

*MSCHE Self-Study
Revised Research Questions
September 15, 2015*

A. WORKING GROUP 1: ENHANCING INSTITUTIONAL EFFECTIVENESS

Working Group 1 is charged with conducting a comprehensive review of Middle States standards 1, 2, 3 and 7. The mission provides the foundation and guiding direction for the University as well as the manner in which we demonstrate compliance with all the Commission's standards. How an institution approaches strategic planning, the utilization of its resources, assessing its effectiveness, and preparing for the future are essential to its growth, competitiveness, and long-term viability. Through the research questions outlined for this Working Group we will gain a better understanding of how the University engages in short- and long-term institutional planning and the impact of these efforts on the campus. We will also collect data on what resources are available to the University and to what extent we have demonstrated our commitment to being good stewards of these resources. This section will also include an assessment of what processes are in place for evaluating our effectiveness as an institution and how we have used the information to improve who we are and what we do. We will also examine what mechanisms are in place to ensure that the University remains viable, relevant and effective as a public, urban-engaged institution.

***Standard 1 – Mission and Goals:** The institution's mission clearly defines its purpose within the context of high education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices to evaluate its effectiveness.*

1. Does UB have a clearly defined mission statement that is understood and embraced by the University community?
2. Are the processes used to implement the institution's mission and goals consistent with standards of effectiveness and efficiency, and can these standards be measured and monitored? [New question]
3. How well does the mission statement encompass the long-term visions of the new President and the new USM Chancellor, and the various constituents of UB? What entities were involved in its creation? *[Question is confusing, interjects mission and vision, WGI is revisiting wording.]*
4. Does the University's mission effectively serve the institution given changes in the higher education environment and in UB's infrastructure, funding and enrollments?
5. What mechanisms are in place for dissemination, collection of feedback and periodic review of the mission statement? How effective are these various mechanisms?
6. How does the four-point mission identify verifiable outcomes that are essential to enable the collection of supporting evidence to show that the University is compliant with this standard?

7. What is UB's vision for what is meant by providing innovative education in business, public affairs, law the applied liberal arts and sciences, and how does the University assess its success or failure to do so?[Revised question]
8. How well does the existing organizational structure ensure that the mission statements of various individual units conform to the university mission and goals? Are there any oversight committees or processes to demonstrate compliance?
9. How are the mission statements of the various colleges aligned with the overall mission statement of UB? How closely aligned is UB's mission and vision with the USM mission and vision?
10. What mechanisms are in place for informing new students and employees about the existence of a mission statement and guidelines for incorporation of these ideals into university life?
11. What are the stated goals and metrics to measure achievement of mission? Do goals reflect SMART criteria (e.g., Specific, Measurable, Achievable, Realistic, and Time-bound)? What evidence do we have to show that we achieve these?
12. What institutional processes are used to develop, communicate, implement, and measure achievement of overall goals? How are goals/processes renewed or modified based on results? How participatory has this process been?
13. How do overall institutional goals guide the faculty, staff, and administration in determining program and curricular priorities as well as resource allocation?

Standard 2 – Planning, Resource Allocation and Institutional Renewal: *An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.*

1. What approach does UB take in setting institutional goals and priorities and in allocating resources? How does the university balance short-term needs against long-terms goals in its planning and budgeting strategies?
2. To what extent is the goal setting and resource allocation processes collaborative and what mechanisms are in place for process improvement? What processes are in place for periodic assessment of the effective and efficient use of institutional resources?
3. To what extent is the relationship between the institution's strategic plan and the budget process well understood and effectively implemented? How well does the allocation of institutional and college/school resources reflect the strategic priorities of the institution?
4. Is there alignment between the various annual operational plans and the university's strategic plan? Does each college/school and non-academic division/department have annual SMART goals?
5. Does the institution communicate and share strategic and operational goals on multiple levels of the organization (co-plan)? Does the university publish strategic and operational goals for clarity and transparency?
6. How is UB addressing increasing costs, and what strategies are in place to leverage efficiencies to help deal with these costs? [Revised question]

