification of Doctoral University/R2 - High Research Activity.

UMES offers baccalaureate programs leading to the B.A., B.S., and B.G.S. degrees in the arts and sciences, professional studies, and agricultural sciences. Graduate and professional degrees offered by UMES include masters-level programs in the arts, sciences, health professions and education, and Human Ecology and doctoral programs in Marine Estuarine and Environmental Sciences, Toxicology, Food Science and Technology, Pharmaceutical Sciences, Education Leadership, Organizational Leadership, Physical Therapy, Pharmacy, and Engineering.

UMES is committed to providing access to high-quality, values-based educational experiences, including for individuals who are first-generation college students of all races, while emphasizing multicultural diversity and international perspectives. UMES is among the most diverse Historically Black Colleges and Universities in the nation.

The University serves the educational and research needs of businesses, industries, government, and non-government organizations. The University is committed to meeting the economic development needs on the Eastern Shore, the workforce development needs of the State, the international development priorities of the nation, and the commercialization and entrepreneurial ventures of the University through engagement activities and partnerships. UMES is a teaching/research institution that nurtures and launches globally competent citizens. It will continue to embrace its interdisciplinary curriculum, sponsored research initiatives, rural and economic development priorities, and community engagement. UMES will continue to expand its partnerships and collaborative arrangements with U.S.M. institutions, other universities, community colleges, public schools, government, and other external agencies and constituencies.

Vision

The University of Maryland Eastern Shore (UMES) will be the preeminent public Historically Black University that is recognized for leadership in student-centered education, exceptional research, innovation, and inclusiveness.

Mission

As a public 1890 land-grant Historically Black University that embraces diversity, UMES is committed to serving first-generation and underserved students and providing educational, research, and community engagement opportunities to transform the lives of its students who will impact the State, region, and the world.

Values

- **Family –** embracing our HBCU culture and principles of work, support, and celebration.
- **Student-Centered –** understanding that everything everyone does at UMES is because of our students.
- **Pride –** remembering the history and traditions of past achievements serves as our foundation for future accomplishments.
- **Collaboration –** pursuing opportunities to work together across all parts of the campus.
- **Communication –** striving to provide timely and relevant information that reflects the UMES vision.

Recent Significant Developments/Accomplishments

UMES has experienced several positive outcomes and challenges since the 2016 reaffirmation of accreditation by MSCHE. President Heidi Anderson took office in 2018 and undertook a substantial institutional enhancement effort that is reflected in the rebranding and repositioning of the University as a top tier HBCU. The new tagline of 'Soar Above and Beyond,' unveiled in 2022, showcases the animating purpose behind these initiatives. Some of the new developments include, but are not limited to, the following:

1.   Upgrading of Physical Facilities

Significant investments have been made in UMES' physical facilities and campus infrastructure since the 2015-16 process with MSCHE. On October 19, 2016, the Engineering & Aviation Science Complex was dedicated. The $103 million, three-story, state-of-the-art education building has classrooms, computer and study halls, and a cyber cafe. Next, a new Pharmacy Building was inaugurated in April 2023. The University began work on the $90 million, 125,000-square-foot building in 2019 after the state allocated $10 million for the project. The Pharmacy Building has classrooms, offices, research laboratories, a community and hospital pharmacy practice space, and simulation laboratories. It is the new location for the pharmacy and pharmaceutical sciences programs in addition to enabling interprofessional activities with other allied health programs. The University is planning a Phase two with additional funding to build

simulation laboratories, classrooms, and collaborative spaces for the University's physical therapy, physician assistant, rehabilitation, and kinesiology programs. It would also be the facility for the new School of Veterinary Medicine.

Aside from bricks and mortar, the University also undertook substantial enhancements in its I.T. infrastructure in 2022 utilizing the federal Higher Education Emergency Relief Funds (HEERF). These resources were utilized to provision additional high speed broadband capabilities across all parts of the campus.

2.   Strategic Alignment of Programs Offered

The University periodically assesses its degree programs against factors such as student demand, job projections, national and regional trends, and faculty expertise. As these factors change over time, the mix of degree programs and their points of emphasis are expected to reflect those changes. Accordingly, at UMES, as part of our effort to enhance efficiency and boost student success in the job market, the overall number of programs offered has decreased slightly from 59 in AY 2015 (i.e., 37 bachelor's, 14 master's, and 8 doctorate programs) to 58 in AY 2022 (i.e., 35 bachelor's, 14 master's, and 9 doctorate programs). There has been an increase in doctoral programs offered. Given the changes in the employment market post-COVID-19, in 2023, several new online bachelor's and graduate programs have either been approved or are in the process of being approved and launched, including in critical areas such as cyber security, data analytics, and engineering technology. These new degree programs aim to address the contemporary workforce's needs and improve enrollment, retention, and graduation rate numbers.

3.   Enrollment and Graduation Challenges

Consistent with national trends, UMES also continues to grapple with challenges associated with the demographic cliff and declining student enthusiasm for higher education. As at several other institutions, the number of degree awards (i.e., bachelor's and graduate) decreased from 768 in 2015 to 445 in 2022. Although enrollment declined after 2016, the university administration has undertaken several robust initiatives, including expanding online programs and attracting a larger pool of students. Enrollment saw an uptick in Fall 2022, and UMES built upon this in Fall 2023 and enrolled its largest class in 8 years this year.

4.   Program Accreditations

UMES has obtained and maintained professional accreditations for numerous academic programs and units:
Hospitality and Tourism Management (Accreditation Commission for Programs in Hospitality Administration – ACPHA)
Professional Golf Management (Professional Golfers' Association of America – P.G.A.), Engineering (Accreditation Board for Engineering & Technology – ABET)

Business Administration and Accounting (The Association to Advance Collegiate Schools of Business International [AACSB])
Pharmacy (Accreditation Council for Pharmacy Education) programs.
Human Ecology (American Association of Family and Consumer Sciences Council on Accreditation).
Dietetics (Accreditation Council for Education in Nutrition and Dietetics).

