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Self-Study Evaluation
Team Report

University of Delaware

On-Site Evaluation Visit: October 31 - November 3, 2021

Section A: Institutional Representatives

Institutional representatives at the time of the visit:

President/CEO:
Dennis Assanis

Chief Academic Officer:
Robin Morgan

Chief Financial Officer:
John Long and Mary Remmler

Chair of the Board of Trustees:
John Cochran

Section B: Institutional Context

The University of Delaware is a state assisted and privately governed institution with nine colleges and a free-standing school that together educate nearly 24,000 students annually. The University of Delaware has integrated its commitment to research, scholarship, teaching and engagement into a high touch, learner-centered environment through collaborative relationships with an engaged campus community of students, faculty, and staff. The institution is further supported by an engaged Board of Trustees and local and state governments.

The University of Delaware traces its history to 1743, making it one of the oldest universities in the nation. During that year, the Presbytery of Lewes expressed the need for an educated clergy, inspiring the Rev. Dr. Francis Alison to open a school in New London, Pennsylvania. The first class comprised students who would go on to become statesmen, doctors, merchants, and scholars including Thomas McKean, George Read and James Smith, who all signed the Declaration of Independence. Read also signed the U.S. Constitution. Their later achievements caused James Munroe to write that this class was "possibly the most distinguished…taken as a whole, of any class in any school in America"

Alison's school relocated to Newark, Delaware, in the mid-1760s and was renamed the NewArk School. It opened as a degree-granting institution in 1834 and was later renamed Delaware College. In 1867, the college was designated one of the nation's historic land-grant colleges. Fifty-eight women made history as the first class of the affiliated women's college that opened in 1914. The two colleges joined and in 1921, the new institution was named the University of Delaware.

The University of Delaware is a Land-Grant, Sea-Grant and Space-Grant institution located in Newark, Delaware, a suburban community of approximately 33,050 people, midway between Philadelphia, Pennsylvania and Baltimore, Maryland. It is a learner-centered, research-intensive, technologically advanced university with global impact that never loses sight of its mandate to serve the regional and local communities.

Since 1965, the University has nearly quadrupled in its undergraduate enrollment and greatly expanded its faculty, academic offerings, and its influence around the world. It has strategically added new academic programs and research initiatives, and locations in Dover, Georgetown, Wilmington, and Lewes as it has moved through the end of the 20th into the 21st century. Major additions to the main campus in Newark have been made including new residence halls, classroom and research buildings, laboratories, athletic facilities, and student centers.

The Carnegie Foundation for the Advancement of Teaching has classified the University as a Doctoral university with "very high research activity," a distinction achieved by fewer than 3 percent of colleges and universities in the country. It ranks among the nation's top 100 universities in federal research and development support for science and engineering. The University received the Carnegie Community Engagement classification in 2015, in recognition of the extension and impact of its scholarship through work with more than 300 community partners.

The University of Delaware Self Study for the Middle States Commission on Higher Education reflects the diligent work of the entire University community – even in the midst of the global pandemic – in evaluating and summarizing a decade of significant progress. Dr. Dennis Assanis became the 28th president of the University on June 6, 2016, and, under his leadership, the University of Delaware has undertaken its most ambitious plans to date. The Science, Technology and Advanced Research (STAR) Campus, an innovative public-private partnership, is continuing the development of the Newark campus. The University also has increased the numbers of distinguished faculty, increased the enrollment of undergraduate international students, doubled the deferred maintenance budget to address an aging infrastructure, and established the Graduate College, which promotes student services and support at the graduate level and facilitates the development of interdisciplinary programs.

Today, the University of Delaware offers a broad range of degree programs (three associate programs, 150 bachelors programs, 140 master's programs and 60 doctoral programs) through nine colleges and a free-standing school: College of Agriculture and Natural Resources (CANR); College of Arts and Sciences (CAS); Alfred Lerner College of Business and Economics (Lerner College); College of Earth, Ocean and Environment (CEOE); College of Education and Human Development (CEHD); College of Engineering (COE); College of Health Sciences (CHS)' Graduate College; Honors College; and the Joseph R. Biden, Jr. School of Public Policy and Administration.

The University skillfully managed the impact of COVID19, financially and socially. They maintained their excellent student retention and have recovered almost fully to their 2019 financial state.

