

UNIVERSITY OF THE DISTRICT OF
COLUMBIA



SELF-STUDY DESIGN

2003-2005

**CLOSING THE LOOP: TEACH, LEARN, ASSESS,
PROGRESS**

Submitted to the

MIDDLE STATES COMMISSION ON HIGHER EDUCATION

PREPARED BY THE UDC SELF-STUDY TEAM

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The Self-Study Theme: Closing the Loop: Teach, Learn, Assess, Progress

Closing the loop is a commonly used phrase that has several meanings. These meanings are all relevant to the Self-Study process that will be undertaken here at the University of the District of Columbia (UDC). Let's review some of the synonyms for closing the loop. They are as follows:

- Coming full circle
- Completing the cycle
- Maintaining the continuum
- Finishing the job

So let's attempt to pose and answer the questions raised by the above referenced phrases. Specifically:

- What is coming full circle?
- What cycle is being completed?
- What continuum is being maintained?
- What job is being finished?

The *what*, in each of these questions, is the University's on-going continuous improvement process which is powered by the University Self-Study. This continuous improvement approach will make certain that the University is engaged in effective teaching and learning by utilizing a high involvement assessment process that results in the academic, economic and personal progress for its students.

Status Report on the Development of the Self-Study Design

Nature and Scope of Self-Study

The Self-Study Design for the University of the District of Columbia will follow the Basic Comprehensive Model. The reasons for this selection are (1) it has been ten years since the University has conducted a comprehensive review of all its programs and services; (2) there have been a number of significant changes with respect to organizational structure, student enrollment, human resources, budget, and facilities; (3) the University has also added a professional school of law to its educational offerings; (4) effective July 1, 2002, the University has a new president and administration. Therefore, it is imperative for the University to appraise every aspect of its programs and services, governing and supporting structures, resources, and educational outcomes in relation to the institution's mission and goals. The following Self-Study Design asks many questions, some overlapping, in the expectation that in the ensuing period of self-examination we will focus on the key issues that impact our operations in view of transforming, improving, and strengthening our institution.

The review of the mission, goals, and objectives will provide some guidance and context for data gathering and analysis, and there will be an in-depth evaluation of each designated area of study.

Specific Goals and Objectives

- To identify institutional strengths and challenges relative to each accreditation standard
- To identify the current range of assessment activities in place at the University
- To evaluate the teaching and learning process relative to the University's mission
- To use findings and analyses to make recommendations for improvement
- To provide Middle States with the comprehensive information necessary to make a decision about the institution's reaccreditation.

Organizational Structure of the Self-Study Committee and Subcommittees

The Self-Study Committee began with a list of faculty and administrators selected by President William Pollard and Acting Vice President for Academic Affairs Wilmer Johnson. Marie M.B. Racine, Professor of French, was selected to be chair and Helene Krauthamer, Associate Professor of English, was selected to be co-chair. The co-chairs established 14 subcommittees, based on the 14 Standards of Excellence in the Middle States publication *Characteristics of Excellence*, and asked the people on the list to select the subcommittee they most wanted to represent. The subcommittees were then requested to develop self-study designs and asked to recruit more members from among the students, staff, administration, faculty, alumni, and community members. A

recruitment form was distributed to the University community at college meetings, in mailboxes, through email, and through the online Blackboard portal to ensure a broad representation and to establish the participatory nature of the self-study process. Those submitting the forms were given three publications to inform the designs: *Characteristics of Excellence*, *Designs for Excellence*, and the *UDC 1995 Self-Study Design*. The subcommittees were encouraged to select a chair and to continue to recruit more members.

Upon realizing the need for an Office of Institutional Research (currently lacking at UDC), the Self-Study co-chairs formed a Task Force on Institutional Research to provide the Self-Study Office with an inventory of resources and to establish procedures for providing the subcommittees with the data and reports they request. The subcommittees drafted and revised designs, based on comments from the Middle States liaison, Elizabeth Sibolski, and also from assessment consultants Peter Gray of the Naval Academy of Annapolis and Linda Suskie of Towson University. All versions of the subcommittees' self-study designs have been posted on Blackboard in a University-wide organization that is accessible to all, with the opportunity for members to post comments in the Discussion Board area. An earlier draft of this report was posted on Blackboard, was presented at a series of public Town Meetings, and was emailed to others for their review and comments. This report was reformatted to the current design to facilitate the conduct of the required research and the dissemination of its results to the University community. The redesign was circulated to two representatives of each subcommittee and reviewed by members of the Self-Study Steering Committee.

The Steering Committee consists of the chairs of the subcommittees (1-14), a student representative who also serves as our Technical Assistant, and the Self-Study Co-Chairs:

Marie M.B. Racine (Co-chair)	Professor	Languages
Helene Krauthamer (Co-chair)	Professor	English
Carmen Olivares (Technical Assistant)	Student	Information Systems
Chester Wright (1. Mission)	Professor/ Chair	English/ University Senate
Eboh Ezeani (2. Planning)	Professor	Economics
Ernesta Pendleton (3. Institutional Resources)	Officer	Title III, Academic Affairs
A. Segun Adebayo (4. Leadership)	Professor	Engineering
Harriette Phelps (4. Leadership)	Professor	Biology
Hany Makhlof (5. Administration)	Professor	Economics
Brian Baker (6. Integrity)	Director	Law Library
Walter Redmond (6. Integrity)	Professor	Urban Affairs
Gail T. Finley (7. Institutional Assessment)	Professor	Computer Science
Angelyn Flowers (7. Institutional Assessment)	Professor	Urban Affairs
Mahmoud Seyala (8. Student Admissions)	Professor	Business
David Blackman (9. Student Support Services)	Professor	Chemistry
Wen-Yen Chen (10. Faculty)	Professor	Psychology
Meredith Rode (11. Educational Offerings)	Professor	Mass Media
Katie Inmon (12. General Education)	Professor	Learning Resources
George Spicely (13. Related Educational Offerings)	Professor	Education
Gloria Green-Ridley (14. Student Learning Assessment)	Professor	Nursing

STANDARD 1: Mission, Goals and Objectives

Members of Subcommittee

LaHugh Bankston	Registrar	Academic Affairs
Arthur Boone	Professor	Learning Resources
Philip Brach	Distinguished Professor	Engineering
Sandra Carter	Director	TRIO/ College Prep Programs
Carolyn E. Freeman	Director	Testing/ Student Affairs
Claudette Hall	Student	Social Work
Mary Harris	Professor	Management and Marketing
Charles Jiles	Professor	Environmental Sciences
Donald N. Langenberg	Member	Board of Trustees
William R. Spaulding	Member	Community
Nakia Wayns	Student	Electrical Engineering
Chester Wright (Chair)	Professor/ Chair	English/ University Senate
Gloria Wyche-Moore	Program Director	Extension Services

Charges/ Objectives

The general charge of this subcommittee is to review the mission, goals, and objectives of the University; to determine whether the mission clearly defines the University's purpose and the population whom it serves; whether the goals and objectives specify how the University will fulfill its mission; and whether the institution, its constituencies, and its governing bodies recognize and use the goals and objectives to improve and mold its programs and practices and to assess its effectiveness.

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
1.1	Guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes	Analysis of how institutional goals are applied at different levels within the institution and how the implementation of goals is coordinated (OAE 1)	1.1.1 How are the University's goals applied at each level within the institution?
		Evidence of curriculum review used to change and improve educational programs, consistent with institutional values, purpose, and goals (OAE 4)	1.1.2 How is the implementation of the University's goals coordinated throughout the University?
			1.1.3 Does the curriculum review process result in changed and improved educational programs consistent with the University's values, purpose, and goals?
1.2	Include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution's purposes and character		1.2.1 Do the mission, goals and objectives of the University include support of scholarly and creative activity?
			1.2.2 Is this support of the type and extent appropriate to the University's purposes and character?

1.3	Are developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments	Analysis of the processes used to develop goals and objectives and for the periodic review of mission, goals and objectives (OAE 2)	1.3.1 Are the members of the University community responsible for facilitation, implementation, or institutional improvement and development involved in the development of the relevant goals and objectives? 1.3.2 Does the process used to develop the goals and objectives facilitate this involvement? 1.3.3 What is the process for periodic review of the University's mission, goals, and objectives?
1.4	Are formally approved, publicized and widely known by the institution's members	Review of policies and process used to disseminate mission and goals to new faculty, staff, students and members of the governing body and efforts intended to maintain awareness and commitment among continuing members of these groups (OAE 3)	1.4.1 Have the University's mission, goals, and objectives been formally approved by the appropriate authority? 1.4.2 Have the University's mission, goals, and objectives been publicized among the University's members? 1.4.3 Are the University's mission, goals, and objectives disseminated to new faculty, staff, students and members of the Board of Trustees? 1.4.4 Is awareness and commitment to the University's mission, goals, and objectives maintained among continuing members of the faculty, staff and student body?
1.5	Mission, goals and objectives that relate to external as well as internal contexts and constituencies		1.5.1 Do the missions, goals, and objectives of the University relate to its external contexts? 1.5.2 Do the missions, goals, and objectives of the University relate to its internal contexts? 1.5.3 Do the missions, goals, and objectives of the University relate to its external constituencies? 1.5.4 Do the missions, goals, and objectives of the University relate to its internal constituencies?
1.6	Institutional goals and objectives that are consistent with mission		1.6.1 Are the institution's goals and objectives consistent with the institution's mission?
1.7	Goals and objectives that focus on student learning, other outcomes, and institutional improvement		1.7.1 Do the University's goals and objectives focus on student learning? 1.7.2 Do the University's goals and objectives focus on other outcomes?

			1.7.3 Do the University's goals and objectives focus on institutional improvement?
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STANDARD 2: Planning, Resource Allocation, And Institutional Renewal

Members of Subcommittee:

Teresa L. Ball	Student	Chemistry
Eboh Ezeani (Chair)	Professor	Economics
LaShahn Gaines	Controller	Finance Office
William Hare	Director	Cooperative Extension
Eugene D. Kinlow	Member	Board of Trustees
Antionette Mingo	Member	Board of Trustees
Cornett R. NJoku	Community Member	United Planning Organization

Charges/Objectives

The objectives of the subcommittee on Planning, Resource Allocation, and Institutional Renewal are to ascertain the following: How are the stated mission, goals, and objectives of the major units complementary to the mission of the University? How is planning carried out in these units, and what is the planning cycle? What is the scope of the plans? Are they simply summarized in the annual budgets, or are they simply limited to what heads of the units conceive to be their functions/roles in attaining the unit's mission, goals, and objectives? How is planning implemented and monitored for success or failure?

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
2.1	Clearly stated goals and objectives, both institution-wide and for individual operational units, used for planning and resource allocation at the institutional and unit levels		2.1.1. Are the goals and objectives for the institution and each unit clearly stated?
			2.1.2 Are the goals and objectives used for planning and resource allocation at the institutional and unit levels?
			2.1.3 Is there an organizational chart?
			2.1.4 Are the mission, goals, and objectives of each unit in sync with the overall mission, goals, and objectives of the University?
2.2	Planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results	Evidence that the process for change and its anticipated impact are made explicit (OAE1)	2.2.1 Are planning and improvement processes clearly communicated, and do they provide for constituent participation in development?
		Evidence of environmental scans and other processes in place for evaluating economic, political, and social climate in which the institution operates and expects to operate (OAE2)	2.2.2 Does the planning and improvement process incorporate the use of assessment results of the external environment within which the institution operates?