5. Doctoral University/R2

UMES has a Carnegie classification of Doctoral University/R2 - High Research Activity. UMES has developed and implemented freestanding doctoral degree programs in (a) Food & Agricultural Sciences, (b) Marine, Estuarine, and Environmental Sciences, (c) Pharmaceutical Sciences (d) Organizational Leadership, (d) Educational Leadership, (e) Toxicology, (f) Physical Therapy and (g) Pharmacy. As a reflection of the University's growing research stature, it is a key partner in the Princeton Alliance for Collaborative Research and Innovation (PACRI). The alliance between Princeton University and selected HBCUs funds ten research projects that entail collaboration between faculty members at Princeton and UMES. The University also received $850,000 in federal funds which includes $350,000 towards funding an interdisciplinary research center in the School of Graduate Studies and Research and $500,000 towards the digital conversion and organization of archival material in the Frederick Douglass Library. UMES received $3.3 million from the estate of George E. Miles, who passed away after a distinguished career as a NASA engineer at the Wallops facility in the region, to fund student scholarships.

6. Top Tier HBCU

UMES has been ranked in the top tier of Historically Black Colleges and Universities by the U.S. News and World Report for fifteen years. It is currently ranked # 16 among HBCUs. In the 2022-23 rankings, UMES was placed at #16 in the HBCU category and #331-440 in the National Universities category. It also ranked #169-227 in the Top Public Schools category.

7. Successful Fundraising Initiatives

In 2022, UMES became the first HBCU selected for the Howard Hughes Medical Institute's Driving Change initiative. The grant is meant to create culture change at research universities so that all undergraduates—particularly those historically excluded—excel in STEM. The University became the lead Institution for the U.S. Department of Agriculture's National Institute of Food and Agriculture $10 million collaborative NEXTGEN grant project. The goal is to help build a diverse future federal workforce in Food, Agriculture, Natural Resources and Human Sciences. In 2022, the University was awarded $425,000 in NASA grants aimed toward serving historically underrepresented high school students in STEM. The Center for Entrepreneurship and

Innovation received $1.5 million in federal funding in 2023 to expand entrepreneurial resources, business incubator spaces, a Maker's Space, and educational facilities. The Center previously received a $2 million grant from the Maryland Department of Commerce's E-Nnovation Initiative Fund in 2019.

Accreditation History and the Self-Study

The University of Maryland Eastern Shore (UMES) last underwent its decennial reaffirmation of accreditation by the Middle States Commission on Higher Education (MSCHE) in 2016. During that evaluation, the visiting team made no recommendations and gave UMES commendations for its accomplishments relative to standards 2, 9, 10 (two commendations), and 14. Consequently, UMES accreditation was reaffirmed by MSCHE on June 30, 2016.

2023 Self-Study Process

In the fall of 2022, President Heidi M. Anderson appointed Dr. Grace Namwamba, Department of Human Ecology, as chair of the UMES Self-Study Steering Committee. In consultation with the Provost, the President appointed 14 members to the Steering Committee. The Steering Committee members attended the November 2022 Self-Study Institute to gain insight concerning current MSCHE expectations for a successful Self-Study report to reaffirm accreditation. The initial Steering Committee was convened in September 2022. The Steering Committee, after a careful review of Self-Study Design Models, unanimously selected the Standards-Based approach and formed seven working groups based on the current MSCHE standards to support the preparation of the Self-Study report.

II. Institutional Priorities to be Addressed in the Self-Study

The draft institutional priorities were developed and reviewed by the Self-Study Steering Committee. The committee considered the University's new vision and mission statements, shared values, strategic plan, and the MSCHE accreditation standards. Upon approval by the committee, the institutional priorities were presented at the campus shared governance meetings.

A survey was also sent to the campus (faculty, staff, and students) for feedback. The results showed that 75% of the respondents strongly agreed or agreed with the draft institutional priorities. This data was shared with the Cabinet, which approved the institutional priorities.

The institutional priorities were also mapped to the University's strategic plan and the MSCHE accreditation standards. Please refer to the tables below.

UMES Institutional Priorities

Enhance Student Success:

- Ensure academic programs are future-focused and prepare graduates for successful careers;

- Embed a culture of continuous improvement in all student services (academic and non-academic) to increase retention (75%) and graduation rates (55%).

Improve Financial Sustainability and university processes:

- Leverage our fiscal resources to enhance R.O.I. and create a sustainable future for UMES;

- Optimize processes for efficiency and improve the faculty, staff, and student experience.

Advance Diversity, Equity, and Inclusion:

- Promote diversity, equity, and inclusion in our policies, practices, and endeavors.

- Instill in our students an appreciation and support for fairness, open-mindedness, and service to others.

Alignment of Institutional Priorities with UMES Strategic Plan Priorities (numbers here refer to S.P.)

	Enhance Student Success	Commitment to Financial Sustainability and Process Improvement	Advance Diversity, Equity, and Inclusion
Academic Excellence and Innovation	1.1 1.2 1.3 1.5 2.3 2.4 2.6 2.5 2.7 3.3	1.1 1.2 1.4 1.5 2.1 2.5	1.7
Research and Community Engagement	4.2 4.8	1.3 4.7	4.3 4.4 4.5
Access, Affordability, and Achievement	2.1 2.2 3.3	1.6	3.1
Workforce and Economic Development	3.2 3.4 3.5		3.1 3.6
Diversity, Equity, and Inclusion	5.2 5.3 5.4		5.1

Alignment of Institutional Priorities with MSCHE Standards (numbers here refer to MSCHE Standards)

	Enhance Student Success	Commitment to Financial Sustainability and Process Improvement	Advance Diversity, Equity, and Inclusion
Standard I - Mission and Goals	1.1 1.2 1.3		
Standard II - Ethics and Integrity	2.7	2.3 2.5 2.8 2.9	2.2
Standard III - Design and Delivery of the Student Learning Experience	3.1 3.2 3.3 3.4 3.5 3.6	3.8	
Standard IV - Support of the Student Experience	4.1 4.2	4.3 4.4 4.6	4.1
Standard V – Educational Effectiveness and Assessment	5.1 5.2 5.3	5.5	
Standard VI – Planning, Resources, and Institutional Improvement		6.1 6.2 6.3 6.4 6.5 6.6 6.7 6.8 6.9	
Standard VII – Governance, Leadership, and Administration		7.1 7.2 7.3 7.4 7.5	

III.   Intended Outcomes of the Self-Study

1. Demonstrate how the University of Maryland Eastern Shore currently meets MSCHE's Standards for Accreditation and Requirements of Affiliation.
2. Focus on continuous improvement in attaining UMES's mission and institutional priorities.
3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community.
4. Streamline University policies and processes for optimal human and physical resource use, employee satisfaction, and student success.
5. Demonstrate how current assessment methods at UMES support and have generated improvements.
6. Analyze to what extent the revised General Education curriculum reflects our HBCU identity, heritage, and legacy and aligns with the University's priority of promoting diversity, equity, and inclusion.
7. Develop concrete strategies to increase student success.

