BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION,
INFORMATION, OR DISCUSSION

TOPIC: Institutional Accreditation Processes

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: November 17, 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.

Accreditation by the Commission follows a period of candidacy lasting up to five years. The Middle States Commission on Higher Education reviews institutions periodically through either on-site evaluation (decennial review) or other reports. Accreditation is continued only as a result of periodic reviews and evaluations of institutional achievements. The Periodic Review Report (PRR), due five years after the decennial self- study and reaffirmation of accreditation, is a retrospective, current, and prospective analysis of the institution. The decennial evaluation involves a significant institutional self-study and a visit by a team of external peer evaluators.

Six of our institutions are up for their decennial review, one has gone through its initial review, and two are going through periodic review during 2015-2016.

This brief discussion is provided to:

- announce the outcome of the UMCES site visit;
- update the regents on ongoing processes; and
- answer questions about the campus processes in which regents are involved.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only		DATE: November 17, 2015
BOARD ACTION:		DATE:
SUBMITTED BY: Joann 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

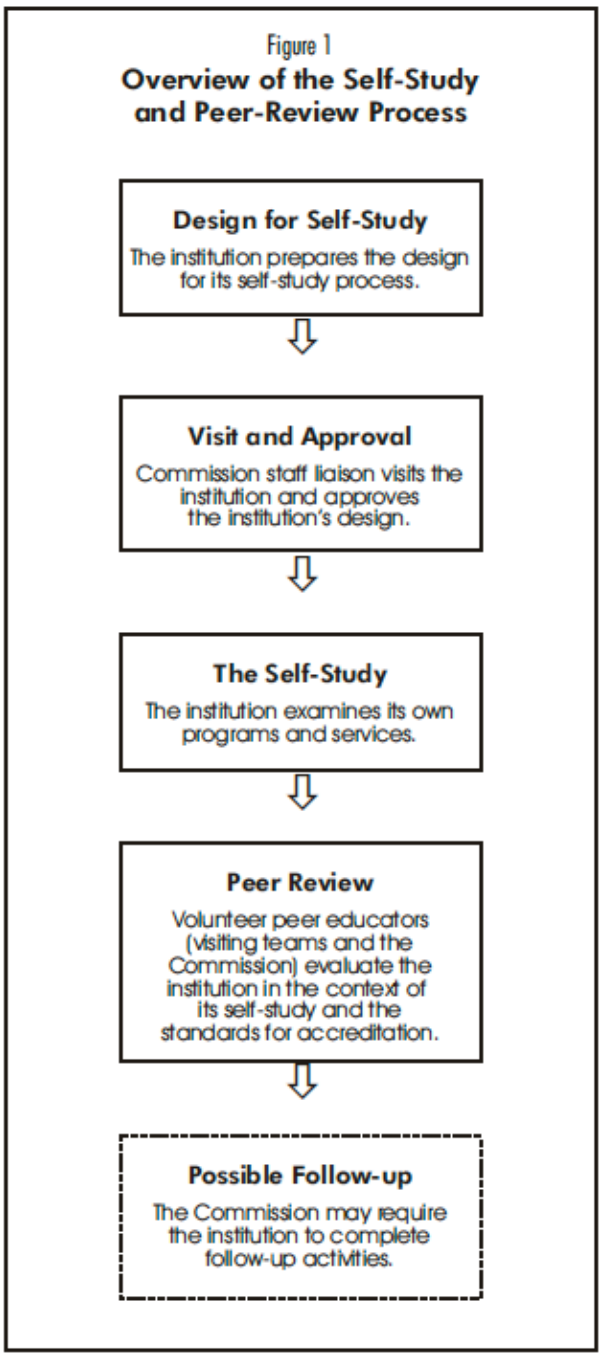
Standard 12: General Education

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.