7. Does the university have a process responsible for reviewing, assessing and reporting on the university's progress in meeting the goals of the strategic plan? What processes does the university have in place for periodic assessment of the effectiveness of planning, resource allocation and institutional renewal?
8. What are the strengths and weaknesses of the university's current budgeting/resource allocation model? What options are being considered to improve the model?
9. How do the institution's resources and sustainable resource base including faculty, staff and administrative salaries and associated costs compare with those of its peers both within and external to similar institutions in the University System of Maryland? Are there appropriate reasons for any significant differences?
10. How well are institutional planning processes communicated? To what extent are institutional and college/school plans readily accessible to the campus community?
11. How does the university incorporate external funding and large purpose-designated gifts into its budgeting and resource allocation plan?
12. UB, as an urban institution, has an impact on the region, with its law school, business school, professional programming, research institutes and centers. How are the various components of its regional impact factored into the University's planning and resource allocation process?
13. Goals 6 of the University's Strategic Plan identify the desire for the institution to be a preferred workplace and destination for faculty, staff, students and alumni. What is the current culture and environment? Is there collegiality and civility in the workplace? What challenges does the University face in meeting this goal? How will success be defined and measured?
14. How can the institution promote organizational success? To what extent do we use continuous quality improvement to guide our processes?

Standard 3 – Institutional Resources: *The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of on-going outcomes assessment.*

1. Given the difference sources of the university's current budget, to what extent are the university's expenses in line with the institution's mission, goals and operational requirements? How has the breakdown of revenue and expenditures changed over the past decade? What has been the resulting impact of these changes on the university?
2. What are the most significant challenges facing the institution relative to human resources, technology resources, and physical resources over the next five years?
3. In recent years, the percentage of state support relative to total budget has declined. How has the institution managed resources during a time of budget constraints and competing priorities?
4. What are the challenges in the allocation of resources to UB from the University System of Maryland (USM)? To what extent does the system's current resource allocation model support UB's goals and objectives?
5. How efficiently allocated and used are resources for support services? For student learning? What evidence does the University have that the current structure of Academic

Affairs and EMSA (Enrollment Management and Student Services) are properly aligned to support increased institutional efficiency and effectiveness?

6. What is the process by which the university engages in periodic assessment of the effective and efficient use of institutional resources?
7. How have the university's procurement processes and policies related to the acquisition of equipment for education, research/creative and administrative purposes evolved in recent years?
8. What changes have been made to the campus facilities in the last ten years? How often is the facilities master plan updated? What constituencies have been included in that planning process? What problems are endemic to the existing facilities and what plans are in place to address them? What are some of the prime efforts that have undertaken to address important problems? Are these funds to address critical problems?
9. What is being done to ensure the quality of university classrooms, including keep current with innovative teaching and learning technologies? To what degree does the current inventory of classrooms meet the institutional needs of the University? Are the sizes and configurations of classrooms well matched to the institution's needs and objectives? Are existing instructional spaces optimally used?
10. The University has three fully online degree programs as well as many stand-alone online courses. How has total online enrollments changed? Is there sufficient fiscal and human resources available to meet the instructional support needs of faculty and students? Are online processes fully compliant with federal statutes?
11. What efforts have been made to satisfy the IT demands of UB's diverse constituencies? What plans are in place to ensure that fiscal and human resources will be available to meet future IT needs and demands? Is the funding model sufficient enough to provide continued and enhanced support?
12. How is the university developing its donor base and aligning gifts received with the institution's mission and goals? What short- and long-term fundraising goals currently exist and what is the anticipated strategic impact for UB is these goals are achieved?
13. What is the policy for indirect cost return to colleges, departments and investigators? How are these discretionary funds used to enhance research?

Standard 7 – Institutional Assessment: *The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.*

1. Does the institution have a documented, organized and sustained process in place? Has it been clearly communicated / described to the community? [Revised question]
2. What evidence is there that faculty, administration, staff, students, and external constituencies are involved in the institution's assessment efforts? Is there understanding and acceptance of existing institutional assessment by UB's university community?
3. How does institutional assessment inform strategic planning and resource allocation at the university? What changes have been implemented in recent years as evidence of the influence of institutional assessment on these processes?