8. Demonstrate the University's commitment to building the infrastructure, personnel, and physical required to reach R1 status.

IV. Self-Study Approach

| **X** | Standards-Based Approach |
| ☐ | Priorities-Based Approach |

UMES selected the standards-based approach to organize the self-study report. The standards-based approach will provide working groups assigned to each standard to systematically assess institutional compliance with MSCHE expectations and requirements while also allowing for a focused assessment of our progress toward our institutional mission. Guided by three institutional priorities of student success, financial sustainability, and D.E.I., each standard will be organized by chapter with requirements of affiliation integrated as appropriate.

V. Organizational Structure of the Steering Committee and Working Groups

Dr. Heidi M. Anderson, President of the University of Maryland Eastern Shore, collaborating with the Provost, appointed the Steering Committee members in Fall 2022. The Steering Committee membership includes faculty, staff, administrators, students, and a member of the Board of Regents.

The Steering Committee collaborated with the Provost to select the workgroup members. The workgroups were organized based on the MSCHE standards. A steering committee member chairs each workgroup. The leader of each workgroup selected other members for the working group based on consultation with representative constituencies.

Steering Committee

The members of the Steering Committee include the following:

Name	Position	Department
Dr. Grace Namwamba – Chair	Department Chair	Human Ecology
Dr. Sandeep Gopalan – Accreditation Liaison Officer	Vice Provost for Academic Affairs	Division of Academic Affairs
Dr. Gretchen Foust	Faculty	Education
Mr. Chris Harrington	Department Chair	Fine Arts
Dr. Lakeisha Harris	Dean	Graduate School
Dr. Nicole Hollywood	Professor	Business, Management, and Accounting

Dr. Linda Johnson	Professor	Natural Sciences
Dr. William Talley	Department Chair	Rehabilitation Services
Dr. Urban Wiggins	Vice Provost Decision Science and Visualization	Division of Academic Affairs
Mrs. Latoya Jenkins	Vice President	Division of Enrollment Management and Student Experience
Ms. Anastasia Rodriguez	Vice President	Division of Administration and Finance
Dr. Rondall Allen	Provost	Division of Academic Affairs
Ms. Teonna Wallop	Alumna	UMES Alumni Association
Regent – T.B.D.		
Keith Ceruti	Undergraduate Student	Engineering
Kaitlin Miller	Graduate Student	Rehabilitation Counseling

Strategies for Interaction of Working Groups

President Anderson and Provost Allen charged the Steering Committee with the tasks necessary to steer the University's reaffirmation of accreditation effort. In collaboration with the Provost, the Chair of the Steering Group developed a general workgroup charge to guide the groups' operations.

The charge of the steering committee is as follows:

The Self-Study Steering Committee will provide leadership and assume responsibility for ensuring the quality of the University self-study process and final report. The committee members will serve as co-chairs or members of one of the seven working groups. They will collaborate with a diverse team of faculty, administrators, staff, students, and external stakeholders to carry out the self-study process. Their responsibilities will include the following:

- Consult with institutional stakeholders to identify areas of strength and opportunity associated with the achievement of the Institution's mission;
- Collaborate with institutional leadership to develop 3-5 institutional priorities that will be addressed in the self-study report;
- Develop the self-study design;
- Establish, charge, and oversee the Working Groups;
- Ensure institutional priorities are adequately addressed among the Working Groups;
- Review draft reports that will be used to write the final self-study report;
- Meet with undergraduate and graduate student government associations at appropriate times to share the process and obtain feedback;
- Ensure that the timeline is implemented as planned;

- Employ a communication plan to effectively communicate within the University;
- Identify the most important opportunities for improvement and innovation that will be included in the final self-study report;
- Arrange for institution-wide review of and responses to the drafts and final self-study report;
- Oversee the completion of the final self-study report, to include the refinement of the evidence;
- Inventory and completion of the Verification of Compliance materials;
- Oversee arrangements to host the Evaluation Team visit.

Working Groups

Membership

Standard I
Mission and Goals

Name	Position	Department
Mr. Christopher Harrington - Chair	Department Chair	Fine Arts
Dr. Elvin Hernandez – Co-Chair	Faculty	Fine Arts
Ms. Janet Eke	Serials/E-Resources Librarian	Library Services
Dr. John Jacob	Faculty	Human Ecology
Ms. Andrea Purnell	Administrative Assistant	University Relations
Dr. Nelseta Walters-Jones	Faculty	Criminal Justice
Leianna Jones	Undergraduate Student	Natural Sciences
Alexxus Elsey	Graduate Student	Criminal Justice

Standard II
Ethics and Integrity

Name	Position	Department
Dr. William Talley, Chair	Department Chair	Rehabilitation Services
Ms. Leesa Thomas Banks, Co-Chair	Department Chair	Business, Management, and Accounting
Dr. Yen Dang	Faculty	Kinesiology
Dr. Bryan Gere	Faculty	Rehabilitation Services
Dr. Candice Ridlon	Faculty	Mathematics

Dr. Etahe Johnson	Academic Support Associate	School of Business & Technology
Mrs. Donna Price	Program Management Specialist	School of Agriculture & Natural Sciences
Dr. Salina Parveen	Faculty	Agriculture, Food, and Resource Sciences
Ms. Jawanda Jackson	Human Resources Coordinator I	Office of Human Resources
Derionah Abner	Undergraduate Student	Rehabilitation Counseling
Carmen Ramos	Graduate Student	Rehabilitation Counseling

