Suggestions from the 2007 Middle States Evaluation Team

Standard 2: Planning, Resource Allocation, and Institutional Renewal

1. The Center for Leadership and Organizational Change (CLOC) provides an array of consulting services to University departments to encourage and support organizational change efforts. The University might consider reviewing the services provided by CLOC and IRPA with the intent of more closely linking them in support of organizational assessment and continuous improvement at the unit level within academic, administrative, and student life areas.

Standard 3: Institutional Resources

2. The University has basically operated its state-funded academic programs on the basis of an incremental budget for each of its colleges and schools. As state funding has become scarcer, some funds have been available from the Provost for enrollment enrichment and targeted enhancement. Some colleges and universities around the country have begun to allocate academic budgets with more sensitivity to enrollments in each of the academic units. As UMCP embarks on a new strategic planning effort, the University may want to investigate benchmarks and best practices where a tuition-driven funding model has been instituted.

3. UMCP is in the midst of a major capital campaign. As the University achieves more local, national, and international prominence and visibility, it should continue to leverage its resources and re-invest in its physical facilities. The development of the Science Park and the potential development of a new East Campus are good examples of public-private partnerships that can help UMCP achieve its overall mission in service to the people of Maryland.

4. UMCP currently houses approximately 11,000 students, of which less than 1,000 are graduate students. With the increasing emphasis on graduate education and research, the University should continue to expand its campus housing options with special emphasis on graduate and professional students.

5. UMCP's location near the nation's capital is a huge asset which is beginning to be leveraged in its instructional, research, and technology advancement activities. The location offers the ability not only to expand opportunities for students and faculty, but also continues to offer the university the opportunity for asset growth as governmental, corporate, and foundation relations continue to develop.

6. Capital renewal and replacement, deferred maintenance, and asset preservation are significant elements of the capital budgeting process at colleges and universities around the country. Historically, College Park has received significant funding from the State of Maryland, however more recently the level of annual funding has dropped significantly. In order for UMCP to continue its growth in academic and research areas, the compact
between UMCP and USM should be strengthened to provide a joint approach to significant increases in capital funding for the flagship campus.

**Standard 3: Institutional Assessment**

7. In some units that serve internal service functions (e.g., regarding facilities), user feedback systems are in place; in others (e.g., regarding research) opportunities exist for developing user-feedback systems to complement existing methods for monitoring effectiveness. Such systems can be used to clarify user needs, document current service satisfaction/dissatisfaction levels, solicit suggestions on how service might be improved, and assess the impact of improvement efforts.

8. The Center for Leadership and Organizational Change (CLOC) provides an array of consulting services to University academic and administrative departments. These services include leadership coaching and assistance with strategic planning. The services offered by CLOC could be expanded and more closely linked to those available from IRPA to provide an integration of organizational assessment and change. More closely linking these two support functions would help units to implement continuous improvement concepts and practices that are responsive to needs identified through assessment.

9. The University collects and provides effectiveness measurement information to the System on a variety of dimensions specified by the System, based upon which "dashboard indicators" are developed by the System. The University might consider developing its own internal dashboard composed of indicators that have been established by the institution itself to capture and communicate within the institution the current status and progress on dimensions considered to be critical to its mission, strategic goals, and longer-term aspirations.

**Standard 11: Educational Offerings**

10. As the University responds to the needs and opportunities of the 21st-century environment in which its graduates will function, it may wish to encourage the review of its educational offerings, including both General Education and its numerous major curricula, with an eye to enhancing their international content and role in preparing students to be engaged global citizens.

11. Recruitment of graduate students remains a critical issue. Continued efforts to improve stipend levels through fellowships and institutional support will be critical to achieve excellence as described in the self-study.

**Standard 12: General Education**

12. The above-mentioned outcome goals and associated category-specific checklists have yet to be fully realized and refined, especially in relation to the new campus-wide commitment to the use of clearly defined desired learning outcomes, design of learning
experiences to inculcate them, assessment of student achievement of them, and revision of learning experiences (and sometimes desired outcomes) to improve student learning. The process of developing this new assessment-driven approach to general education may well provide the impetus for a gradual, or perhaps even a rapid, move toward a revamping of the entire general education system. We believe that such a review and revision could make the University's general education requirements more responsive to the needs of college graduates in the 21st century than the current disciplinary-distribution system. Possible desirable learning outcomes in addition to the seven identified in the Senate's October 2005 legislation emerged in the team's discussions, both internally and with members of the campus. These include teamwork and intercultural communication skills, international knowledge (including multidisciplinary perspectives on most challenging world problems), and civic engagement (including community service and responsible global citizenship). As the University considers anew the question of what its graduates need and how to ensure they obtain it, given the institution's aspirations and strategic directions, the faculty may also want to consider the introduction of a foreign-language and international-experience requirement, either across the board or for special recognition as a University wide transcript "citation" or as components of new "international honors" tracks in majors.

Standard 13: Related Educational Activities

13. The entrepreneurial nature of many of the units on campus is very evident. In particular, the establishment of other instructional sites represents an important opportunity for the campus which could be pursued vigorously.

14. Admissions procedures for both undergraduate and graduate admissions require a continued focus on quality and high standards. The graduate school plays a critical oversight role in achieving this at the graduate level.

Standard 14: Assessment of Student Learning

15. Centers and institutes contribute to student learning at a research university and might be usefully included in the assessment effort.

16. The same level of resources dedicated to creating the system for assessing student learning outcomes will be required to sustain it.

Standard 10: Faculty

17. A process for mid-career, post-tenure review exists at the System level, but is not implemented systematically across all colleges and programs. The site visit team strongly encourages the university to make the most of the process it has developed by implementing a university-wide program of post-tenure review of all faculty every five years.
18. The category of Research Faculty has increased extensively in recent years. The university is encouraged to continue its efforts to revise policy, oversight, and mentoring procedures to address the needs of this classification.

19. The review of the classification of post-doctoral fellows in the university community has been identified by the campus as an important need. The visit team strongly encourages that this review be completed, and that appropriate policy, oversight, and mentoring programs be developed.

Suggestions related to additional standards

20. The Graduate School should continue to maintain rigorous standards in admissions and degree certification to ensure the continued improvement of all graduate, professional, and certificate programs.

21. The institution should establish a more central approach to record-keeping concerning student grievances and complaints, and it should examine the data regularly to learn how to improve processes and policies relating to students.