4. Is the infrastructure of, and organization for, institutional assessment adequate to support the requirements for the University and MSCHE? What improvements may be needed for increased effectiveness and efficiency?
5. Since the last Self-Study, what efforts have been undertaken to evaluate the institution's core business functions? If so, how have these efforts resulted in changes in operational procedures and staffing?
6. What core assessment measures does the university use to compare itself to peer institutions? How does it compare? Based on recent assessment data, what critical areas might require additional strategic focus in order to position the university to effectively compete and/or compare more favorably with identified institutional peers?
7. Are individual departments within the university expected to review and improve their business processes on an on-going basis? Can the university point to evidence that this culture exists? Can it provide specific examples of recent changes that are the result of departmental review and assessment? To what extent are departments encouraged to do this and recognized why they succeed? (This question applies to both academic and non-academic departments.)
8. Departments are expected to comply with the core mission of the university and work to achieve the goals of the institution. How does the institution assess how successful departments are in meeting departmental and institutional goals? (This question applies to both academic and non-academic departments.)
9. How are the university policies and processes for procurement and equipment acquisition evaluated and revised?

B. WORKING GROUP 2 – SOLIDIFYING COLLABORATIVE LEADERSHIP AND GOVERNANCE

Successful colleges and universities are highly dependent upon effective leadership and governance structures, qualified administrators and a distinct set of core values that govern operational functions and set the tone for the behavior of personnel. Standards 4, 5 and 6 work together to address the university's organizational structure and core values, and explore how the institution's leaders and key constituent groups interact and engage in overall decision making to help the university achieve its mission, vision and goals.

***Standard 4 – Leadership and Governance:** The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.*

1. How well does leadership balance the university's missions in education, scholarship /creative activities, community service and economic development?
2. The University leadership reports to the USM Chancellor and USM Board of Regents. The University of Baltimore Foundation's Board of Directors does not have the traditional oversight comparable to a board of visitors/trustees. Would the existence of a formal external oversight board enhance the ability of the University to achieve its mission?
3. What is the process by which the institution engages in periodic assessment of the effectiveness of its institutional leadership?
4. The University Governing Steering Council has representation from faculty, staff, and students. How well does this governing coordinating body balance broad participation and full discussion with the need for timely decision making?
5. In addition to the above referenced Governing Council, the University has three primary governing bodies: the University Faculty Senate, the University Staff Senate, and the Student Government Association. Each of these bodies is affiliated with a senior administrator to whom it gives advice. How well is this association working? How well are these three governance structures working and do they coordinate well with each other? Does the university engage in periodic assessment of the effectiveness of its governance?
6. How effective has the leadership of each governing body been in addressing the needs of their respective constituencies? Does each entity adequately represent its broad base in its advocacy and decision making?
7. Each academic division has its own governance structure? How well are these academic governing structures working? Do they coordinate with each other as well as the University Faculty Senate?
8. In 2007, the MSCHE report identified the need for administration to improve transparency and communication in decision making, and that Human Resources should be afforded a more significant role involvement in decision-making. What actions have been undertaken to address this?

9. How are early career faculty, instructional staff and administrators identified for their leadership potential, and how does the institution develop their potential?
10. What is the process by which UB undertakes periodic assessment of the effectiveness of its institution's leadership and governance? What changes have occurred based on these findings?

Standard 5 – Administration: *The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.*

1. To what extent does the President interact with other administrative leaders to facilitate decision making and gain a better understanding of the overall achievements and challenges of the various administrative units of the institution? How effective are these interactions in developing shared vision and expectations for the university?
2. During the last decade, the University has added programs at USM's Shady Grove campus. Does evidence exist to suggest that the organizational structure and fiscal and human resources are sufficient to operate this site effectively?
3. The University entered into relationships with Towson University and Coppin University to offer joint programs. Is there evidence that these relationships have been effectively leveraged to benefit the University? Are there opportunities to further improve the relationships?
4. To what degree do University administrators have access to adequate institutional and system-wide information to assist in data-driven decision making? How effective and widely utilized are the University's data delivery systems for helping administrator make critical decision related to their identified goals and objectives, and their use of fiscal and human resources?
5. What University and USM structures are in place to evaluate professional performance of the University President? How are other administrators, both academic and non-academic, evaluated as related to their overall performance and their role in providing direct oversight of other institutional personnel and department/unit operations?
6. What recruitment and hiring practices are in place to ensure the selection of the best possible administrative candidates for vacant position? What mechanisms are utilized by the university to ensure the appropriate feedback and involvement by various constituencies in the hiring of key institutional leaders, within the academic ranks and with general university administration? What efforts are made to recruit and hire diverse candidates?
7. Are administrative areas adequately staffed to ensure effective institutional and student services? What standards and/or metrics are used to ensure adequate staffing and how are often administrative units assessed to ensure that sufficient personnel are employed for effective and efficient operations?
8. How does the university assure that its staff is properly trained on campus policies and procedures? Are there any challenges to UB in the size, composition or diversity of its workforce?
9. What strategies are utilized by the University's leadership to ensure two-way communication with institutional stakeholders (faculty, staff, students, alumni, governing boards, etc.) regarding critical issues, decision making and institutional accomplishments.