Standard III
Design and Delivery of the Student Learning Experience

Name	Position	Department
Dr. Linda Johnson, Chair	Faculty	Natural Sciences
Dr. Michael Lane	Faculty /Director	Honors Program
Dr. Eric May	Faculty	Natural Sciences
Dr. Joe Pitula	Faculty/Director	Natural Sciences /Sponsored Research
Dr. Patrice Jackson-Ayotunde	Faculty	Pharmaceutical Sciences
Dr. Willie Brown	Vice Provost for Institutional Planning & Quality	Division of Academic Affairs
Dr. Tiara Cornelius	Department Chair	Mathematics
Mr. Darryl Isom	Director	Admissions
Dr. TerCraig Edwards	Director	Center for Academic Access and Success
Dr. Cynthia Cravens	Director	Center for Teaching Excellence
Dr. Wele Elangwe	Director	Graduate Studies
Dr. Michael Nugent	Coordinator	Education
Ms. Fawzia Abbas	Assoc. Director	Institutional Research
Dr. Theresa Queenan	Director	Career/Professional Development
Dr. Bobby Brown	Department Chair	Criminal Justice/Social Sciences
Oluwatomisin Salami	Undergraduate Student	Natural Sciences
Cy'Anna Scott	Graduate Student	MEES

Standard IV
Support of the Student Experience

Name	Position	Department
Dr. Gretchen Foust, Co-Chair	Faculty	Education
Dr. Reginald Garcon, Co-Chair	AVP/Interim Director	Enrollment Management & Student Experience /Registrar
Ms. Alisha Tucker	Deputy Director	Athletics
Mr. Darryl Isom	Director	Admissions
Ms. Jamila Johnson	Sr. First Year Experience Coordinator	Center for Access and Academic Success
Mrs. Danena Livingston	Interim Director	Financial Aid
Dr. Quincy Paden	Director	Student Experience & Engagement
Ms. Jenni Price	Interim Asst. Registrar	Registrar
Nautika Wilder	Undergraduate Student	Kinesiology/Student Government
D'Aira Johnson	Graduate Student	Education Leadership

Standard V
Educational Effectiveness Assessment

Name	Position	Department
Dr. Nicole Hollywood, Chair	Faculty	Business, Management, and Accounting
Dr. Michael Lane, Co-Chair	Faculty / Director	Honors Program
Dr. Terry Kundell	Faculty	English/Modern Languages
Dr. Russel Kohl	Faculty	Mathematics
Dr. Michelle Spencer	Faculty	Human Ecology
Dr. Dana Fasanella	Faculty	Pharmacy Practice and Administration
Dr. Katherine Quinn	Faculty	Hospitality and Tourism Management
Dr. Leslie West	Faculty	Business, Management, and Accounting
Dr. Tyler Love	Faculty/Director/ Coordinator	Built Environment
Dr. Wele Elangwe	Director	Graduate Studies
Dr. Gabriela Vlahovici-Jones	Faculty	English/Modern Languages

Ms. Jamila Johnson	Coordinator	Center for Access and Academic Success
Ms. Tracey DiRusso	Acting Director	Center for Instructional Technology and Online Learning
Dr. Jonathan Cumming	Department Chair	Natural Sciences
Ryan More	Undergraduate Student	Natural Sciences
Salam Woldekidian	Graduate Student	Organizational Leadership

Standard VI

Planning, Resources, and Institutional Improvement

Name	Position	Department
Dr. Urban Wiggins, Chair	Vice Provost	Decision Science and Visualization
Dr. Kawanda Williams, Co-Chair	Assistant Dean	Pharmacy Practice and Administration
Dr. Robert Brown	Department Chair	Criminal Justice
Ms. Nikita Lake	Statistical Data Assistant	Decision Science and Visualization
Mrs. Fawzia Abbas	Associate Director	Decision Science and Visualization
Dr. Omar Attarabeen	Faculty	Pharmacy Practice and Administration
Mrs. Bonita Byrd	Comptroller	Comptroller Office
Mrs. Rhonda Daub	Assistant Comptroller	Comptroller Office
Mrs. Beatrice Wright	Director	Administrative Affairs
Mrs. LaChanda Snead	Director/Alumni	Administrative Computing
Mrs. LaTashia Swain-Gilliard	Director	Title III
Ms. Gertrude Hairston	Director	Office of Human Resources
Leeyah Hyppolite	Undergraduate Student	Mathematics
Fawzia Abbas	Graduate Student	Organizational Leadership

Standard VII
Governance, Leadership, and Administration

Name	Position	Department
Dr. LaKeisha Harris, Chair	Dean	School of Graduate Studies and Research
Dr. Tiffany Maxwell, Co-Chair	Faculty/Chair	Physician Assistant

Dr. Joyce Bell	Faculty/Faculty Assembly Chair	Criminal Justice/Social Sciences
Dr. Tiara Cornelius	Faculty/Chair/UMES Senate	Mathematics
Ms. Jamila Johnson	Coordinator	Center for Academic Access and Success
Dr. Kate Brown	Faculty	Business, Management, and Accounting
Nautika Wilder	Undergraduate Student	Kinesiology/Student Government
Tahirah Johnson	Graduate Student	Agriculture, Food and Resource Sciences/Graduate Student Government

Working Group Charge

Working groups are tasked with conducting an in-depth review of the University of Maryland Eastern Shore's operations as they relate to the respective MSCHE Standard to demonstrate the Institution's compliance with the Standards for Accreditation and Requirements of Affiliation. The expected outputs of each working group are a comprehensive report on the assigned Standard and the supporting Evidence. Each working group was issued the charge below:

- Review and understand the Middle States Standards for Accreditation and Requirements of Affiliation.
- Develop an in-depth understanding of the standard assigned to your workgroup and the relevant Requirements of Affiliation.
- Be thoroughly familiar with the University's mission, goals, and priorities to optimize their incorporation into your assigned standard.
- Select an individual to take minutes of workgroup proceedings.
- Select an individual responsible for organizing and maintaining all materials and evidence.
- Develop a monthly meeting schedule and hold meetings according to this schedule.
- Keep minutes of all meetings and store them in the designated UMES accreditation repository.
- Develop an outline to facilitate the preparation of the draft report.
- Identify, collect, and analyze evidence relevant to your standard. The process may involve contacting the relevant campus units and community groups.
- Assist in the review of the evidence inventory to verify consistency and accuracy.
- Provide updates to the steering committee according to the set schedule.
- Draft a report for your standard and provide the current draft to the steering committee according to the timeline.
- Collaborate with other workgroups as necessary.