Section C: Requirements of Affiliation

In the team's judgment, the institution appears to meet all of the requirements of affiliation.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

- University of Delaware and its Charter
- State of Delaware Code Title 14 Education
- Enrollment reports
- Legal Notices (UD website)
- Human Resources policies
- Student Guide to University Policies
- Middle States Affirmation Report
- Middle States Statement of Accreditation Status
- Middle States Institution History Report
- Path to Prominence Strategic Plan
- Delaware Will Shine Strategic Plan
- Mission statement
- University of Delaware Making an Impact
- Path to Prominence Progress Report
- Final Report of the Task Force on General Education
- Report of the Task Force for Learning Goals & Assessment
- FYS Assessment Fall 2018
- 2018-2019 Assessment of Capstone Courses at UD
- University of Delaware General Education Curriculum Map
- 2017 High-Impact Practices at UD
- 2011- 2020 Consolidated Financial Statements
- FY2021 Board of Trustees Approved Budget
- Board of Trustees website
- Student Governance websites
- University of Delaware Faculty Handbook
- Bylaws of the University of Delaware
- General Counsel policies on Conflict of Interest, Employment of Family Members, and Financial Conflicts for Senior Administrators
- IPEDS data
- IRS Form 990
- Employee Break-Down reports

Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are linked to its mission and specify how the institution fulfills its mission.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the follow-up report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

Summary of Findings

In May 2019, the Board of Trustees approved the most recent University of Delaware (UD) mission statement. This mission statement and the others that were ratified in 1993, 2018, and 2019 were endorsed by the Faculty Senate. The mission upholds relevant principles in higher education: "cultivate learning, develop knowledge, and foster the free exchange of ideas" and establishes a high priority for the "intellectual, cultural, and ethical development of students" as professionals and citizens. The institution aspires for the UD graduates to contribute as leaders to a global and diverse society with characteristics such as creativity, integrity, and dedication to service.

This revision considered the recommendations of the Provost Commission on Tenure-Track Faculty. The document expanded the faculty scholarship definition and eliminated the terms "urban/grant" as university descriptors.

The Self-Study elaborates the process used to encourage the active participation of the university's community in these commissions. Outstanding leadership is evident when the university's official groups, such as the Faculty Senate and Board of Trustees, review and endorse these documents.

In May 2008, the institution implemented the Path to Prominence, with five guiding principles: Delaware 1st, Diversity, Partnership, Engagement, and Impact. Various sessions and surveys were completed by key stakeholders that identified the specific achievements and areas in need of future attention. This analysis was used to determine the priorities for the next strategic plan, Delaware Will Shine, approved by the Board of Trustees in May 2015.

The process to update the mission statement and the strategic plan include the specific recommendations and active participation of the University community. It is also evident that some principles have been a priority for quite some time, for example, diversity, commitment to an important presence in Delaware, and global extension. These areas are part of the current strategic priorities and goals. They have facilitated, for example, the rise in hiring of diverse faculty, the admission of a diverse student population, and the increase of student learning experiences and services.

In 2016, the Board of Trustees designated Dennis Assanis as president of UD, and the following five strategic priorities were identified: (a) enhance the success of our students; (b) foster a spirit of innovation and entrepreneurship; (c) build an environment of inclusive excellence; (d) strengthen interdisciplinary and global programs; and (e) invest in our intellectual and physical capital. Throughout the self-study, it is evident that these strategic priorities are institutional goals. They are key performance indicators with a budget and strategic metrics used to monitor the strengths and needs of the institution.

As an added section in their Self–Study Report, the institution presents a sincere analysis of the challenges and actions taken in response to the Covid-19 situation. It is a positive institutional initiative to understand, under these circumstances, the need to revisit and update the current strategic plan. They are well aware of these new challenges' impact on all the resources: human, financial, technological, and facilities. Yet, just the fact that they can identify in great detail how each of these resources is interrelated and their actions to offer the best learning experience possible under the circumstances reflects excellent leadership and strong university community engagement.

UD is committed to external and internal contexts as well as interdisciplinary and global programs that integrate services to the community from multiple disciplines, including, among others, performing arts, social science, engineering, education, and health. In 2015 the Carnegie Foundation for the Advancement of Teaching designated UD as a community-engaged university. In return, they established the Community Engagement Initiative that offers students the opportunity to integrate course-based learning and experiences beyond the classroom.

UD uses its research, educational, cultural, and technological strengths to uphold a partnership with the state. In 2017, the Board of Trustees shared with the Senate President the many important outreach programs that have impacted the state's economy and its citizens. For example, the Science, Technology, and Advanced Research (STAR) campus has enabled the institution to advance in specialized research and innovation areas and build the Biopharmaceutical Innovation Center. This is a great example of UD's commitment to continue the collaborative work "to create a better future for Delaware."

On a smaller scale, there is also evidence of how the institution monitors the interests of the immediate external community. Results indicate that the community benefits and visits the

institution to attend special activities related to arts, culture, and entertainment, followed by athletics and the use of the library. These interactions help to promote and enrich the values and relationships with the external community.

The institution is committed to rigorous standards for its programs to guarantee a strong element of quality. UD has obtained the accreditation of professional programs such as Engineering, Nursing, and Physical Therapy, which are required before they can be offered. Other program accreditations are voluntary, such as those in education, music, and English Language Education. This demonstrates the institution's capacity to achieve specialized accreditation, which can only be obtained with strong excellence characteristics.