Which strategies are effective in achieving the desired communication outcomes and where do gaps exist?

10. What processes does UB have in place to periodically assess the effectiveness of its administrative services and services? What changes have occurred based on these findings?

Standard 6 – Integrity: *In the conduct of its programs and activities involving the public and the constituents it services, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.*

1. How does the university convey its expectations of ethical conduct to the campus community? To what degree are the channels used to convey institutional expectations regarding such conduct effective? In what ways are the members of the campus community expected to acknowledge their acceptance and understanding of the institution's expectations regarding ethical behavior?
2. Does the University have a culture that sets high standards for integrity, respect and fairness in the behavior and actions of supervisory personnel, including group leaders and department chairs? Is the University seen by faculty, staff and students to be proactive in dealing with potential supervisory problems? How effective are the University's policies and procedures for dealing with personnel grievances?
3. To what extent does the University have sufficient policies and guidelines to regulate the ethical operation of administrative offices and appropriately govern the behavior of University personnel? How are institutional policies periodically reviewed and assessed to ensure that they meet the institution's standards related to integrity and ethical behavior? To what extent is professional integrity and compliance in job performance tied to employee performance programs and the evaluation process?
4. What System and University controls and policies are in place to ensure the proper and lawful use of institutional resources? How are they communicated/ Are they effective?
5. How effective is the University in demonstrating its support of the fundamental tenants of academic freedom?
6. How transparent are the student governance units in the administrative of their student activity fee funds? How compliant have student governance bodies been with regards to the policies and procedures set by UB and System pertaining to the operation and management of student funds?
7. Are required and elective courses sufficiently available to allow students to graduate within the publish program length?
8. Does the University make information regarding institutional wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered?

C. WORKING GROUP 3: STRENGTHING COMMITMENT TO STUDENT SUCCESS

Student success is linked to both admitting appropriately qualified students, providing them a comprehensive range of support services, and ensuring that they graduate with the requisite knowledge, skills and competencies. Student learning outcomes should be articulated to prospective and current students so that they understand the benchmarks by which their performance will be measured. For these reasons, Working Group 3 has been charged with the task of addressing Standards 8, 9 and 14 as part of a linked set of issues.

Standard 8 – Student Admissions and Retention: *The institution seeks to admit students whose interest, goals and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.*

1. How do the University’s admission policies reflect the University’s mission? How does the University ensure that evolving admission policies continue to reflect the University’s mission?
2. What is the relationship between the University’s admissions policy and student success? How do we know recruited and accepted students are succeeding/graduating based on our admission standards? What is the progress of students? The retention rates of first-time students and transfer students? Of graduate students? What policies and programs are in effect to improve retention?
3. What do demographic trends suggest will be the future of the University’s student base? How is the institution positioning itself to handle any anticipated demographic changes, and what else should it consider doing?
4. What strategies have been used to increase enrollment and how effective have these strategies been? How do we assess effectiveness? Have resources been allocated to the most effective strategies?
5. Does the University have an enrollment plan? If so, is it reviewed to ensure congruence with recruitment, admissions, retention, marketing and advertising?
6. To a large extent, the University has a “local” orientation in its admission and recruiting efforts. How would expanded regional, national and/or international recruitment impact the university’s growth? Is it compatible with the University’s urban / Baltimore orientation?
7. Generally, UB’s undergraduate students are admitted to the institution and not to specific programs. Does this general admission policy impact student success by program? In other words, how does the institution ensure that students matriculate to programs best suited to their skill sets?
8. How effective is the University in making clear to all undergraduates their Path to Graduation? What processes are in place to assess student progress along the Path to Graduation, and how is this information used to make change?
9. Is the University effective in the timely identification of students in need of remedial help, and once they are identified, what are the strengths and weaknesses of the University’s efforts to provide that help? What pre-collegiate level courses and/or support services are available to these students? How are these services evaluated?