		Assessment of resources utilized for institutional improvement (OAE 6)	2.2.3 Have the resources utilized for institutional improvement been assessed?
2.3	Objectives for improvement that are clearly stated, reflect conclusions drawn from assessment results, and are linked to mission and goal achievement, both institution-wide and for individual units		2.3.1 Are the improvement objectives for the institution and individual units clearly stated?
			2.3.2 Do the conclusions for these improvement objectives derive from the assessment results?
			2.3.3 Are the objectives for improvement linked to the institutional mission and goal achievement for the institution and individual units?
2.4	Well defined decision-making processes and authority that facilitates planning and renewal		2.4.1 Is there a well-defined decision-making process, and authority for that process, that facilitates planning and institutional renewal?
2.5	The assignment of responsibility for improvements and assurance of accountability		2.5.1 Is responsibility assigned for improvements and accountability?
2.6	A record of institutional and unit improvement efforts	Evidence of changes resulting from continuous improvement efforts (OAE 4)	2.6.1 What changes have taken place institution-wide and within individual units?
		Evidence of renewal strategies, rationales for changes made, and anticipated impact (OAE 5)	2.6.2 What renewal strategy and rationale supported each change?
			2.6.3 What was the anticipated impact associated with each change?
		Evidence of quality improvement activities (OAE 9)	2.6.4 How has the change actually impacted the institution or the individual unit?
			2.6.5 What has been done collaboratively with other internal units to achieve cost effectiveness in resource allocation?
2.7	Periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes	Analysis of best practice models and benchmarks applied to improvement efforts (OAE 7)	2.7.1 Is there a periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes?
			2.7.1 Do the institution's improvement efforts reflect the analysis of best practice models?
			2.7.2 Do the institution's improvement efforts include benchmarks for measurement?

2.8		Review of external affiliations and partnerships and of their impact on the climate in which the institution operates (OAE 3)	2.8.1 Has a review been conducted of external affiliations and partnerships in regards to their impact on the external environment (economic, political and social) within which the institution operates?
2.9		Analysis of training and professional development activities (OAE 8)	2.9.1 Has an analysis of training and professional development activities been conducted?

STANDARD 3: Institutional Resources

Members of Subcommittee

Ellen Bateman	Student	Management
Eboh Ezeani	Professor	Economics
Hakeem Fahm	Network Engineer	Computer Center
LaShahn Gaines	Controller	Finance
Eugene D. Kinlow	Member	Board of Trustees
Titilope Osiname	Student (Graduate)	Management
John S. Page	Associate Dean	Learning Resources
Ernesta Pendleton (Chair)	Officer	Title III, Academic Affairs
Pedro Romero	Recruitment Specialist	Admissions/ Recruitment
Maria Washington	Student	Political Science

Charges/ Objectives

The purpose of the Institutional Resources Task Force is to assess the adequacy and accessibility of the human, technical, financial, and physical and other resources at UDC that are critical for the implementation of its mission and goals. The Task Force will examine current planning documents and reports to determine the effectiveness of management processes (acquisition, use, maintenance) and their alignment with the overall strategic plan for the institution. The task force will present a documented analysis of these areas and provide recommendations for improvement in light of future trends.

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
3.1	Strategies to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution's mission and goals	Review of comprehensive institution resource acquisition, planning, assessment, and budget reports (OAE 7) Assessment of the work of institutional committees, including the governing body's, responsible for planning, assessment, and budget activities (OAE 8) Evidence of new or adapted strategies to enhance institutional support (OAE 10)	3.1.1 What strategies are utilized to measure and assess the level of, and efficient utilization of, institutional resources required to support the institution's mission and goals?
3.2	Rational and consistent policies and procedures in place to determine allocation of assets	Review of resource allocation procedures and their relationship to planning, mission, goals, and objectives (OAE 9)	3.2.1 Are rational and consistent policies and procedures in place to determine the allocation of assets? 3.2.2 Are the resource allocation procedures reviewed to assess their relationship to planning as well as the institutional mission, goals and objectives?

			3.2.3 What is the role in the planning process of the Board of Trustees, the Vice Presidents, the Deans, and Directors?
3.3	An allocation approach that ensures adequate faculty, staff, and administration to support the institution's mission and outcomes expectations	Evidence demonstrating the systemic approach that the institution utilizes to improve efficiency, contain costs, re-direct resources, and develop new revenue streams to support the institution's mission and goals (OAE 3)	3.3.1 Does the resource allocation approach ensure adequate faculty, staff, and administration to support the institution's mission and outcomes expectations? 3.3.2 What evidence exists to demonstrate the systemic approach utilized by the University to improve efficiency, contain costs, re-direct resources, and develop new revenue streams to support the institution's mission and goals?
3.4	A budget process aligned with the institution's mission, goals, and strategic plan that provides for an annual budget and multi-year budget projections for at least three-years, both institution-wide and among departments; utilizes planning and assessment documents; and addresses resource acquisition and allocation for the institution and any subsidiary, affiliated, or contracted educational organizations as well as for institutional systems as appropriate		3.4.1 Is the University's budget process aligned with the institution's mission, goals, and strategic plan? 3.4.2 Does this aligned budget process include an annual budget as well as multi-year budget projections for at least three years, both institution-wide and among departments? 3.4.3 Does this aligned budget process utilize planning and assessment documents? 3.4.4 Does this aligned budget process address resource acquisition and allocation for the institution and for any subsidiary, affiliated, or contracted educational organization?
3.5	A comprehensive facilities or infrastructure master plan and facilities/infrastructure life-cycle management plan, as appropriate to mission, and evidence of implementation		3.5.1 Is the University's comprehensive facilities or infrastructure master plan appropriate to the University's mission? 3.5.2 Is the University's facilities/infrastructure life-cycle management plan appropriate to the University's mission?

			3.5.3 What evidence exists to document the implementation of the comprehensive facilities or infrastructure master plan, as well as the facilities/infrastructure life-cycle management plan?
3.6	Recognition in the comprehensive plan that facilities, such as learning resources fundamental to all educational and research programs and libraries, are adequately supported and staffed to accomplish the institution's objectives for student learning, both on campuses and at a distance		3.6.1 Does the comprehensive plan reflect adequate support and staffing for learning resources and libraries sufficient to accomplish the University's objectives for student learning on campus and at a distance?
3.7	An educational & other equipment acquisition & replacement process & plan, including provision for current and future technology, as appropriate to the educational programs and support services, & evidence of implementation		3.7.1 Is the process and plan for the acquisition and replacement of educational equipment appropriate for the educational programs? 3.7.2 Is the process and plan for the acquisition and replacement of other equipment appropriate to the educational programs and support services? 3.7.3 Is the plan for current and future technology appropriate for the educational programs and support services? 3.7.4 What evidence exists to demonstrate the existence of these processes and plans? 3.7.5 Are there policies and procedures for the database system that address security and use of data?
3.8	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	Review of institutional fund raising and grant activities (OAE 4) Review of financial statements for affiliated organizations (OAE 6) Review of plan and policies for endowment management to ensure consistency with the institution's financial resources, goals, and objectives and summaries	3.8.1 Are the institutional controls that deal with financial, administrative and auxiliary operations adequate? 3.8.2 Are the policies and procedures developed and utilized to determine allocation of institutional assets rational and consistent? 3.8.3 Has there been an adequate review of institutional fundraising? 3.8.4 Has there been an adequate review of grant activities?

		of endowment performance (OAE 5)	3.8.5 Has there been an adequate review of financial statements for affiliated organizations? 3.8.6 Has a review of the plan and policies for the University's endowment management found them to be consistent with the University's financial resources, goals, objectives, and summaries of endowment performance?
3.9	An annual independent audit (institutional or system-wide), confirming financial responsibility, with evidence of follow-up on any concerns cited in the audit's accompanying management letter		3.9.1 Is there an annual independent audit confirming financial responsibility? 3.9.2 What evidence exists to document the follow-up on any concerns cited in the audit's accompanying management letter?
3.10	Periodic assessment of the effective and efficient use of institutional resources		3.10.1 Are there periodic assessments of the effective and efficient use of institutional resources?
3.11		Evidence of cooperative agreements for inter-institutional collaboration and resource sharing; analyses of any resulting efficiencies and impact on student achievement of academic goals (OAE 1)	3.11.1 What evidence exists of cooperative agreements for inter-institutional collaboration and resource sharing? 3.11.2 What evidence exists regarding any resulting efficiencies and the impact on student achievement of academic goals attributable to these cooperative agreements and resource sharing agreements?
3.12		Analysis of environmental scan data and other information the institution has gathered regarding its external environment, and the implications for developing linkages with other institutions, businesses, and other organizations rather than duplicating programs or services (OAE 2)	3.12.1 Does the institution utilize data on its external environment to develop linkages with other institutions, businesses, and other organizations rather than duplicating programs or services?

STANDARD 4: Leadership and Governance

Subcommittee Members

A. Segun Adebayo (Co-Chair)	Professor	Engineering and Applied Sciences
Teresa L. Ball	Student	Chemistry
Brenda E. Brown	Professor	Mathematics
Mohamed El-Khawas	Professor	History
Molver Fieffe	Student	Engineering and Applied Sciences
Ben Latigo	Dean	Engineering and Applied Sciences
Harriette Phelps (Co-Chair)	Professor	Biology
Albert Ruiz	Student Representative	Board of Trustees
Susan Saunders	Director, Governmental Affairs	Office of the President

Charges/Objectives

The primary goal of governance is to enable an educational entity to realize its mission and goals in an efficient manner. Governance provides the means through which authority and responsibility are assigned and shared. The governance structure should provide for sufficient independence and expertise to assure academic integrity of the institution. In addition, the governance structure should provide a climate of shared collegial governance in which issues concerning mission, program planning, and resource allocation can be discussed openly by those affected by and responsible for such activity.

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
4.1	A well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty and readily available to the campus community	Review of written policies, and evidence of implementation, that describe the processes for involvement of the governing body, administration, and faculty in policy development and decision making, specifically with respect to: <ul style="list-style-type: none"> ♣ selection and evaluation of the chief executive officer or those in charge of operational/executive responsibilities ♣ budgeting and resource development; oversight of the academic program ♣ consultation regarding faculty hiring, dismissal, promotion and tenure ♣ monitoring operations of the institution (OAE 1) 	4.1.1 Does the University have a well-defined system of collegial governance? 4.1.2 Does the University have written policies outlining the governance responsibilities of administration and faculty? 4.1.3 Are these written policies readily available to the campus community? 4.1.4 Did an assessment of the written records demonstrate that the Board of Trustees and its committees have carried out their responsibilities consistent with the University mission and its definition of appropriate participation by internal University bodies? 4.1.5 What evidence exists to demonstrate University Senate

		Review of written records to assess the carrying out of responsibilities by the governing body and its committees consistent with the institutional mission and its definition of appropriate participation by internal institutional bodies, evidence of faculty council/senate or similar body deliberation and recommendations on matters such as the development of curriculum, standards for admission and graduation, and personnel actions such as hiring, promotion, dismissal and tenure of faculty (OAE 6)	deliberation and recommendation on matters such as the development of curriculum, standards for admission and graduation, and personnel actions such as hiring, promotion, dismissal and tenure of faculty?
4.2	<p>Written governing documents, such as a constitution, by-laws, enabling legislation, charter or other similar documents, that:</p> <ul style="list-style-type: none"> ♣ Delineate the governance structure and provide for collegial governance, the structure’s composition, duties and responsibilities. In proprietary, corporate and similar types of institutions, a separate document may establish the duties and responsibilities of the governing body as well as the selection process ♣ Assign authority and accountability for policy development and decision making, including a process for the involvement of appropriate institutional constituencies in policy development and decision making ♣ Provide for the selection process for governing body members 	Review of handbooks for members of the governing body, administrators, faculty members and other employees to ensure that they provide adequate information regarding job descriptions and role and responsibilities in governance (OAE 3)	4.2.1 Which written documents delineate the University’s governance structure, provide for collegial governance and describe the structure, composition, duties and responsibilities for each entity in the governance structure?
			4.2.2 Do these written documents assign authority and accountability for decision making including a process for the involvement of appropriate institutional constituencies?
			4.2.3 Do these written documents provide for the selection process for governing body members?
			4.2.4 Do the handbooks for members of the Board of Trustees, administrators, faculty members, and other employees provide adequate information regarding their job descriptions as well as their role and responsibilities in governance?
4.3	Appropriate opportunity for student input regarding decisions that affect them	Evidence that there is student representation appropriate to the governance structure selected by the institution for	4.3.1 What opportunities exist for student input regarding decisions that affect them?