<u>Lines of Inquiry for Each Working Group</u>

The steering committee guided each working group to autonomously create lines of inquiry tailored to the development of evidence of compliance with that group's assigned standard. To be sure, the lines of inquiry are meant to spur reflection about what the University of Maryland Eastern Shore does well and what could be improved. As such, the working groups embraced the opportunity to develop these questions as avenues for building a culture of continuous improvement and institutional enhancement.

Standard 1: Mission and Goals

The questions under this standard are tailored to reflect on the achievement of the University's mission, vision, and goals. The lines of inquiry under this standard also prompt a critical examination of how relevant the mission and goals are in relation to the changing higher education landscape and how well they guide key strategic processes and decisions.

1. How do UMES' mission and goals support the success of student learning, workforce development, and community engagement and reflect our Land Grant and HBCU heritage? How are the results of assessing the mission and goals used to make meaningful change?

2. How do the college's mission and goals foster and promote diversity, equity, and inclusion?

3. How are the University's mission and goals developed, approved, implemented, and assessed? To what extent are the processes systematic, inclusive, and transparent?

4. How are UMES' mission and goals integrated into faculty, student, administration, staff, and governing structure decision-making?

5. After researching the above questions, how can UMES improve in any of these areas?

Standard 2: Ethics and Integrity

The lines of inquiry developed by the working group were tailored to show that the University of Maryland Eastern Shore not only complies with the standards and all applicable regulations in a textual sense but, more importantly, conducts operations ethically.

1. How does UMES establish a climate of respect and integrity among students, faculty, staff, and administration?
2. What policies, procedures, and practices are in place to ensure that the University avoids conflict of interest?

3. How does the University ensure that the policies, procedures, and practices in each division are ethical, fair, and impartial to all constituencies?
4. How does UMES demonstrate ethics and integrity in its mission, services, and programs?
5. How does UMES maintain compliance with reporting requirements at all levels?
6. How does UMES periodically assess the University's ethics and integrity?

Standard 3: Design and Delivery of the Student Learning Experience

In developing the lines of inquiry under this standard, the working group was mindful of Standard 3's close relationship with several other standards, including Standards 4, 5, and 6. Therefore, the questions had to reach qualifications, rigor, processes, and mission, amongst other elements.

1. How are the Institution's academic programs designed to foster a coherent student learning experience and promote synthesis of learning?
2. To what extent are diversity, equity, and inclusion integrated coherently into the learning experiences offered by the Institution?
3. What processes are in place that ensure newly developed courses, tracks, concentrations, or programs? How are these processes checked for efficacy?
4. How do full- and part-time faculty provide balanced and rigorous learning experiences at the program or certificate level, and how do they assess student success?
5. In what ways does the University ensure that full and part-time faculty have the necessary qualifications and exist in adequate numbers to deliver quality instruction in a timely manner?
6. Does the Institution have sufficient numbers of instructional faculty to deliver academic programs effectively?
7. What opportunities, resources, and support for professional growth and innovation does the University provide for faculty, and in what ways and how often does the faculty utilize these opportunities, etc.?
8. Does the University have clear and fair criteria for reviewing and evaluating faculty performance, including criteria for tenure and promotion, and are those criteria and related policies and procedures clearly disseminated to faculty?
9. Are the University's academic programs accurately described in our official publications (catalog)? Are degree program requirements, including time-to-completion guidelines, written so that students may easily understand and use them?
10. What learning opportunities and resources are provided by the Institution to support both programs of study and student's academic progress?
11. How does the University's general education program offer students an experience that expands their intellectual, cultural, and global awareness and their cultural sensitivity and prepares the student to make well-reasoned judgments both within and outside their academic fields?
12. Does the Institution's general education program allow for student exploration while emphasizing essential and advanced thinking skills? Is the program aligned

with key learning outcomes, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy? What processes exist to assess student achievement of general education outcomes and ensure that the program is continually improving?

13. To what extent are qualified faculty providing graduate students opportunities for the development of research, scholarship, and independent thinking?
14. How effective are the processes of developing and designing new graduate programs for the Institution, and are they consistent with graduate-level curricula?
15. Are the design and delivery of academic programs adequately and appropriately assessed internally and/or by third-party venues?
16. What procedures and schedules are in place for the periodic assessment of student learning at the program, certificate, and degree levels?
17. How does the University provide faculty and staff with the necessary resources to achieve the University's assessment goals, including resources for both assessment and improving the student learning experience based on assessment outcomes?

Standard 4: Support of the Student Experience

The working group for this standard sought to develop evidence showing that UMES "recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings… [that it] commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success." In drafting the lines of inquiry, the working group was mindful of the intersection of this standard with other standards, such as 3, 5, and 6.

1. How does UMES demonstrate commitment to admitting, retaining, and promoting students' educational experiences and success through their policies, processes, and programs (e.g., admissions, financial aid, orientation, advisement, academic support counseling, placement, etc.)? How were these policies, procedures, and programs used to support students, and how effective were they?
2. What policies exist regarding the evaluation and acceptance of transfer credit and the evaluation of alternative learning experiences that demonstrate mastery of a subject? How were these policies and procedures used to further degree progression, and how effective were they?
3. How does UMES safeguard student information and records through their policies and procedures? How were these policies and procedures implemented to facilitate appropriate access while protecting safety and privacy, and how effective are they?
4. How does UMES ensure that co-curricular activities (e.g., athletics, student life, student activities, etc.) use the same principles and procedures that govern all

other programs? How are the procedures implemented, and how effective are they?

5. How does UMES review and approve student support services designed, delivered, and assessed by third-party providers (e.g., Starfish, Handshake, etc.)? How are these services used to support the student experience, and how effective are they?

6. After assessing the effectiveness of the policies, procedures, and programs outlined in the above criteria, what are the recommendations for continuous improvement in support of the student experience?

Standard 5: Educational Effectiveness Assessment

The working group for this standard developed lines of inquiry to show that UMES has: a. "clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission"; b. "organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals"; and c. uses "assessment results for the improvement of educational effectiveness."