10. Does UB communicate pertinent information on expected learning outcomes for its prospective students and assessments of its educational offerings across the University's fields of study?
11. Does UB effectively use placement and diagnostic testing results in guiding student advisement to enhance student success?
12. How clearly does UB communicate the policies and procedures that govern transfer?
13. How effectively does the University use financial aid support as a recruiting tool as well as means of helping students along the path to graduation? Does UB communicate effectively to students and prospective students the range of options available for various forms of financial aid? What are the criteria by which the University makes decisions about offers of scholarships and other forms of financial aid?

Standard 9 – Student Support Services: *The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.*

1. The first goal of the University's Strategic Plan is to enhance student success and career readiness through program innovation, ongoing assessment of student learning and expanded student support services. To what extent are academic and non-academic student support services available, and to what extent do students utilize them? How does UB meet the needs of various members of its student population (e.g., commuter students, transfer students, students with disabilities, international students, graduate students, etc.?)
2. How effective is the University's orientation program in informing students of available academic and support services such as advising for freshman, freshmen with relatively weak secondary school preparation and transfer students?
3. What support services are available in the sophomore year, including academic support and advising the students in choosing a major?
4. How does the University assess the effectiveness of its student advising services? How does it determine which services to initiate, enhance or reduce? Are the methods for coordinating services effective in avoiding duplication or gaps in service? For example, what are the sources of student advising, and are these sources coordinated?
5. Are qualified professionals available in sufficient number to supervise and provide the academic and non-academic student support services and programs?
6. In what ways are faculty made aware of and make use of student support services that assist students on their path to graduation?
7. What support services does the University offer to students at academic risk? How are these students identified and notified of available services? How effective are these programs in assisting students at academic risk?
8. What are the policies and procedures for addressing student complaints or grievances (both academic and non-academic)? Are they effective and known to students? How are student grievance policies and procedures created, assessed, updated and disseminated to students, faculty and professional staff? How are these records maintained?
9. What career and life-after graduation initiatives and programs are available to students? How effective is the University in helping to place students after graduation? Is the University's Career Center adequately staffed and supported? Are the institution's students, alumni and employers satisfied with the breadth of depth of services and

- programs? What percentage of students use the services provided in the Career Center? What mechanisms are in place to assess the effectiveness of the career center? What changes have been made based on these findings?
10. What security mechanisms, policies and procedures are in place to guarantee appropriate confidentiality of student records?
 11. Are the University's public safety policies and procedures accessible and known to students? How effective is the process for notifying students, faculty and staff of emergency procedures, emergency resources and emergency situation? How are these policies and procedures evaluated?
 12. What are the policies and procedures regarding the initiation and continuation of student-run clubs and organizations? How are these evaluated? What resources does the University provide to these clubs and organizations? How do these activities support the mission and goals of the University?
 13. What information technology support services are available to the University's students, and how effective are they at meeting students' needs?
 14. How does UB assess student satisfaction with its diverse core of living, learning, support services, and extracurricular activities? How does the University use data obtained from these assessment vehicles to improve the quality of life on the campus? Is there any evidence that level of student satisfaction have improved (or declined) over the years?
 15. Does the university regularly survey its alumni base to assess the educational and occupational benefits they derive from a UB education? If so, what has the University learned from this data, and what improvements were made based on this information?

Standard 14 – Assessment of Student Learning: *Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills and competencies consistent with institutional and appropriate higher education goals.*

1. In what ways are expected student learning outcomes stated at the University level? By department or program? At the level of individual courses? How well are expected learning outcomes integrated across all those levels?
2. To what extent does UB employ a well-documented, organized, systematic, and sustained assessment process to evaluate and improve student learning? Does the institution use multiple qualitative and/or quantitative measures that maximize the use of existing data and information?
3. What evidence is used to assess student learning, and how well do such assessment reflect the breath of the learning experiences available at UB?
4. What evidence is there that assessments of student learning are appropriately disseminated and used to improve the student learning experience?
5. What do assessment results indicate about how well students are achieving learning outcomes in UB's courses, academic programs, and across the University?
6. How consistently does UB evaluate the effectiveness of its student learning assessment processes?
7. Are there sufficient and sustained resources to support faculty and staff in the developing their skills in assessment?

