BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Institutional Accreditation Process

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: May 12, 2015

SUMMARY: Accreditation of the USM institutions is through the Middle States Commission on Higher Education, which sets forth standards for accreditation and provides support and guidance to meet those standards.

The decennial evaluation involves a significant institutional self-study and a visit by a team of external peer evaluators. This full evaluation occurs immediately before a candidate institution is granted initial accreditation, five years after that initial accreditation, and every 10 years thereafter.

At the five-year point between decennial reviews, the institution provides to peer reviewers a report on the current state of the institution. The Periodic Review Report (PRR) includes a review of the institution's responses to any outstanding recommendations from its decennial self-study and evaluation, a description of major challenges and current opportunities, financial projections, and documentation of institutional planning and assessment. The PRR is a retrospective, current, and prospective analysis of the institution. As an essential phase of the accreditation cycle, the PRR should demonstrate that the institution meets the standards by which the Commission reaffirms or denies accredited status.

The attached provides a schedule of these evaluations and a synopsis of the decennial evaluation process.

ALTERNATIVE(S): This is an information item only.

FISCAL IMPACT: This is an information item only.

CHANCELLOR'S RECOMMENDATION: This is an information item only.

COMMITTEE RECOMMENDATION: Information Only	DATE: May 12, 2015
BOARD ACTION:	DATE:

SUBMITTED BY: Joann A. Boughman 301-445-1992 jboughman@usmd.edu

Middle States Commission on Higher Education

Decennial Evaluation: Self-Study and Peer Review Process

2016

The decennial evaluation involves a significant institutional self-study and a visit by a team of external peer evaluators. The essential point of reference for self-study and peer review is *Characteristics of Excellence in Higher Education*, which sets forth the Commission's requirements of affiliation and standards for accreditation. (*Self Study, Creating a Useful Process and Report, Second Edition,* Middle States Commission on Higher Education)

THE STANDARDS AT A GLANCE

The standards, outlined in Appendix A, include:

Institutional Context

Standard 1: Mission and Goals

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 3: Institutional Resources

Standard 4: Leadership and Governance

Standard 5: Administration

Standard 6: Integrity

Standard 7: Institutional Assessment

Educational Effectiveness

Standard 8: Student Admissions and Retention

Standard 9: Student Support Services

Standard 10: Faculty

Standard 11: Educational Offerings

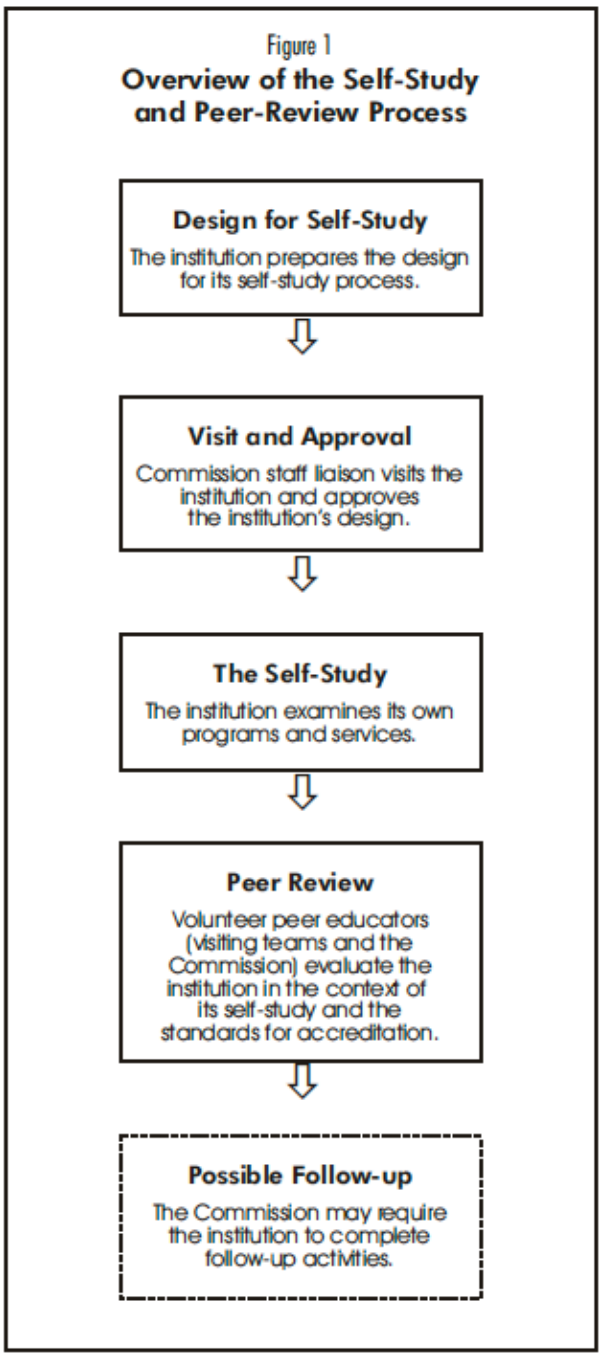
Standard 12: General Education

Standard 13: Related Educational Activities

Standard 14: Assessment of Student Learning

Figure 1

Overview of the Self-Study and Peer-Review Process



The role of the Regent representing the Board in this process will vary somewhat dependent upon the institution and the Regent's interest in various aspects of the process. Typically, the time commitment would include 2 – 3 meetings, including an initial meeting with the Steering Committee and/or the self-study preparation visit, and participation in part of the external review team's site visit - this may include the dinner at the start of the review and the meeting when the institution receives the oral summary of the review team's finding at the end of the visit. The Regent may also periodically review draft documents/executive summaries, and is of course welcome to participate in any meetings of the work groups or Steering Committee. Below is an example of the Regent's participation:

Fall 2013 - Spring 2014

- The institution hosts a self-study preparation visit with its MSCHE staff liaison. *The staff liaison meets with various groups and individuals, including the Regent.* (This would likely be relatively brief and in conjunction with others from the institution.)
- The institution completes a *self-study design document that is shared with the Regent for information and input as appropriate.*

Spring 2014 – Spring 2015

- The working groups conduct research and develop reports that are submitted to the Steering Committee. These reports are used by the Steering Committee to draft the final self-study report. *Major findings of the self-study are shared with the Regent for information and input as appropriate.*

Fall 2015 - Spring 2016

- Team visit is scheduled for either fall or spring. A typical visit begins on a Sunday afternoon and ends on Wednesday afternoon. The Regent's role may include the dinner at the start of the review and the meeting when the institution receives the oral summary of the review team's finding at the end of the visit.

Middle States Commission on Higher Education

Decennial Evaluation: Self-Study and Peer Review Process

2017

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Standards at a Glance

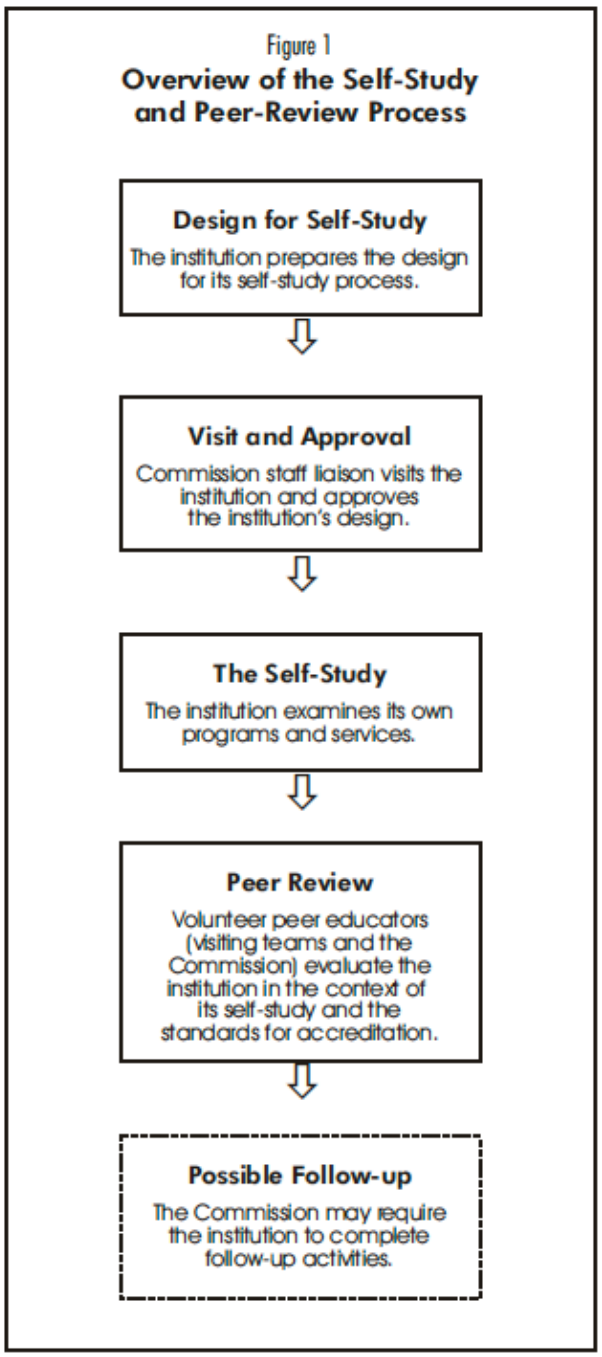
2017

Standard I: Mission and Goals
The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Standard II: Ethics and Integrity
Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Standard III: Design and Delivery of the Student Learning Experience
An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Standard IV: Support of the Student Experience
Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution 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.



Standard V: Educational Effectiveness Assessment
Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Standard VI: Planning, Resources, and Institutional Improvement
The institution's planning 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.