1. Are outcomes aligned with educational experiences and institutional and U.S.M. priorities?
2. How are outcomes clearly communicated, meaningful, and measurable?
3. What are the systems and procedures for collecting, reporting, and evaluating assessment data?
4. How are assessment processes organized and systematic?
5. How have assessment results been used to support institutional priorities?
6. How does the University ensure that assessment practices evolve to reflect changing student needs and best practices in the assurance of learning?

Standard 6: Planning, Resources, and Institutional Improvement

The working group for this standard sought to develop lines of inquiry to show that UMES' "processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges."

1. How does UMES use assessment data and constitute feedback to continuously provide a documented improvement plan that is communicated to the College Community and external stakeholders?
2. How does UMES define and communicate its decision-making processes to ensure a clear understanding of responsibility and accountability within the UMES Community?
3. How does UMES ensure the financial planning and budgeting processes at the University are aligned with both the Institution's missions/goals and to the University's strategic plan/objectives?

4. How are UMES' strategic planning initiatives prioritized in the planning, evaluation, and improvement of university programs or services?
5. How does UMES respond effectively to opportunities and challenges?
6. Describe how UMES assesses institutional objectives to ensure both institution-wide and individual unit objectives are mission/goal linked, reflect assessment results, and are used for planning/resource allocation.
7. How does UMES allocate resources to support educational innovation with respect to developing new academic programs or content?
8. How does UMES integrate their future plans and resource allocations of its infrastructure with its academic institutional drivers to create an environment to support a research goal of Carnegie Classification status: R1?

Standard 7: Governance, Leadership, and Administration

The working group for this standard will be focused on analyzing how "UMES is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves." It developed the below lines of inquiry for its analysis:

1. Does the University have a clear and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making for each constituency (i.e., governing body, administration, faculty, staff, and students)?
2. In which ways and to what extent are the written policies outlining governance responsibilities of administration and faculty made readily available to the campus community?
3. What evidence exists to establish the duties and responsibilities of the governing body as well as the selection process?
4. What procedures are in place for ongoing assessment of the effectiveness of the leadership, shared governance, and administrative units, and how is this information used to inform future changes?
5. What mechanisms are in place to provide opportunities for communication and feedback among and between the governing bodies and various institutional groups?
6. What evidence exists that the concerns of the constituents are addressed effectively during the periodic assessment of institutional leadership and governance, and how is it used to improve institutional leadership and governance?
7. What policies exist regarding the authority of the governing board to appoint the University's chief executive officer?
8. What evidence exists that the governing body certifies compliance with eligibility requirements, accreditation standards, and policies of the Commission, describes itself in identical terms to all its accrediting and regulatory agencies; communicates any changes in accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation?

VI.   Guidelines for Reporting

To guide the efforts of the Working Groups, the Middle States Commission on Higher Education (MSCHE) Steering Committee, including the Chair of the Steering Committee and the A.L.O., will meet monthly for 60 minutes to receive verbal and/or written updates on progress and offer feedback on reports from the Working Groups. In addition to the monthly meetings, the Chairs and Co-Chairs of the Working Groups will hold regular meetings with their groups throughout the semester.

Working group reports are of central importance to the self-study process. Their purpose is to serve as a formal method of reporting the results of the working group's efforts. Each Working Group will be responsible for organizing information, collecting data, and producing drafts of chapters. The deadlines for submission of reports/deliverables are as follows:

2023	
January 23	Self-Study Update at Spring Opening Institute
January 27	SSSC Meeting -discuss self-study design, charges, and responsibilities for committee and working groups, additional members for the steering committee, assessment, and accreditation tool, etc.
February	Begin development of evidence inventory
February 3	Post Self-Study Institute meeting with V.P. Liaison, Dr. Terence Peavy
February 10	Finalize membership of the SSSC; select assessment and accreditation tool; identify institutional priorities (3)
February	Working Groups – select co-chairs; recruit members; develop lines of inquiry; develop format for standard narrative
February (late)	Working Groups Kickoff
March - July	Working Groups conduct analysis and collect evidence to address lines of inquiry and support compliance with their standards; begin first draft of Self-Study Report
May	The first draft of Self-Study Design document due; share with the campus community for feedback
June	The second draft of Self-Study Design document due; share with the campus. community for feedback
July	Revise the Self-Study Design document based on feedback
August–November	Working Groups develop the first draft of the Self-Study Report

September 5th	Submit Self-Study Design document to V.P. Liaison, Dr. Terence Peavy (2 weeks prior to Self-Study Prep visit)
September 19th	Self-Study Prep Visit with V.P. Liaison, Dr. Terence Peavy
October	Revise Self-Study Design document based upon feedback from V.P. Liaison, Dr. Terence Peavy
December	Working Groups submit first draft of Self-Study Report to SSSC
2024	
March	Working Groups submit second draft of Self-Study Report to SSSC
April	Submit the second draft of Self-Study Report to designated readers
April (late) - May	The second draft of the Self-Study Report shared with the campus community and external stakeholders
June - July	Complete the final draft of the Self-Study Report based on the feedback
August	Submit final draft of Self-Study Report to Team Chair (2 weeks prior to visit)

The following format is recommended for the draft and final reports from each working group:

1. Introduction: A brief description of the charge of the working group to include the Guiding Lines of Inquiry.

2. Method and analysis: Describe what data were compiled and analyzed. Provide a narrative on how UMES adheres to each criterion for the standard consistent with the lines of inquiry. Identify appropriate evidence.

3. Strengths: Enumerate concisely the strengths of the Institution, as explained in the analysis.

4. Areas for improvement: Briefly list the issues which need to be addressed by the Institution.

5. Recommendations: Identify major suggestions for how UMES could address the areas for improvement listed above. Each report should be succinct but contain relevant details.

Editorial Style

Self-Study reports will be drafted in adherence with A.P.A. guidelines for headings, tables, and citations and with the University's style guide for punctuation and capitalization. For the final reporting, each Working Group will submit a single-spaced, 10–15-page report addressing the standards assigned and any supporting documentation.

Font: 11-point Arial
Margins: Standard 1-inch margins
Justification: Left justified
Spacing: Single spacing
Paragraph indentation: none
Page numbers: bottom centered

Abbreviations: To abbreviate or use the letters of the name of an organization, office, etc., spell out on the first mention, followed by the abbreviation in parentheses. The abbreviation can be used throughout the rest of the piece.