Accreditation demonstrates program quality and certifies that the programs have a mission statement aligned with the institution's mission, relevant specialized goals, a solid, concentrated curriculum, data-driven assessment, and specific standards that maintain and ensure a competitive student profile. UD has also achieved accreditation for some services, such as counselling and early childhood. This meaningful achievement is somehow hidden in the appendices but should be considered an excellent milestone for any future institutional report. As a whole, it's excellent evidence of specialized quality assurance. Institutional accreditation is necessary, but specialized, voluntary accreditation takes the lead for any institution to accomplish this goal.

Specialized accreditation influences all campus programs as they are interrelated and require great technology and strong library resources to advance research skills in students. This goes hand-in-hand with the research skills that the institution endorses and promotes in their graduate and undergraduate students.

Student success is outlined in the mission statement and is a strategic priority. UD offers various programs and initiatives to ensure the successful performance of all students. Two main skills that the institution promotes for all graduates are research, including undergraduates, and writing. These higher-level "skills" are such a priority that various support systems are available to assess the student's level and encourage practice and mastery.

The highly diverse students admitted to the institution, for example, first-generation, low-income, and recently students with functional diversity, such as autism, receive specialized support to help them succeed. For any institution, this is a complex undertaking. The Student Success Initiative, Blue Hen Success, which was initiated in 2016, provides advising and academic support to increase retention and the graduation rates of students with this profile. The institution carefully monitors students ' progress and acts accordingly through the "facts and figures" data published by the Office of Institutional Research.

UD also pays special attention to students who are ready to respond to more rigorous challenges. The Honors Program has been an option for students since 1976. In 2020 the University's

Faculty Senate voted to establish the Honors College. It is evident (for all institutions with this program) that students in the Honors initiative will "take on-campus leadership roles, win prestigious national scholarships and awards, pursue advanced and professional degrees at high rates, and are employed in top positions." Graduation rates, among others, confirm this objective.

The student's participation is essential to the mission of the institution. The Student Government Association approved a values policy document entitled We are Blue Hens: student values statement. The values defined by students elaborate priorities such as respect, openness, innovation, and engagement which line up with the mission statement.

In May 2021, President Assanis initiated a comprehensive planning process and appointed a steering committee and various subcommittees to review and update the plan in lieu of the Covid-19 situation. The groups can reference the MSCHE Self-Study and the Evidence Inventory data as part of their discussions to identify future institutional priorities. It is also a great opportunity to continue with their commitment to fine-tune and calibrate the connection between the mission statement and the institutional priorities.

Collegial Advice

- The committee advises that the institution continue with the initiative to develop a document that aligns the mission statement with the five key priorities or goals. Although the relationship may be evident, it takes some time for the reader to grasp the connection. The institution could better articulate their view of the relationship between the mission statement and the strategic priorities.

Team Recommendation(s). None

Requirement(s). None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

The University of Delaware has a powerful mission statement that is realistic and appropriate for higher education. The five strategic priorities are actively used and updated to ensure that all constituencies, students, faculty, staff, alumnae, and trustees actively advance the agenda to "cultivate learning, develop knowledge, and foster the free exchange of ideas."

Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the follow-up report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

Summary of Findings

In the Spring of 2015, the University of Delaware completed a year-long strategic planning effort, later titled Delaware Will Shine. This initial effort was led by an Executive Committee and three (3) working groups – Sustaining and Accelerating the Advance; Grand Challenges, Great Debates and Big Ideas; and Models for the New American Research University. In June 2016, newly appointed president Dennis Assanis studied and synthesized the strategic plan and later adopted five (5) key priorities (or pillars) intended to execute the university's strategic plan. These top priorities were 1.) enhancing student success; 2.) fostering a spirit of innovation and entrepreneurship; 3.) building an environment of inclusive excellence; 4.) strengthening interdisciplinary and global programs; and 5.) investing in the institution's intellectual and physical capital. Finally, in early 2019, the institution conducted a two-and-a-half-year self-study process with the active and enthusiastic participation of the University community.

This self-study responds to a 10-year accreditation cycle that is succinctly integrated to their strategic plan. The collaboration of all stakeholders is not only evident but has been verified throughout the peer review process of the university commonwealth by enthusiastic interview responses and supporting documents. The evidence inventory reinforces that assigned key priorities were aligned with the institution's mission statement and has guided the current realignment of the institution in support of achieving the objectives outlined in the strategic plan and pillar objectives. The University of Delaware is a land grant, sea grant, and space grant institution that exists to cultivate learning, develop knowledge, and foster the free exchange of ideas. State-assisted yet privately governed, the University has a strong tradition of distinguished scholarship, which is manifested in its research and creative activities teaching, and service model, in line with its commitment to increasing and disseminating scientific, humanistic, artistic, and social knowledge for the benefit of the larger society. Its mission reflects the institution's commitment to its foundational tradition of scholarship, research, and service.