		student participation (OAE 7)	4.3.2 Is the student representation appropriate to the governance structure selected by the University for student participation?
4.4	A governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibilities, and which includes members with sufficient expertise to assure that the body's fiduciary responsibilities can be fulfilled		4.4.1 Is the Board of Trustees capable of reflecting constituent and public interest? 4.4.2 Is the Board of Trustees of an appropriate size, and do its members possess sufficient expertise to fulfill all of its fiduciary responsibilities?
4.5	A governing body not chaired by the chief executive officer		4.5.1 Does the University President chair the Board of Trustees?
4.6	A governing body that certifies to the Commission that the institution is in compliance with the eligibility requirements, accreditation standards and policies of the Commission; describes itself in identical terms to all its accrediting agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation, if any		4.6.1 Does the Board of Trustees certify the following to the Commission (Middle States) – that the University: ♣ is in compliance with the eligibility requirements, accreditation standards and policies of the Commission; ♣ describes itself in identical terms to all its accrediting agencies; ♣ communicates any changes in its accredited status? 4.6.2 Does the Board of Trustees certify to the Commission that it agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation, if any?
4.7	A conflict of interest policy for the governing body (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual	Review of written policies regarding situations defined by the institution as conflicts of interest, such as the presence of paid staff on the	4.7.1 Does the University have comprehensive written conflict of interest policies for the Board of Trustees and its members?

	<p>relationships, employment, family, financial or other interests that could pose conflicts of interest, and that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution</p>	<p>governing body</p>	<p>4.7.2 Does the conflict of interest policy for the Board of Trustees, its members, and the members of other fiduciary bodies, address matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest?</p> <p>4.7.3 Does the conflict of interest policy address the presence of paid staff on the governing body?</p> <p>4.7.4 Does this conflict of interest policy require disclosure of the above referenced interests?</p> <p>4.7.5 Does this conflict of interest policy require assurance by Board members that their interests do not interfere with their impartiality or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution?</p>
<p>4.8</p>	<p>A governing body that assists in generating resources needed to sustain and improve the institution</p>		<p>4.8.1 Does the Board of Trustees assist in generating resources needed to sustain and improve the institution?</p>
<p>4.9</p>	<p>A process for orienting new members and providing continuing updates for current members of the governing body on the institution’s mission, organization, and academic programs and objectives</p>	<p>Evidence and plans for governing body orientation and self-assessment (OAE 4)</p> <p>Evidence that meetings of internal bodies, such as the faculty senate, are conducted to update them on mission, resources management, and academic issues (OAE 8)</p>	<p>4.9.1 Is there an orientation process for new members of the Board of Trustees?</p> <p>4.9.2 Is there a process for providing continuing updates for current members of the Board on the University’s mission, organization, academic programs, and objectives?</p> <p>4.9.3 Are meetings conducted for other internal bodies, such as the University Senate, to update them on mission, resources management, and academic issues?</p>

4.10	A procedure in place for the periodic objective assessment of the governing body in meeting stated governing body objectives		4.10.1 Is there a procedure in place for the periodic objective assessment of the Board of Trustees in meeting their stated objectives?
4.11	A chief executive officer, appointed by the governing board, with primary responsibility to the institution		4.11.1 Is there a chief executive officer (President) appointed by the Board of Trustees with primary responsibility to the Institution?
4.12	Periodic assessment of the effectiveness of institutional leadership and governance		4.12.1 Are periodic assessments of the effectiveness of the University's leadership and governance conducted?
4.13		Assessment of written records of external specialists invited to the institution for consultation on planning and self-assessment issues (OAE 5)	4.13.1 Have assessments of the written records of external specialists invited to the University for consultation on planning and self-assessment issues been conducted?

STANDARD 5: Task Force on Administration

Members of Subcommittee

Melanie Brown	Associate Dean	Business and Public Administration
Iyiola O. Daramola	Student (Graduate)	Public Administration
Alvin Darby	Assistant Dean	Engineering and Applied Sciences
Raja Helou	Professor	Urban Affairs
Hany Makhoulf (Chair)	Chair	Management
Maria Newman	IT Specialist	Development Office
Antonia Nowell	Professor/ Director	Management/ PATHS
Titilope Osiname	Student (Graduate)	Management
Christine Poole	Director	Human Resources
Rodney Stephens	Student	Architectural Engineering Technology

Charges/Objectives

The general charge of the Task Force on Administration is to look into UDC's administrative structure, leadership capabilities, and its methods of assessing the administrative leaders' performance and recommend changes that may enhance the administrative processes and governance as well as eliminate perceived problems and deficiencies. The objectives of this task force are to describe and evaluate the distribution of responsibilities among top-level administrators, evaluate the processes of appointing and evaluating administrative leaders and their staff, and assess the structural and procedural arrangements that are designed to facilitate horizontal, vertical, and diagonal flow of work among top-level administrators.

	Fundamental Elements	Optional Analysis & Evidence (OAE)	(Primary) Research Questions
5.1	A chief executive whose primary responsibility is to lead the institution toward the achievement of its goals and with responsibility for administration of the institution		5.1.1 Is there a chief executive (President) whose primary responsibility is to lead the institution toward the achievement of its goals? 5.1.2 Is that chief executive responsible for administration of the University?
5.2	A chief executive with the combination of academic background, professional training, and/or other qualities appropriate to the institution's mission		5.2.1 Does the chief executive have the combination of academic background, professional training, and/or other qualities appropriate to the institution's mission? 5.2.2 How is the President's performance assessed?
5.3	Administrative leaders with appropriate skills, degrees and training to carry out their responsibilities and functions	Review of the sufficiency and effectiveness of directors, supervisors and administrators to carry out the functions of the institution (OAE 2)	5.3.1 Do the administrative leaders (directors, supervisors and administrators) have the appropriate skills, degrees and training to carry out their responsibilities and functions?

5.4	Qualified staffing appropriate to the goals, type, size, and complexity of the institution	Review of the adequacy of clerical, technological, and other support for administrative personnel (OAE 3)	5.4.1 Does the University possess qualified staffing appropriate to its goals, type, size, and complexity?
5.5	Adequate information and decision-making systems to support the work of administrative leaders		5.5.1 Are there adequate information and decision-making systems to support the work of administrative leaders?
5.6	Clear documentation of the lines of organization and authority	A review of the organizational structure and charts clearly indicating reporting/responsibility relationships to ensure that it is appropriately structured, and analysis of the structure's efficiency and effectiveness (OAE 4)	5.6.1 Is there clear documentation of the lines of organization and authority for the University?
			5.6.2 Is this organizational and authority structure appropriate, efficient, and effective?
5.7	Periodic assessment of the effectiveness of administrative structures and service.		5.7.1 Is the effectiveness of administrative structures and services periodically assessed?
5.8		Evidence of written public statements to faculty, students and other constituencies of the chief executive's vision for the institution (OAE 1)	5.8.1 What written documentation exists to document the President's public statements to faculty, students, and other constituencies on his vision for the University?

STANDARD 6: Integrity

Subcommittee Members

Brian Baker (Co-chair)	Director	Law Library
Sydney O. Hall	Professor	Education
Cheryl Lewis Hawkins	Media Specialist	UDC Cable TV
Alesha Jones	Student	Journalism
Walter Redmond (Co-chair)	Professor	Urban Affairs
Leslie Richards	Professor	Urban Affairs
Susan Saunders	Director, Governmental Affairs	Office of the President
William R. Spaulding	Member	Community

Charges/ Objectives

The subcommittee is charged with reviewing Standard 6, Integrity, as it relates to UDC and to report its findings and recommendations to the Steering Committee. The objective is to assess to what extent the University demonstrates integrity and ethical behavior as it carries out its programs and activities, and to make recommendations that would improve such where needed.

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
6.1	Fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies. The institution assures that student grievances are addressed promptly, appropriately, and equitably		<p>6.1.1 Are there fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of University policies?</p> <p>6.1.2 Does the University assure that student grievances are addressed promptly, appropriately, and equitably?</p>
6.2	Fair and impartial practices in the hiring, evaluation and dismissal of employees	Evidence that faculty and staff handbooks describe promotion, compensation, tenure, and grievance procedures, and an analysis of outcomes of these activities (OAE 5)	<p>6.2.1 Does the University utilize fair and impartial practices in the hiring, evaluation and dismissal of employees?</p> <p>6.2.2 Do the faculty and staff handbooks describe promotion, compensation, tenure, and grievance procedures?</p> <p>6.2.3 Do the faculty and staff handbooks contain an analysis of the outcomes of promotion, compensation, tenure, and grievance procedures?</p>

6.3	Sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all its constituents	Analysis of the application of institutional policies governing conflict of interest (OAE 2)	6.3.1 Do the teaching, scholarship/research, service, and administrative practices of the University demonstrate sound ethical practices and respect for individuals?
			6.3.2 Does the University avoid conflicts of interest as well as the appearance of such conflict in all its activities and among all its constituents?
6.4	Equitable and appropriately consistent treatment of constituencies, as evident in such areas as student discipline, student evaluation, grievance procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management	Review of promotion and tenure statistics (OAE 3) Review of student grievance and disciplinary policies and procedures, as well as resulting actions or outcomes (OAE 4)	6.4.1 Does a review of records, statistics, and outcomes support the equitable and appropriate treatment of constituencies?
			6.4.2 Do union members feel that negotiations and the resulting agreements are fair and equitable?
6.5	A climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom		6.5.1 Does the University contain a climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom?
6.6	An institutional commitment to principles of protecting intellectual property rights		6.6.1 Is the University committed to principles of protecting intellectual property rights?
6.7	A climate that fosters respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives		6.7.1 Does the University climate foster respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives?
6.8	Honesty and truthfulness in public relations announcements, advertisements, and recruiting and admissions materials	Review of policies governing news releases and public announcements describing the institution or explaining its position on various issues (OAE 1)	6.8.1 Are public relations announcements, advertisements, recruiting, and admissions materials honest and truthful?
			6.8.2 Are the policies governing news releases and public announcements describing the institution or explaining its position on various issues reviewed?
6.9	Reasonable, continuing student access to paper or electronic catalogs		6.9.1 Do students have reasonable and continuing access to paper or electronic catalogs?
6.10	When catalogs are available only		6.10.1 If catalogs are available

	electronically, the institution's web page provides a guide or index to catalog information for each catalog available electronically		only electronically, does the University's web page provide a guide or index to catalog information for each catalog available electronically?
6.11	When catalogs are available only electronically, the institution archives copies of the catalogs as sections or policies are updated		6.11.1 If catalogs are available only electronically, does the University archive copies of the catalogs as sections or policies are updated?
6.12	Availability of factual information about the institution, such as the Middle States Commission on Higher Education annual data reporting, the self-study or periodic review report, the team report, and the Commission's action, accurately reported and made publicly available to the institution's community		6.12.1 Is factual information about the University relating to the Middle States Commission on Higher Education (MSCHE) accrediting or annual reporting accurately reported and made publicly available to the University community?
6.13	Institutional information provided in a manner that ensures student and public access, such as print, electronic, or video presentation		6.13.1 Is University information provided in a manner that ensures student and public access, such as print, electronic, or video presentation?
6.14	Fulfillment of all applicable standards and reporting and other requirements of the Commission		6.14.1 Does the University fulfill all applicable standards, reporting, and other requirements of the Commission?
6.15	Periodic assessment of the integrity evidenced in institutional policies, processes, practices, and the manner in which these are implemented		6.15.1 Are periodic assessments conducted to assess the integrity evidenced in University policies, processes, practices, as well as the manner in which these are implemented?

