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

BOARD ACTION:

DATE: November 17, 2015

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

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:

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Fall 2016 - Spring 2017

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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.
### Progress Report
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### Monitoring Report
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<tr>
<th>Institution</th>
<th>Accreditation Information</th>
<th>Carnegie Classification</th>
<th>Approved Degree Levels</th>
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<tbody>
<tr>
<td>University of Maryland, Baltimore County</td>
<td>Last Reaffirmation: 2011&lt;br&gt;Self-Study: 2015 - 2016&lt;br&gt;Periodic Review Report: 2021</td>
<td>Research - High Research Activity</td>
<td>Bachelor's, Post-baccalaureate Award/Cert/Diploma, Master's, Doctor's - Research/Scholarship</td>
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<td>Regent Kinkopf</td>
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<td>University of Maryland Eastern Shore</td>
<td>Last Reaffirmation: 2011&lt;br&gt;Self-Study: 2015 - 2016&lt;br&gt;Periodic Review Report: 2021</td>
<td>Master's - Smaller Programs</td>
<td>Postsecondary Award/Cert/Diploma (&gt;= 2 years, &lt; 4 years), Bachelor's, Master's, Doctor's - Professional Practice, Doctor's - Research/Scholarship</td>
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<td>University of Maryland Center for Environmental Sciences</td>
<td>Candidate: 2013&lt;br&gt;Initial Accreditation: 2015 - 2016</td>
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<td>Master's, Doctor's - Research/Scholarship</td>
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<td>University of Maryland, College Park</td>
<td>Last Reaffirmation: 2012&lt;br&gt;Self-Study: 2016 - 2017&lt;br&gt;Periodic Review Report: 2022</td>
<td>Research - Very High Research Activity</td>
<td>Bachelor's, Doctor's - Research/Scholarship, Master's, Doctor's - Professional Practice, Postsecondary Award/Cert/Diploma (&gt;=1 year, &lt; 2 years), Post-baccalaureate Award/Cert/Diploma, Post-Master's Award/Cert/Diploma</td>
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<td>University of Maryland University College</td>
<td>Last Reaffirmation: 2011&lt;br&gt;Self-Study: 2015 - 2016&lt;br&gt;Periodic Review Report: 2021</td>
<td>Master's - Larger Programs</td>
<td>Associate's, Bachelor's, Doctor's - Research/Scholarship, Master's, Postsecondary Award/Cert/Diploma (&gt;= 2 years, &lt; 4 years), Post-baccalaureate Award/Cert/Diploma</td>
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<td>Regent Gooden</td>
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