Each of the strategic priorities includes specific projects, with an individual budget allocation to ensure that the desired results are obtained. During the interview process it was evident that the organizational realignment has yet to be fully realized and the impact of the budget reallocation has not yet been fully operationalized to allow full deployment of new strategic initiatives. Perhaps the most pervasive factor that has impeded this progress has been the COVID -19 pandemic. Despite these noted challenges, there is sufficient evidence that the University of Delaware appears to meet the criteria for this standard. It was clear that vital aspects of the current strategic plan priorities have already been in place for quite some time with the recent realignment serving as a reaffirmation of the institution's commitment to promoting these values. This includes fostering a climate that promotes diversity amongst students, faculty, staff, and administration. Despite the overall positive climate, the reviewers heard requests for the appointment of an impartial ombudsman to represent student, faculty and staff concerns during this transition period and beyond.

The University was earnestly criticized in its 2011 Middle States review for its shortcomings in the terms of diversity, noting that the institution trailed its peers in every measure of diversity in every constituency of the institution. The University has since resoundingly responded in several ways including increasing undergraduate enrollment numbers of underrepresented minority groups by 17% over the past five years (2,788 in 2015 to 3,261 in 2019, Facts & Figures 2019 - 20). In addition, graduate enrollment for Black/African-American saw a 30% increase (from 168 to 218) and Hispanic/Latino(a) students saw a 37% increase (from 124 to 170) over that same period (Facts & Figures 2019 -20). Furthermore, the six-year graduation rates for Blacks (71%) and Hispanics (72%) are exceptional in comparison to its public institution peer institutions. There have also been increases in faculty diversity: Black/African-American (39% increase); Hispanic (23% increase); Asian (23%); and International (118% increase) as well as female faculty in engineering (37% increase); and natural sciences (18% increase). Finally, hiring and promoting a Vice President of Institutional Equity and Chief Diversity Officer to report directly to President Assanis along with establishing an Office of Institutional Equity, Diversity & Inclusion. This office has been charged with embracing and advancing diversity as an institutional value and academic priority by building community and improving campus climate and affirms the University of Delaware's response to its previous diversity shortcomings.

The University's commitment to academic freedom is also affirmed in its Mission Statement and its Statement of Values indicating the University is a "community that nurtures intellectual curiosity and free inquiry". This statement was consistently highlighted during discussions around promoting inclusivity to create a healthy campus climate to address hate speech. In addition, they showed clear examples of co-curricular service learning, mentoring programs, and student organizations that contribute to building an engaged and empowered diverse campus community. Further they have delineated undergraduate research and study abroad programs that emphasize socially conscious, problem-based learning outcomes and capstone projects. Close inspection of the evidence inventory documents confirm meeting standard II criteria requirements with regards to required/recommended resources and tools. Initial campus interviews and discussions provided limited information of administratively operationalized

evidence or periodic assessment of intentional efforts or strategies to enable students, in particular underserved populations or efforts targeting students to comprehend available funding sources and options, value proposition and methods to make informed decisions. Required resources are available and accessible to students, which meets the standard. The institution also offers free tuition to in-state students through the "First-State Promise" program for qualified students identified through FAFSA data. Other diversity applicants receive "weighted" admissions consideration through successful participation in pre-college and pipeline bridge programs. The Student Financial Services Office sponsors financial wellness programs. However, early intervention and/or proactive supports for at-risk students are regulated to the First – Year Seminar Course and grassroots financial literacy campaigns sponsored by student clubs and organizations. As the student population becomes increasingly more diverse, student information, services and supports could ideally be embedded across the entire student lifecycle. This provides an opportunity for improvement for the University of Delaware.

Collegial Advice
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- The committee advises continuous review and revision of procedures and policies to ensure that all policies promote commitment to ethical practice and transparency of operations
- The committee advises that the institution identify the monitoring of governance structure for Conflict of Interest (COI). While resources and policies have been clearly outlined, the process for checks & balances remains unclear.
- The committee advises that the university provide point of contact information and review including the escalation process to the Student Guide to University Policies (undergraduate/graduate) handbooks.
- The committee advises more effective and comprehensive use of the data collected from the ADVANCE climate and COACHE surveys to include benchmarking and focusing on responsive intervention strategies.
- The committee advises that while the process has only recently been undertaken by Office of Institutional Equity, Diversity & Inclusion, and is currently evolving, the centralization across co-curricular and other campus-wide channels has the potential to enhance efforts that promote a more inclusive campus community climate and support the campus diversity that the university has effectively endeavored to expand. Examples of this include expanding early alert interventions for diverse students that exhibit risk or mentoring programs for diverse faculty hires.

Team Recommendation(s) None.

Requirement(s) None.

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

The commitment to ethics and integrity is comprehensive and clearly documented throughout the policies and practices of the institution and is fully operationalized by multiple constituencies across all levels of the institution. The breadth and scope of initiatives addressing Standard II: Ethics and Integrity are exemplary. Commendation to the information provided by The Office of Institutional Research under the "Facts and figures" webpages published (link: https://ire.udel.edu/ir/facts-figures/) is exceptional. It exceeds requirements for the verification of compliance with accreditation-relevant federal regulations within Standard II – Criterion II.8 serving as a centralized data information resource that provides data that dates to 2000-01.

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

In the team's judgment, the institution appears to meet this standard.