STANDARD 7: Institutional Assessment

Subcommittee Members

Philip L. Brach	Distinguished Professor	Engineering
Deborah Dessaso	Director	Writing Center
Gail T. Finley (Co-Chair)	Professor	Computer Science
Angelyn Flowers (Co-Chair)	Professor	Urban Affairs
William Hawkins	Professor	Mathematics
Jacquelynn V. Thompson	Writer/ Editor	Communications
Wilma Thompson	Staff Assistant	Office of Executive Vice President
Chester Wright	Professor/ Chair	English/ University Senate

Charge/ Objective

This subcommittee plans to document the development and implementation of an assessment plan and process for the evaluation of the institution's overall effectiveness in achieving its mission and goals: Implementing planning, resource allocation and institutional renewal process; using institutional resources efficiently; providing leadership and governance; providing administrative structure and services; demonstrating institutional integrity; and ensuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
7.1	A foundation in the institution's mission, goals, and objectives		7.1.1 Is the University's written assessment plan based on the University's mission, goals and objectives?
7.2	Periodic assessment of institutional effectiveness that addresses the total range of educational offerings, services, and processes, including planning, resource allocation, and institutional renewal processes; institutional resources; leadership and governance; administration; institutional integrity; and student learning outcomes	Evidence of institution-wide assessment efforts (e.g. committee minutes or reports) (OAE 2) Review of reports or other evidence of student involvement in and satisfaction with academic support programs and co-curricular activities (OAE 4) Analysis of student satisfaction survey results (OAE 5) Assessment of faculty and staff development programs (OAE 9)	7.2.1 Is there periodic assessment of institutional effectiveness that addresses the total range of educational offerings, services, and processes, including planning, resource allocation, and institutional renewal processes; institutional resources; leadership and governance; administration; institutional integrity; and student learning outcomes?
7.3	Support and collaboration of faculty and administration		7.3.1 Does the written assessment plan and process reflect support and collaboration of faculty and administration?

7.4	Systematic and thorough use of multiple qualitative and/or quantitative measures, which maximize the use of existing data and information		7.4.1 Does the written assessment plan include systematic/thorough use of multiple qualitative and/or quantitative measures that maximize the use of existing data & information?
7.5	Evaluative approaches that yield results that are useful in institutional planning, resource allocation, and renewal		7.5.1 Does the written assessment include evaluative approaches that yield results that are useful in institutional planning, resource allocation, and renewal?
7.6	Realistic goals and a timetable, supported by appropriate investment of institutional resources		7.6.1 Does this written assessment plan include realistic goals and a timetable, supported by appropriate investment of institutional resources?
7.7	Periodic evaluation of the effectiveness and comprehensiveness of the institution's assessment plan	Analysis of how the assessment infrastructure supports the evaluation process (OAE 3)	7.7.1 Does the written assessment process include periodic evaluation of the effectiveness and comprehensiveness of the assessment plan?
7.8	Use of assessment results to improve and gain efficiencies in administrative services and processes, including activities specific to the institution's mission (e.g. service, outreach, research); and	<p>Analysis of teaching effectiveness evaluations, including identification of good practices (OAE 6)</p> <p>Assessments of student advising and service programs, with recommendations for improvements and evidence of action based on recommendations (OAE 7)</p> <p>Assessments of campus climate by faculty and staff, with recommendations for improvements (OAE 8)</p> <p>Evidence of continuous improvement, as evidenced in administrative policies and procedures (OAE 10)</p> <p>Review of evaluations of special, mission driven programs or projects, with recommendations for improvement, and evidence of action based on recommendations (OAE 11)</p>	7.8.1 Are the assessment results used to improve and gain efficiencies in administrative services and processes, including activities specific to the institution's mission (e.g. service, outreach, and research)?

7.9	A written institutional (strategic) plan that reflects consideration of data from assessment	Review of all components of the assessment plan and an analysis of representative data/findings (OAE 9)	7.9.1 Is there a written strategic plan that reflects consideration of assessment data?

Institutional Effectiveness Goals and Assessment Techniques Worksheet – Unit Level (Sample)

A	B	C	D	E	F
Goals and Objectives	Processes	Assessment Methods	Assessment Processes	Status, outcomes, and results	Decisions, plans and recommendations
1. What are the goal(s) and objectives of your unit?	1. What processes and procedures does your unit use to achieve these goals?	1. By what measure(s) does your unit know that it is meeting its objectives?	1. When does your unit conduct its assessment?	1. What are the results of the assessment?	1. Based on your findings, what does your unit plan to do?
		2. From whom, and at what points, is data gathered?	2. Who is responsible for each component?	2. How do the data support these findings?	2. Does your unit need additional information?
		3. How is the information being collected?	3. How does your unit communicate its plan and outcomes within your unit, with other units, and with other constituencies of the University?		3. How does your unit implement assessment results for improvement of unit operations?

STANDARD 8: Student Admissions

Subcommittee Members

Doris Caldwell	Professor	Nursing
Susie Cato	Professor	Nursing
Charles Gaffney	Transfer Counselor	Admissions
Sydney O. Hall	Professor	Education
April Massey	Chair	Languages and Communication Disorders
Titilope Osiname	Student (Graduate)	Public Administration
Chris Roggeron	Student	Fire Science Administration
Mahmoud Seyala (Chair)	Professor	Management Marketing and Information Systems

Charges/Objectives

The objective is to ensure that admissions policies and procedures are consistent with the mission of the University.

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
8.1	Admissions policies, developed and implemented, that support and reflect the mission of the institution	Review of procedures that guide the admissions program and policies or guidelines regarding the type of information the institution makes known to potential students and the general public (OAE 2)	8.1.1 Do the admissions policies and procedures as developed and implemented support and reflect the mission of the University?
		Evidence of the utilization of information appropriate to the review of financial aid practices, to reflect whether practices adequately support admission and retention efforts (OAE 4)	8.1.2 To what extent is the University's mission and goals reflected in the catalog, admissions publications, and the website?
			8.1.3 Are there differences in stated University undergraduate and graduate admissions policy and policy applied by the individual undergraduate and graduate programs?
8.2	Admissions policies and criteria available to assist the prospective student in making informed decisions		8.2.1 Are admissions policies and criteria available to assist prospective students in making informed decisions?
8.3	Accurate and comprehensive information regarding academic programs, including any required placement or diagnostic testing	Evidence of the periodic review of admissions catalogs, view books, websites, recruiting and other relevant materials for accuracy and effectiveness (OAE 1)	8.3.1 Is accurate and comprehensive information regarding academic programs, including any required placement or diagnostic testing made available to prospective students?

			8.3.2 What is the process for ensuring the catalog, admissions publications, and the website are accurately maintained?
8.4	Information on student learning outcomes available to prospective students		8.4.1 Is information on student learning outcomes available to prospective students?
8.5	Accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds		8.5.1 Is accurate and comprehensive information and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds, made available to prospective and current students?
8.6	Published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning		8.6.1 Are there published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning?
8.7	Ongoing assessment of student success, including but not necessarily limited to retention that evaluates the match between the attributes of admitted students and the institution's mission and programs	Evidence of the utilization of information appropriate to the review of student retention, persistence, and attrition, to reflect whether these are consistent with student and institutional expectations (OAE 5)	8.7.1 Does the University conduct ongoing assessments of student success?
			8.7.2 Does this include assessments of retention that evaluate the match between the attributes of admitted students and the institution's mission and programs?
			8.7.3 What evidence documents the utilization of attrition data to ascertain characteristics of students who withdraw prior to attaining their educational objectives?

		<p>Evidence of the utilization of attrition data to ascertain characteristics of students who withdraw prior to attaining their educational objectives and, as appropriate, implementation of strategies to improve retention through changes in admissions criteria or procedures (OAE 6)</p> <p>Determination of the specific admissions criteria (predictive indices) used by programs that reflect skills and experiences needed by students in those disciplines, that incorporate the unique characteristics of the program's undergraduate or graduate applicants, and that are strongly correlated with degree completion and occupational success.</p> <p>Identification of a core set of admissions criteria (predictive indices) for use by all of the graduate programs that incorporate the unique characteristics of the University's graduate program applicants and are strongly correlated with degree completion and occupational success</p>	8.7.4 What evidence documents the strategies implemented to improve retention through changes in admissions criteria or procedures?
8.8		Evidence of periodic review of the accuracy and effectiveness of financial aid information, scholarship material, and academic advising materials (OAE 3)	8.8.1 What evidence documents the periodic review of the accuracy and effectiveness of financial aid information, scholarship material, and academic advising materials?
8.9	Processing procedures for undergraduate and graduate applicants, including international students		8.9.1 How efficient are the processing procedures for undergraduate and graduate applicants? 8.9.2 What is the University's response to admissions issues specific to international applicants?
8.10	Timeliness and accuracy of publications and cut-off dates		8.10.1 Is there accurate and timely publication of all information impacting whether or not students apply to or attend the University?

			8.10.2 Are cut-off dates adequate for ensuring timely processing of applications?
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STANDARD 9: Student Support Services

Members of Subcommittee

Kevin Michael Allen	Student	Computer Science
Carissa Bernard	Student	Business Management
David Blackman (Chair)	Professor	Chemistry
Antoinette Mingo	Member	Board of Trustees
Nyah Molineaux	Student	Computer Science
Angelina Mulenga	Student	Office Administration
Kevin Naiker	Program Coordinator	College Preparatory Programs
Ahmed Reed	Educational Specialist	Student Affairs
Rachael Street	Student	Finance
Jeffrey A. Suiter	Student	English
Leah Wallace	Student	Computer Science

Charges/Objectives

The subcommittee will examine the availability and delivery of a wide range of student support services, including academic services such as admissions, financial aid, registration, orientation, advising, and tutoring, and non-academic services such as counseling, discipline, health, placement, student organization and activities, cultural programming, child care, security, and athletics. In each case the subcommittee will explore the quality, consistency, and appropriateness of the service.

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
9.1	A program of student support services appropriate to student strengths and needs, reflective of institutional mission, consistent with student learning expectations, and available regardless of place or method of delivery	Evidence of a structure appropriate to the delivery of student support services (organizational chart) (OAE 2) Review of student handbooks, catalogs, newspapers, and schedules, including materials showing availability and explaining the nature of services (published in print and/or available electronically) (OAE 3)	9.1.1 Is the student support services program appropriate to student strengths and needs, reflective of institutional mission, consistent with student learning expectations, and available regardless of place or method of delivery?
9.2	Qualified professionals to supervise and provide the student support services and programs		9.2.1 Are the student support services and programs provided and supervised by qualified professionals?
9.3	Procedures to address the varied spectrum of student academic and other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral		9.3.1 Is there a procedure to address the varied spectrum of student academic and other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral?
9.4	Appropriate student advisement procedures and		9.4.1 Does the University have appropriate student

	processes		advisement procedures and processes?
9.5	If offered, athletic programs that are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs		9.5.1 Are the athletic programs regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs?
9.6	Reasonable procedures, widely disseminated, for equitably addressing student complaints or grievances		9.6.1 Are there reasonable procedures, widely disseminated, for equitably addressing student complaints or grievances?
9.7	Records of student complaints or grievances	Evidence of student grievances and resolutions, and review of such records to determine whether there are noteworthy patterns (OAE 4)	9.7.1 Does the University maintain records of student complaints or grievances?
9.8	Policies and procedures, developed and implemented, for safe and secure maintenance of student records		9.8.1 Have policies and procedures been developed and implemented, for safe and secure maintenance of student records?
9.9	Published and implemented policies for the release of student information		9.9.1 Are there published and implemented policies for the release of student information?
9.10	Ongoing assessment of student support services and the utilization of assessment results for improvement	Analysis of support services available to students, including any distinctions among physical sites or modes of delivery and the particular support services those sites/modes require (instructional technology support, library/learning resources support, etc.) (OAE 1)	9.10.1 Are the results from ongoing assessments of student support services utilized for improvement?