Academic titles: Lowercase titles when they appear after a name or are separated by commas; capitalize when the title precedes a name. Words that describe an occupation, such as author, professor, or architect, are never capitalized unless they begin a sentence.

Acronyms: Abbreviate companies, organizations, and institutions that are widely known by their abbreviations

Capitalization: University, University Family

Uppercase these terms when speaking about the students and employees of UMES as a whole. Capitalize "University" when referring to our Institution. Do not use the article "the" with the University of Maryland Eastern Shore. Other terms to capitalize: Core Team, Evaluation Team, Evidence Inventory, Self-Study Design, Self-Study Report, Self-Study, Steering Committee, Working Group

Course titles: Capitalize and do not put in quotations when the formal name of the course is written as it appears in the University's catalog. When referring to course areas in general, lowercase.

Dates: Spell out months and days of the week. Abbreviate Jan., Feb., Aug., Sept., Oct., Nov., and Dec. when used in a date. When listing only the month and the year, do not separate with a comma. Use commas when the month, year, and date are used. Do not use th, st, or nd superscripts with dates.

Degrees and majors: Capitalize full degree titles; lowercase the shorter form. Use periods in abbreviations of academic degrees. When referring to degrees in general, lowercase the first letter and uses.

Departments and divisions: Capitalize the names of departments, offices, and divisions. Only capitalize the words department, office, or division if it is an official title.

Full-time/full-time: Hyphenate when used as an adjective.

Monetary figures: Do not use decimal places for monetary figures. For amounts over $1 million, use up to two decimal places.

Percentages: Use the word, not the symbol. Always use numerals with percentages; do not spell them out.

Programs: Preferred term at University, not major.

Off-Site Campuses: Capitalize the names of the off-site campuses (Baltimore Museum of Industry, Hagerstown, etc.)

VII. Organization of the Final Self-Study Report

The University of Maryland Eastern Shore is using the standards-based approach, and therefore, the Self-Study report will be organized based on the seven standards. The format of the Self Study report is outlined below:

1. Table of Contents
2. Executive Summary
3. Introduction and Institutional Overview
4. Standard I: Mission and Goals
5. Standard II: Ethics and Integrity
6. Standard III: Design and Delivery of the Student Learning Experience
7. Standard IV: Support of the Student Experience
8. Standard V: Educational Effectiveness Assessment
9. Standard VI: Planning, Resources, and Institutional Improvement
10. Standard VII: Governance, Leadership, and Administration
11. Summary of Action Steps
12. Conclusion

VIII. Verification of Compliance Strategy

Working Group 6 will conduct the Verification of Compliance comprised of the following sections:

1. Student identity verification in distance and correspondence education
2. Transfer of credit policies and articulation agreements
3. Title IV program responsibilities
4. Institutional record of student complaints
5. Required information for students and the public
6. Standing with State and other accrediting agencies
7. Written arrangements
8. Assignment of credit hours

The chair of Working Group 6 is part of the Steering Committee and will be responsible for overseeing the Verification of Compliance. The chair of Working Group 6 is the Vice Provost of Decision Science and Visualization. He will collaborate with other units on campus to complete the Verification of Compliance according to MSCHE requirements.

IX.   Self-Study Timetable

2022	
July	Provost meeting with V.P. Liaison, Dr. Terence Peavy
August	Overview of MSCHE accreditation process at Fall Opening Institute
September	Identify Self-Study Steering Committee (SSSC) members to participate in MSCHE Self-Study Institute (S.S.I.)
October	SSSC Kickoff meeting with President and Provost
October - November	SSSC participates in Self-Study Institute
September - December	Self-Study updates at shared governance meetings (Faculty Assembly and Senate)
2023	
January 23	Self-Study Update at Spring Opening Institute
January 27	SSSC Meeting -discuss self-study design, charges, and responsibilities for committee and working groups, additional members for the steering committee, assessment, and accreditation tool, etc.
February	Begin development of evidence inventory
February 3	Post Self-Study Institute meeting with V.P. Liaison, Dr. Terence Peavy
February 10	Finalize membership of the SSSC; select assessment and accreditation tool; identify institutional priorities (3)
February	Working Groups – select co-chairs; recruit members; develop lines of inquiry; develop format for standard narrative
February	Develop website; identify theme
February (late)	Working Groups Kickoff
March (mid)	University Kickoff
March - July	Working Groups conduct analysis and collect evidence to address lines of inquiry and support compliance with their standards; begin first draft of Self-Study Report
May	The first draft of Self-Study Design document due; share with the campus community for feedback
June	The second draft of Self-Study Design document due; share with the campus. community for feedback
July	Revise the Self-Study Design document based on feedback
August – November	Working Groups develop the first draft of the Self-Study Report
September 5th	Submit Self-Study Design document to V.P. Liaison, Dr. Terence Peavy (2 weeks prior to Self-Study Prep visit)
September 19th	Self-Study Prep Visit with V.P. Liaison, Dr. Terence Peavy
October	Revise Self-Study Design document based upon feedback from V.P. Liaison, Dr. Terence Peavy
December	Working Groups submit first draft of Self-Study Report to SSSC

2024	
January	Team Chair selected (1 year before site visit); site evaluation dates selected
March	Working Groups submit second draft of Self-Study Report to SSSC
April	Submit the second draft of Self-Study Report to designated readers
April (late) - May	The second draft of the Self-Study Report shared with the campus community and external stakeholders
June - July	Complete the final draft of the Self-Study Report based on the feedback
August	Submit final draft of Self-Study Report to Team Chair (2 weeks prior to visit)
September	Team Chair Preliminary visit to UMES (4-6 months prior to Self-Study visit)
September (late)	Revise Self-Study Report based on feedback from Team Chair
October	Final Self-Study Report shared with the campus community
November	Upload final Self-Study Report (6 weeks prior to Self-Study visit)
2025	
January	Prepare campus community for site visit
January	MSCHE Self-Study visit at UMES

X.   Communication Plan

Institutional accreditation is a priority for the UMES community. As such, the UMES MSCHE Steering Committee will endeavor to inform our faculty, students, staff, alumni, and other relevant constituent groups regarding the self-study process, relevant progress, and the activities associated with the activities pertinent to that process. Communication is integral to the accreditation process and essential to completing this endeavor. The University of Maryland Eastern Shore (UMES) supports a robust, transparent, and broadly inclusive communications strategy throughout the Self-Study process. UMES supports three main avenues through which we will communicate with the UMES community (to include our faculty, students, staff, alumni, and other relevant constituent groups): (a) announcements via email, (b) a UMES MSCHE Self-Study website, and (c) meetings with various constituent groups across the University.