Summary of Findings

The University of Delaware presents a detailed accounting of how the institution has met Standard III: Design and Delivery of the Student Learning Experience.

The conscious design of a student pathway to academic success is seen in the Associate of Arts Program (AAP), which serves as an effective pipeline for students in achieving a baccalaureate degree after signature advising and effective teaching in an associate degree program. The University provides evidence of a deep commitment to the revisioning of its General Education Program. During its Mid-Point Peer Review in 2011, the report of the evaluation team called for a re-envisioning of general education at the University of Delaware. This was to include a rethinking of the goals of general education and a rethinking of the implementation of general education.

The Self-Study Report provides evidence of this revisioning which details clear requirements in nine categories (First Year Experience; ENG 110; Breadth: Creative Arts and Humanities; Breadth: Social and Behavioral Sciences; Breadth: Mathematics, Natural Sciences, and Technology; Multicultural Course; Discovery Learning Experience; and Capstone. The deep level of work across the university community can be evidenced in several documents and notably within the Final Report of the Task Force on General Education (2015).

The Self-Study Report indicates that greater clarity be provided as to the total number of credits for students to meet the general education requirement. Additionally, requirements for majors and various colleges must be clearly indicated as such and not as general education requirements. We agree with that self-assessment.

Since 2016, the institution has created 30 innovative programs – professional pathways/pipelines – to careers and extended research in notable areas such as medical and molecular laboratory science and communication and speech disorders. Both face-to-face and online graduate programs have received recognition from major ranking institutions such as U.S. News and World Report and U.S. News Best Online Programs Rankings.

For a university of their size, the 14:1 student faculty ratio provides evidence of the institution's commitment to deep learning processes and mentoring opportunities. As it relates to investment

in faculty development, the following new and/or revitalized initiatives provide evidence of enhancements since the 2011 decennial evaluation/site visit: a. faculty mentoring program, b. new faculty orientation, c. revised P & T documents, d. an Accountability Program e. the Advance Institute, and f. Provost's E-Learning Initiative, among other programs. Voluntary initiatives such as the Faculty Peer Observation Program and Working Group on Student Course Feedback could be formally operationalized as important aspects of enhancing the student learning experience.

In reviewing the University's web portals, the information on academic programs of study appears clear and detailed with several specific modalities of contact for additional program information and ongoing student support.

The University provides substantive detail and evidence on learning opportunities and resources for students both within and beyond the classroom setting (whether face-to-face, online, or hybrid/blended). Generalized support (for all students) exist through the Office of Academic Enrichment, University Writing Center, and Mathematical Sciences Learning Laboratory. As it relates to discipline specific supports, work within experiential learning centers, School of Nursing; College of Education and Human Development; College of Engineering; College of Earth, Ocean, and Environment; College of Agriculture and Natural Resources; and College of Arts and Sciences provide evidence of extending the student learning experience through intensive disciplinary research through experiential opportunities, internships, study abroad, and interdisciplinary design and fabrication studio access.

There is clear evidence that the University is engaged across the university community in creating a meaningful General Education program that not only prepares them foundationally for the rigors of university life/work but also provides continuity within the specific disciplines/degree programs through curricular mapping to further develop the necessary skills within the majors as students move their first two years of deep engagement in the General Education curriculum.

The University's graduate and professional opportunities have grown significantly since the 2011 decennial evaluation/site visit. The data provided in the Evidence Inventory provides details on sustainability as well as growth of most programs. The establishment of the Graduate College in 2019 is a major pathway forward in providing not only operationalizing of graduate and professional studies but also forward-facing student and faculty support and resources accompanied by a stronger media presence in building these programs.

The University has grown in the areas of study abroad and online learning in creating diverse arenas for learning and in providing increased levels of access, inclusion, and equity for students and faculty.

The University's Academic Program Review (APR) process supported by the Office of Institutional Research and Effectiveness (IRE) is supported by evidence of sustained and evolving modalities of assessment across colleges and academic support units. The Center for Teaching and Assessment of Learning (CTAL) has a strong approach to educational assessment in that it is foundationally moved forward by faculty with the support of administrative leaders.

The innovations in General Education with a view toward revising First Year Seminar and the Capstone course are evidence of assessment being used to support the contemporary academic enterprise.

Collegial Advice
- The committee advises that greater clarity be provided as to the total number of credits for students to meet the general education requirement. Additionally, requirements for majors and various colleges must be clearly indicated as such and not as general education requirements.
- The committee advises that voluntary initiatives such as the Faculty Peer Observation Program and Working Group on Student Course Feedback be formally operationalized as important aspects of enhancing the student learning experience.
- The committee advises that the University assess student learning opportunities provided by third-party providers at regularly planned intervals beyond the initial vetting.

Team Recommendation(s). None

Requirement(s). None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

The institution shows evidence of a growing culture of designing and delivering the Student Learning Experience. A number of resources and offices (e.g., Graduate College and Office of Equity, Diversity, and Inclusion) have been instituted to provide the support needed to continue the University of Delaware's delivery of excellence in higher education programming and services.