Standard VII: Governance, Leadership, and Administration
The institution 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. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

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Spring 2015 – Spring 2016

- The working groups conduct research and develop reports that are submitted to the Steering Committee. These reports are used by the Steering Committee to draft the final self-study report. *Major findings of the self-study are shared with the Regent for information and input as appropriate.*

Fall 2016 - Spring 2017

- Team visit is scheduled for either fall or spring. A typical visit begins on a Sunday afternoon and ends on Wednesday afternoon. The Regent's role may include the dinner at the start of the review and the meeting when the institution receives the oral summary of the review team's finding at the end of the visit.

Middle States Accreditation Status

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Last Reaffirmation	Recent Commission Actions	Next Decennial Self-Study Evaluation Visit	Next Periodic Review Report, June 1
Bowie State University			
June 23, 2011	June 26, 2014: To accept the progress report. The Periodic Review Report is due June 1, 2016.	2020 - 2021	**2016**
Coppin State University			
November 21, 2013	March 2, 2015: To acknowledge receipt of the substantive change requests and to include the Post-baccalaureate certificate in Job Development and Job Placement Services and Post-baccalaureate certificate in Assistive Technology within the scope of the institution's accreditation. To remind the institution of the progress report, due October 1, 2015, documenting further development and implementation of (1) a comprehensive enrollment management plan, including further steps to improve student retention, with the utilization of results in program planning and budgeting (Standard 8) and (2) systematic, sustained, and thorough use of multiple measures that include direct assessment of the achievement of learning goals in all programs including general education (Standard 12 and 14) also document (3) the institution's ongoing implementation of adequate institutional controls to deal with financial, administrative, and auxiliary operations, and rational and consistent policies and procedures in place to determine allocation of assets (Standard 3). To acknowledge receipt of the substantive change request and to include the Post-master's certificate in Professional Counseling Licensure within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2017-2018.	2017 - 2018	2023
Frostburg State University			
November 17, 2011	January 2, 2015: To note the institution's decision not to operate the site at Ramstein Education Center, 86 FSS/FSDE, Unit 3220, Box 370, APO, AE 09094, Ramstein Flugplatz, Germany 6877 as an additional location and to remove the location from the institution's accreditation.	**2015 – 2016** **Regent Slater**	2021
Salisbury University			
November 17, 2011	June 26, 2014: To note the visit by the Commission's representative and to affirm inclusion of the branch campus at UMUC-Europe Headquarters, Ramstein Education Office, 86 MSS/DPE Geb 2120, Ramstein Flugplatz, Germany 6877 within the scope of the institution's accreditation.	**2015 – 2016** **Regent Rauch**	2021

Last Reaffirmation	Recent Commission Actions	Next Self-Study Evaluation Visit Decennial Review	Next Periodic Review Report, June 1
Towson University			
November 17, 2011	January 2, 2014: To acknowledge receipt of the substantive change request. To include the additional location at Towson University in Northeastern Maryland, 510 Thomas Run Road, Bel Air, MD 21015 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. The Periodic Review Report is due June 1, 2016.	2020 - 2021	**2016**
University of Baltimore			
November 15, 2012	November 20, 2014: To accept the progress report. The next evaluation visit is scheduled for 2016-2017.	2016 – 2017 **TBD**	2022
University of Maryland, Baltimore			
November 17, 2011	November 17, 2011: To accept the Periodic Review Report and to reaffirm accreditation.	**2015 – 2016** **Regent Gonzales**	2021
University of Maryland, Baltimore County			
November 17, 2011	November 17, 2011: To accept the Periodic Review Report and reaffirm accreditation. The next evaluation visit is scheduled for 2015-2016.	**2015 – 2016** **Regent Kinkopf**	2021
University of Maryland Center for Environmental Sciences			
CANDIDATE (2013)	November 21, 2013: To accept the Accreditation Readiness Report and to note the visit by the Commission's representatives. To grant Candidate for Accreditation status, and to invite the institution to initiate self-study in preparation for an evaluation visit in 2015-2016.	**2015-2016** **Regent Gossett** **November 1 - 4, 2015**	
University of Maryland, College Park			
November 15, 2012	March 3, 2014: To acknowledge receipt of the substantive change request. To approve the reclassification of the instructional site at Greenbelt Middle School, 6301 Breezewood Drive, Greenbelt, MD 20770 as an additional location and to include the location within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2016-2017.	2016 – 2017 **Regent Attman**	2022
University of Maryland Eastern Shore			
November 17, 2011	March 7, 2013: To accept the progress report. The next evaluation visit is scheduled for 2015-2016.	**2015 – 2016** **Regent Rauch**	2021
University of Maryland University College			
November 17, 2011	June 30, 2014: To acknowledge receipt of the substantive change request. To include the contractual agreement, leading to the Bachelor of Science in Finance degree, with the Far Eastern Federal University (FEFU) 8, Sukhanova Str., Vladivostok, 690950, Russian Federation within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2015-2016.	**2015 – 2016** **Regent Attman**	2021

Revised April 15, 2015

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