D. WORKING GROUP 4: ALIGNING EDUCATIONAL OFFERINGS FOR ENROLLMENT GROWTH

The University of Baltimore's mission is to provide innovative education in business, public affairs, the applied liberal arts and sciences, and law to serve the needs of a diverse population in an urban setting. For that reason, analysis of its educational offerings must be linked to the faculty who are actively engaged in the University's instructional programs and the means by which these programs are delivered. For these reasons, Working Group 4 has been charged with the task of addressing Standards 10, 11, 12 and 13 as part of a linked set of issues.

***Standard 10 – Faculty:** The institution's instructional, research and service programs are devised, developed, monitored and supported by qualified professionals.*

1. How does UB gauge the performance of faculty? Do performance evaluations differ for tenure-track faculty? Tenured faculty? Adjunct faculty? Instructional staff?
2. How does the University preserve academic freedom and intellectual vitality where department chairs serve for long periods?
3. UB offers programming online and at the USM Shady Grove campus. What procedures are in place to ensure that hiring practices and expected credentials are consistent for those who teach face-to-face classes on the main campus?
4. What does faculty perceive as the current distribution of faculty time between teaching, scholarship and service?
5. Does faculty have time and incentives for professional and personal development to design and update educational curricula and programs?
6. What procedures are in place for handling faculty concerns about promotions, salary inequities and disparity in workload? Are promotion and tenure standards effectively communicated to faculty and are standards consistently followed?
7. Consulting and engagement in the professional community are indicators of faculty expertise. To what extent is this encouraged and recognized? Since this may be considered as a self-promoting activity, does the institute provide guidelines for what may be considered acceptable?
8. Because it is a public university, the people and organizations of the surrounding area have expectations for how UB should provide services for the local community. How well does the faculty fulfill the needs of the various community groups, such as high school students seeking research internships and teachers seeking relevant workshops, local industry's need for pro-bono consultants and serving as judges for various business/science/engineering competitions, and the general population seeking programs for public outreach?
9. What efforts are in place to build sustainable faculty succession in light of aging expertise?
10. Innovation is defined as a core component of the UB mission. How does UB nurture the entrepreneurial spirit among its faculty? Does this create disparities in faculty workload?
11. Recently, UB transitioned to web-based teaching evaluations. How effective has this conversion been and has it improved data collection and increased feedback to faculty and students? Does UB utilize any other procedures for evaluating teaching effectiveness?

12. How effective is the Center for Teaching and Learning in promoting and assisting faculty in effective teaching practices? In incorporating the latest software and technology into classroom instruction? In using experiential and project based learning? What type of need-assessment is undertaken to ensure alignment between the Center's offerings and the needs of instructional faculty.
13. What institutional strategies and programs are in place to deal with the challenge of recruiting and retaining diverse faculty? What is our ratio of hires to offers? [Revised]
14. What proportion of instruction is accounted for by tenure and tenure-track faculty? How are we using best practices in evaluation of their teaching effectiveness? Are institutional practices for appointment, supervision and review of part-time or adjunct faculty appropriate and effective in maintaining academic excellence among students? What type of courses does part-time and adjunct faculty regularly teach, and how is this group of faculty evaluated? What specific support mechanisms are in place for adjunct faculty? [Revised]
15. What information technology support services are available to the University's faculty, and how effective are they at meeting the faculty's needs? To what extent does faculty use instructional technology to advance their teaching, curricula and course delivery? What mechanisms exist to encourage them to do so?
16. Does faculty perceive they have sufficient resources for scholarship?