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

In the team's judgement, the institution appears to meet this standard.

Based on a review of the self-study report, evidence, and interviews with campus constituencies to validate and verify compliance during the on-site evaluation visit, the team draws the following conclusions relative to this standard.

Summary of Findings

Enrollment and Student Support Services appear to provide a standard host of programs and student support services to meet student's needs at the University of Delaware. The University consistently offers admitted students financial support, orientation, advising, academic support services, counseling, tutoring, and career services. There is evidence of relevant support services activity taking place in critical areas, specifically through

1. The Student Success Initiative;
2. expanded orientation and transition programs;
3. variety of counseling services;
4. early college credit program;
5. spring into Success Conference; and
6. graduate and international support programs

Evidence shows orientation and transition programs ranging from traditional undergraduates to international, transfer, and veteran students. The Orientation Office hosts a variety of 1743 Welcome Days where students are introduced to the University, connect with organizations and engage in activities. Notable orientation and transition programs include Summit and LEAP. Summit allows the student to integrate into the campus community through outdoor exploration, and LEAP allows the student to do self-discovery and personal leadership development. A new international orientation program started in 2019 brings orientation and transition support to new students and their families in their home country before traveling to the United States. Another program supporting international students is Accelerate – U Delaware, designed to assist new international students to build a solid academic, linguistic, and cultural foundation during the first semester at UD.

Along with orientation and transition programs, the University created the Student Success Initiative, a priority in improving student advising. The initiative includes providing supplemental academic support (i.e., tutoring, Peer-Assisted Study Sessions in specific courses, academic coaching) and centralized coordination of advisement across colleges. Also,

subsequent programs include a finish in four advising model, which promotes the need to accumulate at least 30 credits a year to finish a degree in four years, proactive with advisement services, utilizing improved advisement technologies, and increased evaluation of advisement.

The Student Success Initiative collaborates with other college-wide programs to increase access and completion for all UD undergraduates, specifically underserved groups. Programs include the College Readiness Scholars Institute, the Health Sciences Summer Camp, Summer Opportunities for Undergraduate Research and Creative Endeavors program, Test Optional program for Delaware residents, and Early College Credit program.

Evidence supports UD's commitment to student success, including student retention, persistence, and completion. The Center for Counseling and Student Development (CCSD) assists undergraduates and full-time graduate students with a host of counseling services and programs. The University of Delaware has a counselor-on-demand to provide walk-in assistance. Other services include You Got This! and First in your Family (assistance to first-generation college students), Students of Color Drop-In Hours for students who identify as students of color, LavChats (an LGBTQ+ and Questions discussion series), and Rainbow Drop-In Hours for LGBTQ+ students.

Along with these services provided to specific groups, the University also has two unique support programs for students with autism and first-generation students. The Spectrum Scholars program is a partnership between JPMorgan Chase & Company and the Center for Disability Studies, where students with autism receive coaching and career development throughout their academic career to graduation. The New Blue is for first-generation students and other students who have difficulty transitioning into college-level work based on their high school record. The program consists of a summer Get Ready Program, where students are assigned an advocate who teaches a one-credit Academic transition class. The advocate works with a student during the fall as the instructor of their first-year seminar.

In addition to these unique programs, the University has a Spring into Success Conference for new and returning students for the spring semester. The conference includes World Scholars who study abroad in the fall semester. The conference focuses on continuing the curricular and co-curricular transition experience by providing a host of substantive workshops, panels, and presentations to help students set goals as they enter the new semester. Along with the undergraduate support programs, the University also has graduate support programs, including Bridge to the Doctorate, Ronald E. McNair Post Baccalaureate Achievement Program, and Grad LEAP. The Bridge to the Doctorate program is a competitive program for underrepresented minorities in graduate-level studies in science, technology, engineering, or mathematics. Ronald E. McNair Post Baccalaureate Achievement Program offers practical preparation for doctoral study to low-income, first-generation, and underrepresented students in graduate education. The Grad LEAP is a brand-new alumni mentoring program for graduate students. The program connects current graduate students to Blue Hen graduate alumni mentors to provide holistic support to current graduate students. The mentor offers guidance and advice regarding the challenges of doctoral education and research, professional development strategies, and building a professional network.

There is evidence of assessment activity taking place at the University. There are a variety of surveys that are administered to improve student success. All departments within the Division of Student Life track student program participation and usage of services and facilities through information collected through student ID card readers that connect student participation and usage to students' institutional records. Departments within the Division also administer large-scale surveys and other assessments routinely. Some surveys include the Residential student survey, Career Plans survey, 1743 Welcome Days survey, International Student Barometer survey, Health and Wellbeing assessments, and Student Diversity and Success Project. The Student Diversity and Success Project, a longitudinal study that explores diversity competency as a measure of student success. All departments also submit annual reports giving more assessments for each specific department. The Student Life Assessment Council recently formed a combined group of staff from 14 departments responsible for advancing divisional assessment priorities. Also, a volunteer base of Student Life staff known as Peer Assessment Leaders (PAL) provides short-term support and guidance to staff peers regarding assessment.