STANDARD 10: Faculty

Members of Subcommittee

Beth Ausbrooks	Professor	Urban Affairs
Wen-Yen Chen (Chair)	Professor	Psychology
Carolyn Cousin	Professor	Biology
Shiela Harmon Martin	Chair	Urban Affairs
Kim Mbow	Professor	Biology
Margaret A. Moore	Professor	Urban Affairs
Winston C. Nottingham	Professor	Chemistry and Physics
Esther T. Ososanya	Professor	Electrical Engineering
Isadora Posey	Chair	Chemistry

Charges/Objectives

This subcommittee is charged to identify and review University policies governing faculty recruitment, appointment, promotion, tenure, retention, evaluation and succession in order to assess whether faculty and other professionals are appropriately prepared for their roles as teachers, scholars, and professionals, to identify whether there are sufficient faculty and other professionals to address University needs, to analyze faculty characteristics and performance in areas of teaching, scholarship, and community service, to review evaluation procedures to determine teaching effectiveness and curriculum design within the context of the principles of academic freedom, to assess institutional support of faculty development and advancement, and to evaluate the impact of collective bargaining on faculty, students, academic programs, and institutional effectiveness.

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
10.1	Faculty and other professionals appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined, and sufficiently numerous to fulfill those roles appropriately		<p>10.1.1 Are faculty appropriately prepared and qualified for the positions they hold?</p> <p>10.1.2 Are faculty roles and responsibilities clearly defined?</p> <p>10.1.3 Are there sufficient faculty to fulfill those roles appropriately?</p> <p>10.1.4 Are non-faculty professionals appropriately prepared and qualified for the positions they hold?</p> <p>10.1.5 Are the roles and responsibilities for non-faculty professionals clearly defined?</p> <p>10.1.6 Are there sufficient non-faculty professionals to fulfill those roles appropriately?</p> <p>10.1.7 What is being done to retain faculty?</p>

			10.1.8 Are University retirement benefits clearly communicated to faculty?
			10.1.9 What are University policies and practices on succession planning?
10.2	Educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified		10.2.1 Are the educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified?
10.3	Faculty and other professionals, including teaching assistants, who demonstrate excellence in teaching and other activities, and who demonstrate continued professional growth	Evidence of faculty productivity in the scholarship of teaching as well as in discipline-specific research and scholarship and in the creation of knowledge, consistent with the institution's mission (OAE 1) Analysis of student evaluations of teaching (OAE 5) Analysis of reports from faculty peer evaluations of teaching, scholarship and service (OAE 6)	10.3.1 Do faculty and other professionals, including teaching assistants, demonstrate excellence in teaching and other activities?
			10.3.2 Do faculty and other professionals, including teaching assistants, demonstrate continued professional growth?
			10.3.3 Is there evidence of faculty productivity in the scholarship of teaching as well as in discipline-specific research and scholarship and in the creation of knowledge, consistent with the institution's mission?
10.4	Demonstrated institutional support for the advancement and development of faculty		10.4.1 Does the University demonstrate institutional support for the advancement and development of faculty?
10.5	Recognition of appropriate linkages among scholarship, teaching, student learning, research, and service	Analysis of the relationship between faculty characteristics and performance and student learning outcomes (OAE 2)	10.5.1 Does the University recognize appropriate linkages among scholarship, teaching, student learning, research, and service?
			10.5.2 What analyses of the relationship between faculty characteristics and performance and student learning outcomes have been conducted?
			10.5.3 How have the results of these analyses been implemented?

10.6	Published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons	Review of results of implemented appointment, promotion, and tenure standards and procedures (OAE 3) Evidence of dissemination of evaluation procedures and criteria (OAE 4)	10.6.1 Are there published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline, and dismissal? 10.6.2 Are these standards based on principles of fairness with due regard for the rights of all persons? 10.6.3 What is the impact of collective bargaining on faculty, students, academic programs, and institutional effectiveness?
10.7	Carefully articulated, equitable, and implemented procedures and criteria for review of all individuals who have responsibility for the educational program of the institution	Analysis of the training, role, and effectiveness of graduate students who provide undergraduate instruction (OAE 8)	10.7.1 Are there carefully articulated, equitable, and implemented procedures and criteria for review of all individuals who have responsibility for the educational program of the institution?
10.8	Criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty	Analysis of institutional practices for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty on time-limited contracts (OAE 7)	10.8.1 Are the criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty? 10.8.2 Has an analysis of institutional practices for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty on time-limited contracts been conducted?
10.9	Adherence to principles of academic freedom, within the context of institutional mission		10.9.1 Is there adherence to principles of academic freedom, within the context of institutional mission?

STANDARD 11: Educational Offerings

Members of Subcommittee

Robert Brown	Professor	Languages
William W. Ellis	Academic Administrator	Academic Affairs
Emma Muñoz	Professor	Languages
Meredith Rode (Chair)	Professor	Mass Media, Visual and Performing Arts
Vernise Steadman	Professor	Mathematics
Andress Taylor	Professor	English
Dellvin Williams	Student	Sociology and Anthropology

Charges/ Objectives

The institution's educational offerings display **academic content, rigor and coherence** that are appropriate to its higher education mission. The institution identifies student **learning goals and objectives, including knowledge and skills** for its educational offerings. (Emphasis added)

The objective of this subcommittee is to examine the educational offerings of the University to determine academic content, rigor and coherence appropriate to the mission of UDC as presently stated. As the Mission Statement, as well as the University's Goals which are included in the official catalogue, are broadly defined, the parameters of investigation include educational offerings and services that support those offerings.

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
11.1	Educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered		<p>11.1.1 Are the educational offerings congruent with the University's mission?</p> <p>11.1.2 Do the educational offerings include appropriate areas of academic study of sufficient content, breadth, and length?</p> <p>11.1.3 Are the educational offerings conducted at levels of rigor appropriate to the programs or degrees offered?</p> <p>11.1.4 Do the University offerings encourage inquiry which recognizes diverse backgrounds and perspectives?</p> <p>11.1.5 How do the educational offerings address the specific needs of the student body and city?</p>
11.2	Formal undergraduate, graduate, and/or professional programs—leading to a degree or other recognized higher		11.2.1 Are the formal undergraduate, graduate, and/or professional programs (leading to a degree or other

	education credential—designed to foster a coherent student learning experience and to promote synthesis of learning		recognized higher education credential) designed to foster a coherent student learning experience and to promote synthesis of learning?
11.3	Program goals that are stated in terms of student learning outcomes		11.3.1 Are the program goals stated in terms of student learning outcomes?
11.4	Periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences it provides its students and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress		11.4.1 Are there periodic evaluations of the effectiveness of any curricular, co-curricular, and extra-curricular experiences provided to students? 11.4.2 Are the results of these periodic evaluations utilized as a basis for improving student development programs and for enabling students to understand their own educational progress?
11.5	Learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs	Evidence of accessible reference tools to ascertain where relevant materials exist and are located (OAE 5) Assessment of information literacy outcomes, including assessment of related learner abilities (OAE 6) Evidence of trained instructional and reference staff, or other support services, available on-site or via remote access, to help students and teaching staff locate and evaluate information tools and resources (OAE 7) Evidence of an adequate policy and process, tailored to the mission and goals of the institution, for the development and management of information resources (OAE 8)	11.5.1 Are the learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs?
11.6	Collaboration between professional library staff and faculty in teaching and fostering information literacy skills relevant to the curriculum		11.6.1 What collaboration occurs between professional library staff and faculty in teaching and fostering information literacy skills relevant to the curriculum?
11.7	Programs that promote student use of information and learning	Evidence of local and remote information resources, access	11.7.1 How is student use of information and use of

	resources	structures, and technologies adequate to support the curriculum (OAE 3) Evidence of information literacy incorporated in the curriculum with syllabi, or other material appropriate to the mode of teaching and learning, describing expectations for students' demonstration of information literacy skills (OAE 4)	learning resources promoted?
11.8	Provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of its courses and programs regardless of the location or delivery mode		11.8.1 Does the University provide comparable quality of teaching/instruction, academic rigor, and educational effectiveness of its courses and programs regardless of the location or delivery mode?
11.9	Published and implemented policies and procedures regarding transfer credit. The acceptance or denial of transfer credit will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, will consider course equivalencies, including expected learning outcomes, with those of the receiving institution's curricula and standards. Such criteria will be fair, consistently applied, and publicly communicated	Analysis of transfer trends and patterns, both to and from the institution (OAE 9) Review of articulation agreements and analysis of their impact and effectiveness (OAE 10) Review of the impact of transfer agreements or transfer acceptance mandates on the coherence and integrity of the institution's degree programs (OAE 11)	11.9.1 Does the University have published and implemented policies and procedures regarding transfer credit? 11.9.2 Does acceptance or denial of transfer credit include consideration of course equivalencies, including expected learning outcomes, with those of the receiving institution's curricula and standards (i.e. – not basing acceptance or denial solely on the basis of the accreditation of the sending institution or the mode of delivery)? 11.9.3 Have findings from analyses of transfer trends, policies, and practices been utilized at the University?
11.10	Policies and procedures to assure that the educational expectations, rigor, and student learning within any accelerated programs are comparable to those that characterize more traditional program formats		11.10.1 What policies and procedures exist to assure that the educational expectations, rigor, and student learning within any accelerated programs are comparable to those that characterize more traditional program formats?
11.11	Consistent with the institution's educational programs and student cohorts, practices and policies that reflect the needs of adult learners		11.11.1 Do the University's practices and policies reflect the needs of adult learners in a manner consistent with the institution's educational programs and student cohorts?