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Standards at a Glance

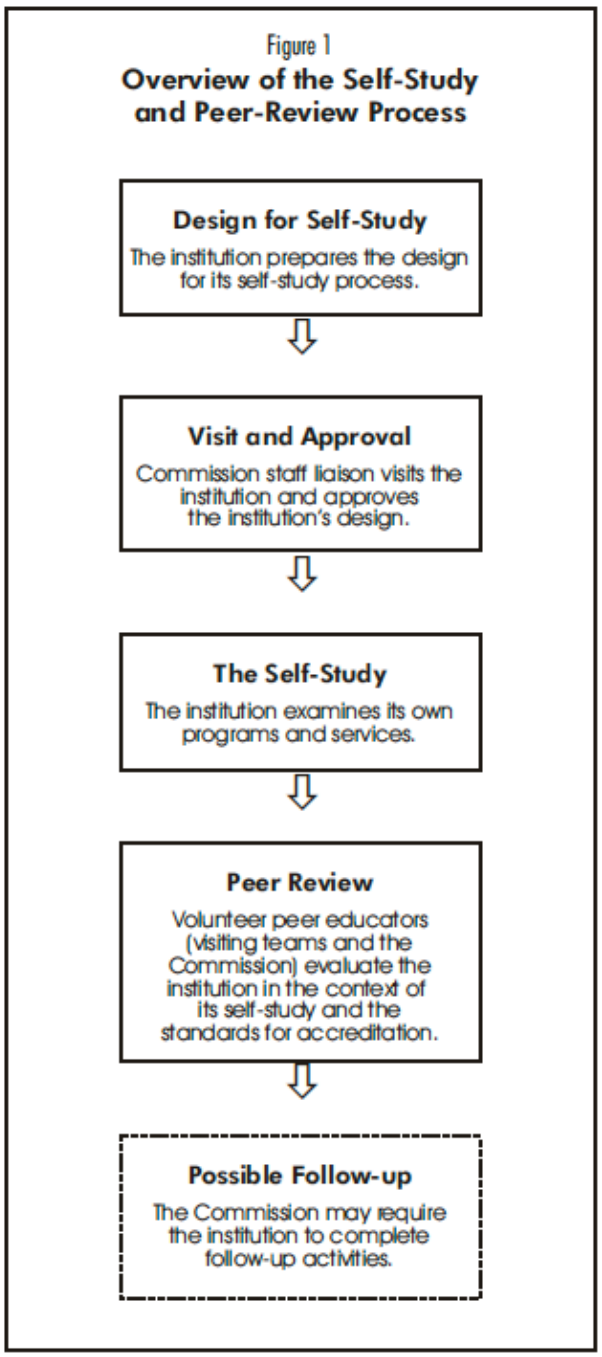
2017

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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Middle States Commission on Higher Education
Source: http://www.msche.org/Institutions_Directory.asp
Statement of Accreditation Status Excerpts

Institution	Accreditation Information	Carnegie Classification	Approved Degree Levels
Bowie State University	Last Reaffirmation: 2011 Periodic Review Report: 2016 Self-Study: 2021 **Regent Gourdine**	Doctoral - Research	Bachelor's, Post-baccalaureate Award/Cert/Diploma, Master's, Post-Master's Award/Cert/Diploma, Doctor's - Research/Scholarship
Coppin State University	Last Reaffirmation: 2013 Progress Report (Standards 3, 8, 12, 14): 2015 Next Evaluation Visit: 2017-2018	Master's - Smaller Programs	Bachelor's, Post-baccalaureate Award/Cert/Diploma, Master's, Post-Master's Award/Cert/Diploma (Professional Counseling Licensure), Doctor's - Professional Practice (Doctor of Nursing Practice)
Frostburg State University	Last Reaffirmation: 2011 Self-Study: 2015 - 2016 Periodic Review Report: 2021 **Regent Slater**	Master's - Larger Programs	Postsecondary Award/Cert/Diploma (< 1 year), Postsecondary Award/Cert/Diploma (>=1 year, < 2 years), Bachelor's, Post-baccalaureate Award/Cert/Diploma, Master's, Doctor's - Research/Scholarship (Doctor of Educational Leadership (Ed.D.)
Salisbury University	Last Reaffirmation: 2011 Self-Study: 2015 - 2016 Periodic Review Report: 2021 **Regent Rauch**	Master's - Larger Programs	Bachelor's, Doctor's - Research/Scholarship, Master's, Doctor's - Professional Practice, Doctor's - Other, Post-baccalaureate Award/Cert/Diploma
Towson University	Last Reaffirmation: 2011 Self-Study: 2020 Periodic Review Report: 2016 **Regent Brady**	Master's - Larger Programs	Bachelor's, Post-baccalaureate Award/Cert/Diploma, Master's, Post-Master's Award/Cert/Diploma, Doctor's - Professional Practice (Professional Practice (AuD), Doctor's - Research/Scholarship
University of Baltimore	Last Reaffirmation: 2012 Self-Study: 2016 - 2017 Periodic Review Report: 2022	Master's - Larger Programs	Bachelor's, Doctor's - Research/Scholarship, Master's, Doctor's - Professional Practice, Postsecondary Award/Cert/Diploma (>=1 year, < 2 years), Post-baccalaureate Award/Cert/Diploma
University of Maryland, Baltimore	Last Reaffirmation: 2011 Self-Study: 2015 - 2016 Periodic Review Report: 2021 **Regent Gonzales**	Special Focus - Medical Schools and Medical Centers	Bachelor's, Doctor's - Research/Scholarship, Master's, Doctor's - Professional Practice, Post-baccalaureate Award/Cert/Diploma, Post-Master's Award/Cert/Diploma

Progress Report: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.
Monitoring Report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report.
A visit may or may not be required. Monitoring reports are required for non-compliance actions.

Institution	Accreditation Information	Carnegie Classification	Approved Degree Levels
University of Maryland, Baltimore County	Last Reaffirmation: 2011 Self-Study: 2015 - 2016 Periodic Review Report: 2021 **Regent Kinkopf**	Research - High Research Activity	Bachelor's, Post-baccalaureate Award/Cert/Diploma, Master's, Doctor's - Research/Scholarship
University of Maryland Eastern Shore	Last Reaffirmation: 2011 Self-Study: 2015 - 2016 Periodic Review Report: 2021 **Regent Rauch**	Master's - Smaller Programs	Postsecondary Award/Cert/Diploma (>= 2 years, < 4 years), Bachelor's, Master's, Doctor's - Professional Practice, Doctor's - Research/Scholarship
University of Maryland Center for Environmental Sciences	Candidate: 2013 Initial Accreditation: 2015 - 2016 **Regent Gossett**	Not Classified	Master's, Doctor's - Research/Scholarship
University of Maryland, College Park	Last Reaffirmation: 2012 Self-Study: 2016 - 2017 Periodic Review Report: 2022 **Regent Attman**	Research - Very High Research Activity	Bachelor's, Doctor's - Research/Scholarship, Master's, Doctor's - Professional Practice, Postsecondary Award/Cert/Diploma (>=1 year, < 2 years), Post-baccalaureate Award/Cert/Diploma, Post-Master's Award/Cert/Diploma
University of Maryland University College	Last Reaffirmation: 2011 Self-Study: 2015 - 2016 Periodic Review Report: 2021 **Regent Gooden**	Master's - Larger Programs	Associate's, Bachelor's, Doctor's - Research/Scholarship, Master's, Postsecondary Award/Cert/Diploma (>= 2 years, < 4 years), Post-baccalaureate Award/Cert/Diploma

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