Based on survey results, the University of Delaware is doing an excellent job in student satisfaction. The International Student Barometer survey in 2017 indicated that 90% of international students were satisfied with their overall arrival experience. 1743 Welcome Days survey from 2018 indicates that 86% of students feel 1743 Welcome Day helps new students create new friendships, 91% identify campus activities to join, and 93% feel connected to the campus community. A student satisfaction advising survey done in 2020 showed 91.5% of students agreed or strongly agreed that, overall, they are satisfied with their academic advisor. This survey had a 21.5% response rate.

Collegial Advice. None

Team Recommendation(s). None

Requirement(s). None

Recognition of Accomplishments, Progress or Exemplary/Innovative Practices

The University of Delaware has shown great innovation to improve student success to graduation for first-generation, low-income, and underrepresented students. The variety of access and completion programs shows this dedication to improving the lives of these disadvantaged populations. Notable programs include the RISE Program in Engineering, NUCLEUS in Arts and Sciences, ASPIRE in Education, DREAM in Business, and AgCelebrate in Agriculture and Natural Resources. Also, to note, the Spring into Success Conference includes workshops from a variety of departments and presentations to help students set goals as they enter the new semester.

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

The institution has a long-standing Academic Program Review process and regularly participates in national and institutional surveys, like NSSE and the First Destination Survey, to collect data on student success. In addition, the institution's Office of Institutional Research and Effectiveness maintains data, and there is shared responsibility for assessment planning and processes between faculty, the staff in the Center for Teaching and Assessment of Learning (CTAL), and the Provost's office. The institution undertook a comprehensive review of their assessment processes in 2020 through their Task Force for Learning Goals and Assessment. This report highlighted key areas for improvement for program assessment, noting faculty skepticism about assessment and that "we currently lack a clear, shared practice of ongoing and authentic program educational goal assessment. Further, the availability of stated program educational goals is highly variable across the University, making it difficult to communicate the intended goals for each program to students, accreditors, and community" (Task Force Report, page 5). The Self-study report also includes discussion of improving and clarifying syllabi, particularly for First Year Seminar and Capstone courses. This Task Force made several recommendations for improving their processes that should be supported, including collecting program educational goals, maintaining an annual cycle of program goal assessment, and collecting data through the Office of Institutional Research and Effectiveness.

The institution has both institutional strategic priorities and General Education goals, as evidenced in the self-study report and the various assessments provided for the General Education program, including the First Year Seminar Assessment, Assessment of Multicultural Courses, and the Assessment of Capstone Courses. In addition, the institution has completed a curriculum mapping process for both its academic programs and for General Education. A process has been created to "collect and review program educational goals for publication in the academic catalog; although this process has only recently opened, approximately 35 programs have already submitted goals that have passed an initial review and are working through the remaining approval processes in the Faculty Senate." (Additional Standard V Information, page 2). This process includes a rubric for evaluating the effectiveness and clarity of the learning goals as well as multiple levels of review and approval, with ultimate accountability resting with the Faculty Senate, according to Deputy Provost Lynn Okagaki. However, faculty expressed frustration with their lack of expertise in the language and processes of assessment, feeling that

they needed more training to effectively participate, and noting that they didn't understand why some of their proposed learning objectives had been sent back as not being assessable. Several proposed program learning objectives were provided for review; however, the Communication and Philosophy concentrations provided objectives that are not fully assessable. The CTAL representative noted that it is the faculty's responsibility to determine their goals, and if a program is approved by the Faculty Senate that includes objectives that are not measurable, CTAL will help them to continue to work on them.   Further, both the Self-study and faculty and CTAL representatives interviewed note that "some [General Education goals] are aspirational, with no specific accountability mechanism" (Self-Study page 69). Creating and communicating a clear process to prevent programs from having non-measurable goals and objectives at the development stage is necessary for accountability and efficiency. The connection between General Education goals and program objectives might be made clearer, and SMART, aligned objectives at the program level will be essential.

The Academic Program Review reports for individual programs demonstrate the use of data to improve the student learning experience and follow through with showing what those improvements are. The specific program examples from Civil and Environmental Engineering, Human Development and Family Sciences, School of Education, as well as other programs, demonstrate detailed assessments currently in place and how they are used to foster continuous improvement. Other programs that are starting the new processes of creating program learning objectives are still in the development, data collection, or analysis stages and are too recent to have begun demonstrating how this data is used to make improvements, but the assessment plans show a pathway for this. While it's clear that assessment results are communicated to key faculty, staff, and accreditor stakeholders, it's not clear how these assessment results are communicated back to students. The Self-Study and Report of the Task Force on Learning Goals and Assessment do indicate plans for improved reporting, data collection, and publication of program learning goals in the catalog. Finally, the 7-year Academic Program Review cycle makes it difficult to synthesize assessment information and make improvements within one class of students, so by the time this report is completed and the data analyzed, it's challenging to effectively close the loop and communicate results since an entirely new pool of students will have started. The Task Force Report for Learning Goals and Assessment proposes an annual cycle of program educational goal assessment (page 3), which should enable programs to better close the loop, particularly if that cycle becomes part of the larger Academic Program Review Process.