11.12	Course syllabi that incorporate expected learning outcomes		11.12.1 Do the course syllabi incorporate expected learning outcomes?
11.13	Assessment of student learning and program outcomes relative to the goals and objectives of the undergraduate programs and the use of the results to improve student learning and program effectiveness (see Standard 14: Assessment of Student Learning)	<p>Evidence of completed analytical reviews (of educational offerings) that address topics such as:</p> <ul style="list-style-type: none"> ♣ Appropriateness to institutional mission ♣ Relevance to student goals, interests and aspirations ♣ Clarity of educational goals and related strategies for assessing student achievement of those goals ♣ Provision of adequate time on task and information to learn and to practice the knowledge, skills and abilities imparted by each program ♣ Provision of adequate balance between theory and practice, given programmatic and institutional goals ♣ Opportunity to integrate instructional and non-instructional experiences ♣ Opportunity for active student engagement in the learning undertaken ♣ Opportunity to practice and improve upon skills associated with the field or area studied ♣ Opportunity for collaborative learning and to work with others in the completion of learning tasks ♣ Provision of an atmosphere of inquiry where diverse backgrounds and perspectives are valued (OAE 1) <p>Review of results from the institution's implemented outcomes assessment plan (OAE 2)</p>	<p>11.13.1 Have assessments of student learning and program outcomes relative to the goals and objectives of the undergraduate programs been conducted, and has the University utilized the results to improve student learning and program effectiveness?</p> <p>11.13.2 Have results from the implemented outcomes assessment plan been reviewed?</p>

Additional Elements for Graduate and Professional Education

	Fundamental Elements	Related Optional Analysis & Evidence	(Primary) Research Questions
11.15	Graduate curricula providing for the development of research and independent thinking which studies at the advanced level presuppose	<p>Review of the impact of graduate and professional programs on the overall resources of the institution (OAE 2)</p> <p>Evidence of defined roles and responsibilities for graduate students, especially those who serve as undergraduate instructors and laboratory assistants (OAE 3)</p> <p>Assessment of the training, role, and effectiveness of graduate students who provide undergraduate instruction (OAE 4)</p>	<p>11.15.1 Does the graduate curricula provide for the development of research and independent thinking presupposed by studies at the advanced level?</p> <p>11.15.2 Has a review of the impact of graduate and professional programs on the overall resources of the institution been conducted?</p> <p>11.15.3 What role do graduate students play in terms of providing undergraduate instruction and laboratory assistance; and how effective is their training for these responsibilities?</p>
11.16	Faculty with credentials appropriate to the graduate curricula		11.16.1 Do the graduate programs possess faculty with credentials appropriate to the graduate curricula?
11.17	Assessment of student learning and program outcomes relative to the goals and objectives of the graduate programs (including professional and clinical skills, professional examinations and professional placement where applicable) and the use of the results to improve student learning and program effectiveness (see Standard 14: Assessment of Student Learning).	Evidence of graduate and professional program goals and objectives that are well-defined, coherent, reflective of institutional mission, and consistent with the profession for which the program prepares students (OAE 1)	<p>11.17.1 Have assessments of student learning and program outcomes relative to the goals and objectives of the graduate programs (including professional and clinical skills, professional examinations and professional placement where applicable) been conducted?</p> <p>11.17.2 Have the results of those assessments been used to improve student learning and program effectiveness?</p>

STANDARD 12: General Education

Members of Subcommittee

Calvin Brooks	Professor	Mechanical Engineering
Dewitt Davis	Professor	Urban Affairs
Deborah Dessaso	Director	Writing Center
William W. Ellis	Academic Administrator	Academic Affairs
Suzan Harkness	Professor	Political Science
Sylvia Hill	Professor	Urban Affairs
Katie Inmon (Chair)	Professor	Learning Resources
Charles Lund	Professor	English
Julius Nimmons Jr.	Professor	Urban Affairs

Charges/ Objectives

The general charge of this subcommittee is to review the state of general education at the University of the District of Columbia and to recommend strategies to strengthen it.

The objective of this subcommittee is to ensure that the role of general education in the University's curriculum is designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, appreciation of the arts, technological competency, and information literacy. In the course of completing general education, it is pertinent that students gain not only the essential knowledge to move forward in life, but also gain cognitive abilities, and an understanding of values and ethics which will enhance the student's intellectual growth. The mission of the University of the District of Columbia states that: "programs will prepare students for immediate entry into the workforce, for the next level of education, for specialized employment opportunities, and for lifelong learning." In understanding this mission, this subcommittee will ask the following questions:

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
12.1	A program of general education of sufficient scope to enhance students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs; (An institution also may	Evidence of institutional support for the general education program (administrative structure, budget, faculty incentives) (OAE 4)	12.1.1 Is the University's program of general education of sufficient scope to enhance the students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs?

	demonstrate how an alternative approach fulfills the intent of this fundamental element.)		12.1.2 If the University utilizes an alternative approach to general education, is it of sufficient scope to enhance the students' intellectual growth, and equivalent to at least 15 semester hours for associate degree programs and 30 semester hours for baccalaureate programs? 12.1.3 Does the University provide appropriate institutional support for the general education program (administrative structure, budget, faculty incentives)?
12.2	A program of general education where the skills and abilities developed in general education are applied in the major or study in depth	Analysis of statements of individual curricular or degree program goals/objectives relative to core knowledge and skills (general education) (OAE 3)	12.2.1 Are the skills and abilities developed in general education applied in the major or study in depth?
12.3	Consistent with institutional mission, a program of general education that incorporates study of values, ethics, and diverse perspectives		12.3.1 Does the program of general education incorporate study of values, ethics, and diverse perspectives in a manner consistent with the institutional mission?
12.4	General education requirements assuring that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, technological capabilities appropriate to the discipline, and information literacy, which includes critical analysis and reasoning		12.4.1 Do the general education requirements assure that upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, technological capabilities appropriate to the discipline, and information literacy, which includes critical analysis and reasoning?
12.5	General education requirements clearly and accurately described in official publications of the institution	Evidence of institutional statements of the rationale supporting the curriculum and the benefits of a quality general education program; and evidence that this rationale has been communicated to students, parents, advisors, employers, and other constituencies (OAE 1) Analysis of statements of institutional mission, goals, or objectives relative to core knowledge and skills (general education) (OAE 2)	12.5.1 Are the general education requirements clearly and accurately described in official publications of the University?

12.6	Assessment of general education outcomes within the institution's overall plan for assessing student learning, and evidence that such assessment results are utilized for curricular improvement.	Evidence of curriculum review processes that include general education components (OAE 5)	12.6.1 Does the University assess general education outcomes within the institution's overall plan for assessing student learning?
			12.6.2 What evidence demonstrates that the assessment results regarding general education outcomes are utilized for curricular improvement?

STANDARD 13: Related Educational Activities

Members of Subcommittee

Rosemary Bolig	Professor	Education
Janice B. Carmichael	Project Director	Capital Technology Employment Consortium
Clavin Fields	Director	Institute of Gerontology
H. Fullas Hailu	Professor	Languages
Carolyn C. Haye	Manager	Taxicab Driver Training and Certification
David K. Jefferson	Coordinator	Pesticide Safety Education Program
Helene Krauthamer	Professor	English
Dorothy Remy	Professor	Urban Affairs
Maigenet Shifferraw	Professor	Education
George Spicely (Chair)	Professor	Education
Diana Zurer	Professor	Education

Charges/ Objectives

The objectives are to determine what the related educational activities are, whether or not the University is committed to their continuity, and to assure that all related educational activities convey the University's mission and maintain the quality of the University.

Basic Skills

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
13.1	Systematic procedures for identifying students who are not fully prepared for college level study	Review of the effectiveness of tests or measures used to place students in developmental courses (OAE 1)	13.1.1 What systemic procedures exist for identifying students who are not fully prepared for college level study? 13.1.2 What reviews have been conducted of the effectiveness of tests or measures used to place students in developmental courses?
13.2	Provision of or referral to relevant courses and support services for admitted under-prepared students	Assessment of the effectiveness of support services for under-prepared students (OAE 3)	13.2.1 What relevant courses and support services are provided for under-prepared students? 13.2.2 How are referrals made in the absence of relevant courses and support services for under-prepared students? 13.2.3 What findings were derived from the assessments of the effectiveness of support services for under-prepared students?
13.3	Remedial or pre-collegiate level courses that do not carry academic degree credit.		13.3.1 Does the University offer remedial or pre-collegiate level courses that do not carry academic degree credit?
13.4		Analysis of the impact of	13.4.1 What were the findings

		developmental program completion on student persistence and academic achievement in degree programs and courses (OAE 2)	from analyses of the impact of developmental program completion on student persistence and academic achievement in degree programs and courses?
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Certificate Programs

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
13.5	Certificate programs that have clearly articulated expectations of student learning and that are designed, approved, administered, and periodically evaluated under established institutional procedures	Evidence of certificate program goals and objectives, reflecting and consistent with institutional mission (OAE 4)	13.5.1 What evidence exists to document that certificate program goals and objectives reflect and are consistent with the University's mission?
		Evidence of articulated student knowledge, skills, and competency levels (OAE 5)	13.5.2 What evidence exists to demonstrate articulated student knowledge, skills, and competency levels?
		When national definitions of such credentials exist, evidence that the outcomes of certificate programs are consistent with these (OAE 6)	13.5.3 If there are national definitions for specific certificate programs, what evidence demonstrates that the outcomes of certificate programs are consistent with the national definitions?
		Evidence of published program objectives, requirements, and curricular sequence (OAE 7)	
		Evidence of the involvement of faculty and other qualified academic professionals in the design, delivery, and ongoing evaluation of certificate programs (OAE 8)	13.5.4 What evidence demonstrates the involvement of faculty and other qualified academic professionals in the design, delivery, and ongoing evaluation of certificate programs?
		Review of stated rationale, where processes for program oversight and quality assurance are different or separate from the institution's regular processes (OAE 9)	13.5.5 Where the processes for oversight and quality assurance of particular certificate programs are different or separate from the University's regular processes, has a review of the stated rationale for this difference been conducted?
		Analysis of availability and effectiveness of appropriate student support services (OAE 10)	13.5.6 What analyses have been conducted of the availability and effectiveness of appropriate student support services for students enrolled in certificate programs?

		If courses completed within a certificate program are applicable to a degree program offered by the institution, evidence of academic oversight to assure the comparability and appropriate transferability of such courses (OAE 11)	13.5.7 If courses completed within a certificate program are applicable to a degree program offered by the institution, what evidence of academic oversight to assure the comparability and appropriate transferability of such courses exists?
		Analysis of the impact of certificate programs on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals (OAE 12)	13.5.8 What analyses have been conducted of the impact of certificate programs on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals?

Experiential Learning

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
13.6	Credit awarded for experiential learning that is supported by evidence in the form of an evaluation of the level, quality and quantity of that learning		13.6.1 Does the institution award credit for experiential learning? (If not, skip this section) 13.6.2 Is the credit awarded for experiential learning supported by evidence in the form of an evaluation of the level, quality and quantity of that learning?
13.7	Published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation	Review of standards utilized by evaluators in assessing college level learning (OAE 15) Analysis of student portfolios or other means used to demonstrate college level learning (OAE 16)	13.7.1 Are there published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation?
13.8	Published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institution's curricula and standards	Analysis of consistency in the award of college credit for experiential learning across the institution (OAE 17) Analysis of consistency in the award of college credit for experiential learning in particular disciplines (OAE 18)	13.8.1. Are there published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institution's curricula and standards?
13.9	Published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution		13.9.1 Are there published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution?

13.10	Credit awarded appropriate to the subject and the degree context into which it is accepted		13.10.1 Is the credit awarded for experiential learning appropriate to the subject and the degree context into which it is accepted?
13.11	Evaluators of experiential learning who are knowledgeable about the subject matter and about the institution's criteria for the granting of college credit	Analysis of the reports prepared by evaluators including the methods of assessing the learning and the information or competencies considered (OAE 14)	13.11.1 Are the evaluators of experiential learning knowledgeable about the subject matter and about the institution's criteria for the granting of college credit?
13.12		Analysis of the amount and type of evaluated learning credit awarded by discipline (OAE 13)	13.12.1 Have the amount and type of evaluated learned credit awarded by discipline been analyzed?
13.13		Evidence of training and development of those who evaluated experiential learning for college credit (OAE 19)	13.13.1 What evidence documents the training and development of those who evaluated experiential learning for college credit?
13.14		Review of the acceptance in transfer of the awarding institution's evaluated experiential learning credit (OAE 20)	13.14.1 What findings were generated by review of the acceptance in transfer of the awarding institution's evaluated experiential learning credit?