Standard 11 – Educational Offerings: *The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution defines learning goals and objectives, including knowledge and skills, for its educational offerings.*

1. How well does UB monitor its educational offerings to ensure that they are congruent with its core mission?
2. What are the University's criteria for determining whether it is meeting its mission to provide education that is innovative and serving the diverse needs of a diverse, urban population?
3. Do we have sufficient program diversity and nimbleness to respond and compensate to shifting enrollment patterns?
4. UB's mission is to provide innovative education. What evidence is there that UB delivers on its mission?
5. Are UB's undergraduate, graduate and professional programs designed to achieve the goal of fostering a coherent learning experience, and what procedures are in place to ensure attainment of that?
6. The freshmen-sophomore program has yielded less than the initially forecasted level of enrollments with current enrollments being relatively flat. What evidence do we have that the recent University's decision to realign the program (and admissions policies and practices) with UB's professional profile is viable? How will success be measured?
7. The University has undertaken an initiative to strengthen transfer enrollments? Has this been successful and what impact does this have on educational offerings?
8. Are program offerings in alignment with workforce needs, career trends and employment opportunities? What evidence exists that programs are periodically assessed to enhance

- this alignment? To what extent are and should be program offerings linked to professional certifications as a means of ensuring that students are career ready?
9. Does each program have clearly stated goals that reflect the needs of their students? Are program goals stated in terms of student learning outcomes? How are those goals formulated and how is their success evaluated?
 10. What evidence is that the University's undergraduate programs are of sufficient content, rigor and depth to be characterized as collegiate?
 11. Is there evidence for the effectiveness of UB's curricula, co-curricular and extra-curricular experiences, and what procedures are in place for the assessment of that effectiveness?
 12. To what extent are evaluation results used as a basis for improving student development programs and for enabling students to understand their own educational progress?
 13. How does the University assess the staff and resources necessary for its libraries and educational support services?
 14. How well does the University address the need for its students to be trained in information technology and information/library literacy? How well is that training integrated into the broader curriculum? What evidence is there that students make effective use of information technology?
 15. UB offers programming online and face-to-face classes on its Baltimore campus, at the USM Shady Grove campus, Towson University and Coppin University. What procedures are in place to ensure that student learning outcomes and curriculum are consistent across these delivery channels? [Revised question]
 16. How often are the Undergraduate and Graduate catalogs revised? What procedures are in place to ensure accuracy of the course offerings?

Standard 12 – General Education: *The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.*

1. To what degree is the content of UB's general education program the result of a coherent University-wide plan that is reflective of its mission statement, and to what degree has it developed from the departmental level?
2. Is there evidence to assess whether or not UB's general education program is of sufficient scope to achieve intellectual breadth?
3. What evidence is there for determining how successful the University is in breadth without sacrificing depth in its academic offerings?
4. How effective is the University in making sure that students make informed choices in tailoring their own programs of general education? How is the general education curriculum linked to upper division programs? In other words, how well do general education courses prepare students for their major course work?
5. How are essential skills, include oral and written communications, scientific and quantitative reasoning, critical analysis and reasoning, and technology competency, addressed in the general education curriculum and the degree programs? How effective in the general education program at fostering the core competencies needed for effective

citizenship and a culture of inquiry? In other words, to what extent is this responsibility for the “general education: shared among all members of the faculty?”

6. How does UB assess the success of its general education program? How is that assessment related to other assessments of student learning? Is there evidence that the University has adapted and improved its general education curricula in response to previous assessments?

Standard 13: Related Educational Activities: *The institution’s programs or activities that are characterized by particular content, focus, location, model of delivery, or sponsorship meet appropriate standards.*

1. Are the learning objectives and program goals for certificate and non-credits programs clearly communicated? What support services are available to these students? How are these program evaluated?
2. What opportunities for experiential learning does UB provide? What percentage of students participate in experiential learning? If students do not participate in these high-impact processes, do we know why they do not? What have we done to increase participation?
3. To what extent does the University use internships to help support its educational and academic programs? What percentage of students graduate with one or more internship experiences? How does the institution evaluate students’ preparation for and performance at internships?
4. How well does the University leverage its links with non-academic institutions for the benefits of its undergraduates through meaningful opportunities with internships and other career-advancing extra-curricular and co-curricular experiences?
5. What facilities are available for faculty to develop on-line course material? Is this facility and staff sufficiently resourced given on-line programming at UB?
6. What distance education programs does the University offer, and how are these programs evaluated? How does the University determine which programs are appropriate and suitable for distance delivery? How are workforce needs taken into account when developing educational outreach programs?