In March of 2023, we launched the University Middle States Self-Study website. We will post announcements about the Self-Study process and explain how information regarding the process will be available. The website is updated as information becomes available. Examples of information on the website include: (a). lists of the members of the Steering Committee and Working Groups, (b) a calendar of events (e.g., Working Group meeting dates, meetings with various constituent groups), (c) draft documents as they become available, (d) general information on the accreditation process, and (e) a comments section that will support the submission of feedback form constituents so that anyone can submit comments directly to the Steering Committee and each Working Group. There will

be a highlighted section where 1) The President and Provost or 2) the Self-Study chair and 3) The Workgroup Co-chairs will provide updates on the re-accreditation process. All will be available to attend Faculty Meetings and Staff Forum Meetings (at least once each semester) while school is in session. Open Forums will be held following the distribution of the drafts of the Self-Study document, as noted on the Self-Study Timetable. A feedback submission on the UMES Self-Study website will be used to gather feedback from all stakeholders and will be regularly monitored by the Steering Committee Chair. A series of report templates will be developed to articulate expectations and contribute to the development of reports with a common structural framework.

This group intends to collect and disseminate information using a variety of mediums, including:

A. Regular messages (emails) issued by the Chair of the UMES MSCHE Steering Committee (The steering committee will post bi-monthly updates to UMES and will post special updates as needed when there are major developments).
B. Updates on the UMES MSCHE Self-Study Website
C. There will be regular meetings with various groups across the campus:
   ● UMES MSCHE Will host an annual Town Hall meeting.
   ● The UMES MSCHE Steering Committee will host an Open Forum. Held at least once a year, it will be open to the campus and other constituent groups, such as the alumni and local community members.
   ● Each subcommittee will host at least one open meeting per semester.
   ● The UMES MSCHE will host at least one meeting per semester with the S.G.A. and other student organizations.
   ● The UMES MSCHE will host at least one meeting per semester with the various shared governance entities (The UMES Senate, The UMES Faculty Assembly, The UMES Chairs Council, The UMES Dean's Council, etc.).

XI. Evaluation Team Profile

Team Chair: UMES would request the Commission consider the following traits and characteristics in determining a visiting team chair:

● Familiarity with and experience serving at a Historically Black College or University (HBCU).
● An understanding of the mission and function of a Carnegie Classification Research II institution.
● An understanding of the history, mission, and role of Land Grant universities.
● Experience working with public institutions with enrollments of 2500 – 5000 students that are part of a university system.
● Experience with programs that support doctoral-level and masters-level degree programs in addition to a strong undergraduate curriculum.
● Examples of Middle States Accredited HBCUs outside of Maryland: Howard University, Lincoln University, Cheyney University of Pennsylvania, University of District of Columbia, etc.

Team Members: UMES would request the Commission consider the following traits and characteristics in determining a visiting team membership:

- Familiarity with and/or experience serving at a Historically Black College or University (HBCU).
- An understanding of the mission and function of a Carnegie Classification Research II institution.
- An understanding of the history, mission, and role of Land Grant universities.
- Experience working with public institutions with enrollments of 2500 – 5000 students that are part of a university system.
- Experience with programs that support doctoral-level and masters-level degree programs in addition to a strong undergraduate curriculum.
- Examples of Middle States Accredited HBCUs outside of Maryland: Howard University, Lincoln University, Cheyney University of Pennsylvania, University of District of Columbia, etc.
- Team members familiar with residentially based institutions situated in a rural/suburban setting.
- An understanding and appreciation for a diverse, student-centered learning environment.
- A value for diversity, equity, and inclusion as it relates to academic programs, admissions criteria, financial aid, and student support structures.

Peer Institutions:

Comparable Peers:

- Alcorn State University
- Central State University
- Coppin State University
- Elizabeth City State University
- Fort Valley State University
- Kentucky State University
- Langston University
- Savannah State University
- South Carolina State University
- University of Alaska Fairbanks
- University of Arkansas at Little Rock
- University of Arkansas at Pine Bluff
- University of Hawaii at Hilo
- University of Houston-Clear Lake
- University of Michigan-Flint
- University of the District of Columbia
- University of the Virgin Islands

Aspirational Peers:

- Alabama State University
- Albany State University
- Delaware State University
- Lamar University
- Norfolk State University
- Rutgers University^
- Texas A&M University – Kingsville Ŧ
- University of Arkansas at Little Rock
- University of Houston-Clear LakeŦ
- Virginia State University

Primary Competitors/Institutions with Common Student Recruitment Target Areas:

- Salisbury University
- Bowie State University
- Morgan State University
- Delaware State University
- Coppin State University
- Norfolk State University

Institutions Whose Representatives Might Present a Conflict of Interest:

- Delaware State University

List of Institution's Top Programs by Enrollment (Fall 2022)

- Biology
- Criminal Justice
- Business Administration
- General Studies
- Exercise Science
- Computer Science
- Engineering
- Pharmacy
- Physical Therapy
- Human Ecology

XII.   Evidence Inventory Strategy

The University of Maryland Eastern Shore recognizes that the Evidence Inventory is an essential mechanism for assisting an institution in arranging existing documentation gathered for the self-study by Standard, Criterion, and Requirement of Affiliation. The Weave system serves as a nucleus for the Working Groups to collate information in a single location that can be accessed from any computer with internet access. Working group members, and other users, have levels of access appropriate for their roles as determined by the Institution. As the Working Groups identify artifacts useful in informing their work, those materials are added to the inventory using a clear and standard convention for file labeling and categorization. Artifacts are being arranged in a manner that is intuitive, thoughtful, and systematic. Working Groups will use the MSCHE Evidence Inventory Template for examination, gap analysis, and evidence tracking. An evidence index and an evidence request form are also being implemented to help activities be transparent and streamlined.