Non-credit Offerings

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
13.15	Non-credit offerings that are designed, approved, administered, and periodically evaluated under established institutional procedures	Evidence of the rationale for non-credit offerings, including the demonstrated consistency of non-credit offerings with the institution's stated mission and goals (OAE 21)	13.15.1 What evidence documents the rationale for non-credit offerings and their consistency with the University's stated mission and goals?
		Evidence of articulated student knowledge, skills, and/or competency levels for non-credit offerings (OAE 22)	13.15.2 What evidence documents articulated student knowledge, skills, and/or competency levels for non-credit offerings?
		Evidence of the involvement of faculty and other qualified academic professionals in the design, delivery, and evaluation of non-credit offerings (OAE 23)	13.15.3 What evidence documents the involvement of faculty and other qualified academic professionals in the design, delivery, and evaluation of non-credit offerings?
		Review of assessment results for non-credit programs (OAE 24)	13.15.4 What reviews have been conducted of the assessments results for non-credit programs?

		If non-credit courses may be applied to a degree program offered by the institution, evidence of academic oversight to assure the comparability and appropriate transferability of such courses (OAE 25)	13.15.5 If non-credit courses may be applied to a degree program offered by the institution, what evidence documents academic oversight to assure the comparability and appropriate transferability of such courses?
13.16		Analysis of the impact of non-credit programs on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals (OAE 26)	13.16.1 What analyses have been conducted of the impact of non-credit programs on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals?

Branch Campuses, Additional Locations, and Other Instructional Sites

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
13.17	Offerings at branch campuses, additional locations, and other instructional sites (including study abroad locations and programs offered at business/corporate sites) that meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings	Review of detailed information on all sites/locations, including initial date of operation, programs offered, student profile, faculty profile, administrative profile, physical and technological resources (OAE 27)	13.17.1 Have reviews been conducted providing detailed information on all sites/locations, including initial date of operation, programs offered, student profile, faculty profile, and administrative profile, physical and technological resources?
		Analysis of the adequacy and appropriateness of library/information and other learning resources (OAE 28)	13.17.2 What analysis has been conducted of the adequacy and appropriateness of library/information and other learning resources?
		Evidence that activities at other locations meet all appropriate standards, including those related to learning outcomes (OAE 29)	13.17.3 What evidence documents that activities at other locations meet all appropriate standards, including those related to learning outcomes?
		Analysis of the adequacy and appropriateness of student support services (OAE 30)	13.17.4 What findings have been generated from analysis of the adequacy and appropriateness of student support services?
		Analysis of the adequacy of other resources for these sites (e.g. technology) (OAE 31)	13.17.5 What findings have been generated from analysis of the adequacy of other resources for these sites (e.g. technology)?

		Analysis of site specific outcomes assessment data and related conclusions about effectiveness and comparability to similar offerings elsewhere at the institution (OAE 32)	13.17.6 What findings have been generated by analysis of site specific outcomes assessment data and related conclusions about effectiveness and comparability to similar offerings elsewhere at the institution?
		Review of the participation of site faculty and other personnel in institution-wide processes of evaluation, planning, and governance (OAE 33)	13.17.7 How have site faculty and other personnel participated in institution-wide processes of evaluation, planning, and governance?
		Analysis of the impact of branch campuses, additional locations, and other instructional sites on the institution’s resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals (OAE 34)	13.17.8 What findings have been generated by analysis of the impact of branch campuses, additional locations, and other instructional sites on the institution’s resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals?

Distance or Distributed Learning

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
13.18	Distance learning offerings (including those offered via accelerated or self-paced time formats) that meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness. If the institution provides parallel on-site offerings, the same institution-wide standards should apply to both	<p>Review of published materials, including analysis of the extent to which there is a complete and accurate description of the instructional delivery systems utilized, learning formats, prerequisites for participation, expected learning, and completion and any other requirements (OAE 39)</p> <p>Evidence of how the institution assures that students and faculty have sufficient technological and information literacy skills to access and to use effectively the information resources available at a distance (OAE 42)</p> <p>Analysis of institutional processes to evaluate the</p>	<p>13.18.1 Do distance learning offerings (including those offered via accelerated or self-paced time formats) meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness?</p> <p>13.18.2 If the institution provides parallel on-site offerings, do the same institution-wide standards apply to both?</p> <p>13.18.3 Do published materials contain a complete and accurate description of the instructional delivery systems utilized, learning formats, prerequisites for participation, expected learning, and completion and any other requirements?</p>

		<p>appropriateness, efficiency, and effectiveness of its distance learning operations (OAE 43)</p> <p>Review of articulated expectations for and the effectiveness of interaction between faculty and students and among students (OAE 44)</p>	<p>13.18.4 How does the institution assure that students and faculty have sufficient technological and information literacy skills to access and to use effectively the information resources available at a distance, and what evidence exists to document that access and use?</p> <p>13.18.5 Are University processes analyzed to evaluate the appropriateness, efficiency, and effectiveness of its distance learning operations?</p> <p>13.18.6 Have articulated expectations for and the effectiveness of interaction between faculty and students and among students been reviewed?</p>
13.19	Consistency of the offerings via distance learning with the institution's mission and goals, and the rationale for the distance learning delivery	Analysis of partnerships with other institutions to offer or accept offerings at a distance, to assure consistency with the institution's general policies regarding such partnerships or consortia and to assure the integrity of the degree-granting institution (OAE 36)	<p>13.19.1 Are the offerings via distance learning consistent with the University's mission and goals, and the University's rationale for the distance learning delivery?</p> <p>13.19.2 If partnerships exist with other institutions to offer or accept offerings at a distance, have these partnerships been analyzed to assure consistency with the institution's general policies regarding such partnerships or consortia and to assure the integrity of the degree-granting institution?</p>
13.20	Planning that includes consideration of applicable legal and regulatory requirements		13.20.1 Does planning include consideration of applicable legal and regulatory requirements?
13.21	Demonstrated program coherence, including stated program learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded		13.21.1 Is there demonstrated program coherence, including stated program learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded?
13.22	Demonstrated commitment to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized timeframe		13.22.1 Is there demonstrated commitment to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized timeframe?

13.23	Assurance that arrangements with consortial partners or contractors do not compromise the integrity of the institution or of the educational offerings		13.23.1 Is there assurance that arrangements with consortial partners or contractors do not compromise the integrity of the institution or of the educational offerings?
13.24	Validation by faculty of any course materials or technology-based resources developed outside the institution		13.24.1 Have faculty validated any course materials or technology-based resources developed outside the institution?
13.25	Available, accessible, and adequate learning resources (such as libraries or other information resources) appropriate to the offerings at a distance		13.25.1 Are adequate learning resources (such as libraries or other information resources) appropriate to the offerings at a distance available and appropriate?
13.26	An ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered offerings	Review of institutional support for faculty participation in the design, development, and delivery of academic offerings at a distance (OAE 35)	13.26.1 Is there an ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered offerings?
			13.26.2 Does this include review of institutional support for faculty participation in the design, development, and delivery of academic offerings at a distance?
13.27	Adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings	<p>Analysis of the adequacy of the institution's technological infrastructure to support the resource needs of distance learning activities, and consideration of how learning outcomes determine the technology being used (OAE 40)</p> <p>Analysis of the adequacy of technological assistance and support to both student and faculty in distance learning (OAE 41)</p>	13.27.1 Are there adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings?
13.28		Evidence that students have appropriate hardware and the technology skills and competencies needed to succeed in the distance learning environment of the institution. (OAE 37)	13.28.1 Does evidence demonstrate that students have appropriate hardware and the technology skills and competencies needed to succeed in the distance learning environment of the institution?

13.29		Analysis of the appropriateness and effectiveness of student services available to students at a distance (admissions, financial aid, registration, advisement, counseling, tutoring, placement, etc.) (OAE 38)	13.29.1 Has the appropriateness and effectiveness of student services available to students at a distance (admissions, financial aid, registration, advisement, counseling, tutoring, placement, etc.) been analyzed?
13.30		Analysis of the impact of distance learning on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals (OAE 45)	13.30.1 Has the impact of distance learning on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals been analyzed?

Contractual Relationships and Affiliated Providers

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
13.31	Contractual relationships with affiliated providers, other institutions, or organizations that protect the accredited institution's integrity and assure that the institution has appropriate oversight of and responsibility for all activities carried out in the institution's name or on its behalf	Evidence of consistency (of the course or program offered via contractual arrangement) with the institution's mission and goals (OAE 46)	13.31.1 Is there evidence of consistency (of the course or program offered via contractual arrangement) with the institution's mission and goals?
Review of documentation of the expressed purposes, roles, and scope of operation for the affiliated entity, including whether the entity offers its own separate courses, programs, or degrees in its own name (OAE 47)		13.31.2 Has documentation of the expressed purposes, roles, and scope of operation for the affiliated entity, including whether the entity offers its own separate courses, programs, or degrees in its own name, been reviewed?	
Evidence of the extent to which the affiliated entity is separate from or part of the accredited institution, including relevant factors such as faculty, other personnel, processes, ownership, management, and governance (OAE 48)		13.31.3 Is there evidence of the extent to which the affiliated entity is separate from or part of the accredited institution, including relevant factors such as faculty, other personnel, processes, ownership, management, and governance?	
Evidence of published public information that clearly and accurately represents the contractual relationship between the institution and the other entity (OAE 49)		13.31.4 Is there evidence of published public information that clearly and accurately represents the contractual relationship between the institution and the other entity?	

		Evidence that the accredited institution reviews and approves work performed by the contracted party in such functional areas as admissions criteria, appointment of faculty, content of courses/programs, instructional support resources (including library/information resources), evaluation of student work, and outcomes assessment (OAE 50)	13.31.5 Is there evidence that the University reviews and approves work performed by the contracted party in such functional areas as admissions criteria, appointment of faculty, content of courses/programs, instructional support resources (including library/information resources), evaluation of student work, and outcomes assessment?
		Evidence of provision of appropriate protection for enrolled students in the event a contract is terminated or renegotiated (OAE 51)	13.31.6 Is there evidence that appropriate protection for enrolled students has been provided in the event a contract is terminated or renegotiated?
		Review of student profile, including whether students of the affiliated entity are considered to be students of the accredited institution or are eligible for financial aid (OAE 52)	13.31.7 Has a review of the student profile, including whether students of the affiliated entity are considered to be students of the accredited institution or are eligible for financial aid, been conducted?
		Analysis of the involvement of the institution's own faculty and other qualified academic professionals in the development and review of curriculum offered through the contractual arrangement (OAE 53)	13.31.8 Has an analysis of the involvement of the institution's own faculty and other qualified academic professionals in the development and review of curriculum offered through the contractual arrangement been conducted?
		Analysis of the involvement of faculty and other qualified academic professionals in validating the quality of course materials or resources (technology-based, etc.) developed by those external to the provider and the institution (OAE 54)	13.31.9 Has an analysis of the involvement of faculty and other qualified academic professionals in validating the quality of course materials or resources (technology-based, etc.) been developed by those external to the provider and the institution?
		Assessment of the effectiveness and appropriateness of student learning and support services provided by the affiliated entity and/or the primary institution (OAE 55)	13.31.10 Has the effectiveness and appropriateness of student learning and support services provided by the affiliated entity and/or the primary institution been analyzed?
		If courses or programs offered as its own by the affiliated entity may be applied to a degree offered by the institution, evidence of academic oversight to assure the comparability and appropriate transferability of such courses (OAE 56)	13.31.11 If courses or programs offered as its own by the affiliated entity may be applied to a degree offered by the institution, what evidence exists of academic oversight to assure the comparability and appropriate transferability of such courses?

		Analysis of the impact of the contractual arrangement on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals (OAE 57)	13.31.12 Has the impact of the contractual arrangement on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals been analyzed?
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STANDARD 14: Assessment of Student Learning

Members of Subcommittee

Philip Brach	Distinguished Professor	Engineering
Russell Cort	Professor	Law
Deborah Dessaso	Director	Writing Center
Mohamed Elhelu	Professor	Biology
Gloria Green-Ridley (Chair)	Professor	Nursing
Arlene King-Berry	Professor	Education
Donald N. Langenberg	Member	Board of Trustees
David Mcallister	Student	Nursing
Bertha Minus	Assistant Dean	Arts and Sciences
Montserrat D. Sola-Sole	Professor	Languages

Charges/ Objectives

This subcommittee will determine how the assessment of student learning demonstrates that UDC students have the knowledge, skills, and competencies consistent with the University's goals and that students at graduation have achieved appropriate higher education goals.

	Fundamental Elements	Related Optional Analysis & Evidence (OAE)	(Primary) Research Questions
14.1	Articulated expectations of student learning at various levels (institution, degree/program, course) that are consonant with the institution's mission, with the goals of higher education, and with the standards of relevant disciplines		14.1.1 Are the articulated expectations of student learning at various levels (institution, degree/program, course) consonant with the institution's mission, with the goals of higher education, and with standards of the relevant disciplines?
14.2	Plan that describes student learning assessment activities being undertaken by the institution, including the specific methods to be used to validate articulated student learning goals/objectives	Evidence of assessment approaches that are derived from the institution's mission and which might incorporate such outcomes as cumulative learning, analytical and information skills, specific competencies, knowledge and cognitive abilities, student attitude development and growth, life skills, student activity involvement, and physical skills and techniques (OAE 1)	14.2.1 Does the plan describe student learning assessment activities being undertaken by the institution, including the specific methods to be used to validate articulated student learning goals/objectives? 14.2.2 Do the assessment approaches derived from the institution's mission, possibly incorporate such outcomes as: cumulative learning, analytical and information skills, specific competencies, knowledge and cognitive abilities, student attitude development and growth, life skills, student activity involvement, and physical skills and techniques?

14.3	Evidence that student learning assessment information is used to improve teaching and learning	<p>Analysis of assessment results including</p> <ul style="list-style-type: none"> ♣ where applicable, basic skills development programs ♣ subject area knowledge ♣ attitudes and values that relate to the mission of the institution and to the programs of study <p>(OAE 2)</p> <p>Analysis of results from a variety of assessment strategies, including standardized tests, local comprehensive tests, course-embedded assessment, self-reported measures, and portfolio assessment (OAE 4)</p> <p>Evidence that assessment findings are used to:</p> <ul style="list-style-type: none"> ♣ assist students in the improvement of their learning ♣ assist faculty in the improvement of curricula and instructional activities ♣ assist in reviewing and revising academic programs and support services ♣ assist in planning, conducting and supporting professional development activities ♣ assist in planning and budgeting for the provision of academic programs and services <p>(OAE 6)</p> <p>Analysis of course, department or school reports on classroom based assessment practices and their outcomes, including grading approaches and consistency (OAE 5)</p>	14.3.1 Is there evidence that documents that student learning assessment is used to improve teaching and learning?
14.4	Documented use of student learning assessment information as part of institutional assessment.		14.4.1 Is there documented use of student learning assessment information utilized as part of the institutional assessment?
		Analysis of direct and indirect indicators of student achievement such as	14.5.1 Is there an analysis of direct and indirect indicators of student achievement such as

		persistence and graduation rates, student satisfaction and other evidence of student goal attainment, licensure examination results, alumni satisfaction and achievement, including consideration of parity of outcomes across different student groups (OAE 3)	persistence and graduation rates, student satisfaction and other evidence of student goal attainment, licensure examination results, alumni satisfaction and achievement, including consideration of parity of outcomes across different student groups?
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Learning Goals and Assessment Techniques Worksheet – Program Level (Sample)

A	B	C	D	E	F
Learning Goals and Objectives	Learning Processes	Assessment Methods	Assessment Processes	Status, outcomes, and results	Decisions, plans and recommendations
1. What are the education goal(s) and objectives of your program?	1. To what learning experiences and strategies are students exposed to achieve learning objectives?	1. By what measure(s) does your program know that students are meeting departmental learning objectives?	1. When does your program conduct its assessment?	1. What did your program find?	1. Based on your findings, what does your program plan to do?
2. What will the students in the major know, value, and be able to do upon graduation? (Includes: subject matter knowledge, abilities, dispositions, cognitive decision-making, etc.)	2. What is to be learned at what level of learning?	2. From whom, and at what points, is data gathered?	2. Who is responsible for each component?	2. How do the data support these findings?	2. Does your program need additional information?
		3. How is the information being collected?	3. How does your program communicate its plan and outcomes within your program, with other programs, and with other constituencies of the University?		3. How does your program implement assessment results for improvement of student learning?

INVENTORY OF RESOURCES

**UNIVERSITY OF THE DISTRICT OF COLUMBIA
SELF STUDY OFFICE
INVENTORY OF RESOURCES**

No	Name	Author
100	Self Study Documents	
101	Recruitment Form	Self Study
102	Self Study Bb Flyer	Self Study
103	Timetable tasks	Self Study
104	Phone List	Self Study
105	Subcommittee List	Self Study
106	Self Study Subcommittee Report	Self Study
107	14 Standard - Middle Standard for Accreditation	Self Study
108	Meeting Agendas	Self Study
109	Meeting Minutes	Self Study
110	Dr E. Sibolski - Ppoint Presentation-Feb 12,'03	Self Study
111	Linda Suskie's Presentation-March 4, '03	Self Study
112	Linda Suskie's Tapes-March 4, '03	Self Study
113	Inventory of Resources (Provided to each participant)	Self Study
114		

200	Publications	
201	President's Annual Report	President's office M.Middaugh/D. Trusheim/ Bauer
202	Strategies for the Practice of Institutional Research	Bauer
203	Student Admission Package	Admission Office
204	Catalog	Admission Office
205	Student Satisfaction Inventory	Student Affairs
206	Student Satisfaction Inventory	Student Affairs
207	Student Handbook	Student Affairs
208	Info at Glance	Student Affairs
209	Academic Calendar	Student Affairs
210	UDC Pageant	Undergrad Student Assoc
211	1997-2000 Firebird (Yearbook)	Undergrad Student Assoc

300	Retention Reports	
301	Entering Freshman Retention Statistics	D.Hayes
302	Entering Freshman Rate of Graduation Statistics	D.Hayes
303	Entering Freshman Retention Statistics	D.Hayes

304	Remedial Courses Statistics	D.Hayes
305	Remedial Courses Statistics	D.Hayes
306	Entering Freshmen who took Freshman Orientation	D.Hayes
307	Entering Freshmen who took Freshman Orientation	D.Hayes
308	Report RC03035 Course Enrollment	D. Hayes
309	Report RC03033 Instructor Load Spring 02	D. Hayes
310	MAADI Program graduates	T.Jones
400 Facts Sheets		
401	Spring 2003 UDC and Law School incl.	D.Hayes
402	Fall 2002 UDC and Law School incl.	D.Hayes
403	Spring 2002 UDC and Law School incl.	D.Hayes
404	Fall 2001 UDC and Law School incl.	D.Hayes
405	Fall 2000 UDC	D.Hayes
406	Spring 2000 UDC and Law School incl	D.Hayes
407	Fall 1999 UDC	D.Hayes
408	Spring 1999 UDC	D.Hayes
500 Budget Reports		
501	UDC Report to Budget Hearing on March 20, 2003	President's Office
600 Organizational Charts		
601	President's Names	VPO
602	VP Student Affairs	VPO
603	Exec. VP Names	VPO
604	VP University Advancement	VPO
605	VP Academic Affairs	VPO
606	Master Agreement	Counsel Off
607	Title 8 DCR	Counsel Off
608	AFSCME, District Council 20/Local 2087	Counsel Off
700 Law School Self Study		
701	ABA Site Evaluation Questionnaire- Report	Ann Richardson
702	ABA Site Evaluation Questionnaire - Self Study	Ann Richardson
703	ABA Site Evaluation Questionnaire- History of the Law Schools and University	Ann Richardson
704	ABA Site Evaluation Questionnaire-Program of Legal Education	Ann Richardson
705	ABA Site Evaluation Questionnaire-Faculty	Ann Richardson
706	ABA Site Evaluation Questionnaire-Students	Ann Richardson
707	ABA Site Evaluation Questionnaire-Administration ABA Site Evaluation Questionnaire-Law School Finances and University	Ann Richardson
708	Support	Ann Richardson
709	Outcomes Assessment for Law Schools/ Munro (2 copies)	Ann Richardson

TIMELINE

March 2005	Evaluation Team Visit
February 2005	University Forum held to discuss the Evaluation Team Visit
December 2004	Self-Study Final Report submitted to MSCHE
November 2004	Town meetings held with University community to present Self-Study Final Report
November 2004	Board briefing held to discuss the Evaluation Team Visit
October 2004	Subcommittees submit revised final reports to Self-Study Office
September 2004	Steering Committee meets to consider what fall 2004 update information might be important and how it could best be provided for use by the evaluation team
August 2004	Subcommittees submit final reports to Self-Study Office
June 2004	Subcommittees begin preparing final reports
May 2004	Subcommittees complete reviews
March 2004	Subcommittees submit updated progress reports
February 2004	University Forum held to discuss Self-Study Reviews
October 2003	Subcommittees submit progress reports
August 2003	Subcommittees begin plans
July 2003	Institutional Research Task Force organizes library of Inventory of Resources
June 2003	Self-Study Design submitted to MSCHE
May 2003	Self-Study Design distributed to members of the community.
April 2003	Town meetings with University community to present Self-Study Design
April 2003	Subcommittees submit final self-study designs
March 2003	Subcommittees revise self-study designs
February 2003	Assessment consultants, Peter Gray and Linda Suskie, visit campus
February 2003	MSCHE liaison, Elizabeth Sibolski, visits campus
February 2003	Draft Self-Study Design submitted to MSCHE
February 2003	Self-Study Team attends Institutional Research Conference – initiates UDC Institutional Research Task Force
January 2003	Subcommittees begin self-study designs
January 2003	Self-Study Team recruits members for subcommittees

EDITORIAL STYLE AND FORMAT

Report Guidelines

12 point Times New Roman font

One inch margins (standard)

Single space

Microsoft Word or Rich Text Format for word processing

All documents should be emailed to at least one of the Self-Study Team Members:

Marie M.B. Racine	mracine@udc.edu
Helene Krauthamer	hkrauthamer@udc.edu
Violet Tinsley	vtinsley@udc.edu

Members should utilize the Blackboard Self-Study Organization for posting drafts of reports and for communicating with others.

Editorial Remarks

Please write all reports in succinct, clear language, avoiding acronyms and jargon.

Format

All reports should include the following:

- Standard # (in Arabic numerals): Standard Name
- List of subcommittee members designated as follows:

Name	Title	Department/Unit
(Indicate the Chair of the subcommittee, after the Name.)		
- Executive Summary
- Introduction
- Assessment and Evaluation
- Recommendations
- Resources Used

PROFILE OF THE EVALUATION TEAM

The University of the District of Columbia desires an Evaluation Team whose members are familiar with the issues related to the urban land-grant postsecondary institution that has experienced financial cutbacks and has limited resources. Desirable characteristics of team members are as follows:

- Familiarity with the mission and operation of an urban, open-admissions University
- Knowledge about public education
- Knowledge about land-grant institutions
- Experience with assessment of institutional effectiveness and student learning
- Experience with non-traditional students
- Expertise in general education