The Center for Teaching and Assessment of Learning has done good analytic work of these assessment processes in their reporting, and they have also begun a program of professional development on assessment, as evidenced by their recent Winter Institute for faculty, to help the institution create and foster a culture of assessment among its faculty. While faculty indicated the need for more education about assessment, measurement, and visualizing data, they also spoke positively of the partnership work of CTAL staff, and leveraging this expertise in assessment will be critical for success.

According to the "UD Professional and Continuing Studies 3rd Party Provider Programs" document, the Institution appears to rely almost entirely on the initial review of third-party

services and providers' self- review without completing additional institutional assessment in most cases.

Collegial Advice
- The committee supports the Institution's Self-study recommendations to:
    - Continue to implement the recommendations of the Task Force on Learning Goals and Assessment.
    - Follow the protocols outlined by the National Institute for Learning Outcomes Assessment toward achieving an Excellence in Assessment designation.
- The committee advises the institution may want:
    - to develop or revise program-level goals, particularly for the programs without outside accreditation, that are aligned with each other, General Education goals, and with the institution's mission. Critical to the success of student learning, the University may want to accelerate its current timeline for completing this task to meet the original pre-pandemic timeline in order to maintain alignment with Standard V criteria.
    - to highlight and communicate the success stories associated with the successful outcomes of the various assessments both to faculty and staff audiences as well as to student and community audiences.
    - to provide more professional development opportunities for faculty and other participants in the process to continue to build a culture of assessment, improve assessment skills, and enhance their ability to visualize the data to make and document improvements. In particular, it may be helpful to have faculty from independently accredited programs share their insights with those who don't have independent accreditation.
    - to work collaboratively across the university to implement innovative assessment strategies. For example, adapting the Peer Assessment Leaders and processes developed in the Student Life area or creating faculty assessment mentors within programs may foster improvements in assessment processes and faculty ownership.
    - to develop adequate and appropriate review and approval of assessment services designed, delivered, or assessed by third-party vendors beyond the initial vetting, and working with CTAL and IRE to establish targets, metrics, and outcomes for the assessment process.

Team Recommendation(s) None

Requirement(s) None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

Since 2018, the University has undertaken a serious review of its assessment processes and data reporting. It has developed several ambitious plans for creating a culture of assessment, as well as reviewing the goals of its general education and academic programs at both the graduate and undergraduate levels. The recommendations provided in their Report of the Task Force for

Learning Goals and Assessment, assessment of capstone courses, and assessment of First Year Seminar courses demonstrate critical reflection on the processes and documentation currently being done and provide solid recommendations that will allow the university to begin to more consistently and formally document achievement of student learning. In addition, the Student Life Area has a Peer Assessment Leader program and assessment reporting, led by Executive Director for Planning and Strategy Nicole Long, that might serve as models for assessment practices in the Academic Affairs Area.

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

In the team's judgment, the institution appears to meet this standard.

This judgment is based on a review of the self-study report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the self-study evaluation team visit.

Summary of Findings

The institution demonstrates by the documentation of updates to strategic planning documents, budget process and resources plans a commitment to planning processes and resources that are aligned to fulfill its mission. The past 2 years have been a challenge to these processes and to the financial and human resources needed to meet the mission. Alignment of financial and other resources with the mission and goals is effectively maintained through the 10 year financial planning and the annual budgeting processes. The institution undertook a significant review and redesign of the annual budgeting process in 2018 with broad input from campus constituents. This budget redesign is documented in a comprehensive document, was broadly reviewed and has been updated with input from the deans and other leadership over the past 2 years. Implementation of the new budget process, particularly for academic units, was impacted by the pandemic. At the time of this on-site review deans had just received information from the FY21 close to inform their FY22 budgets. There was a lack of clarity about how school level resources were calculated and what metrics were used. Department level budgets had not yet been distributed. Budgets for the non-academic units are not based on the model and were significantly constrained over the past 2 years in response to the pandemic. The general administrative FY21 budgets were reduced by 35% and FY22 budgets were set at the pandemically constrained FY20 actual spend level.

The budget process includes annual articulation of aligned unit goals and one- and five-year milestones to measure progress toward those goals. The university is working to implement a central data repository and reporting tool for these unit measures which when paired with budget reports will give clear reporting on the resources used and progress toward goals. The data warehouse implementation, data transformation and structure of a comprehensive dashboard reporting capability was demonstrated during meetings with Institutional Research.

Strategic planning processes and external review for the IT, facilities and human resources functions undertaken in the years just prior to the pandemic provide a base for continuous review of those functions as the university transitions into a post-pandemic future. A progress report was provided which gave evidence of improvements made in HR in response to the external assessment while annual reporting for the IT function tracks progress in response to the assessment and the IT strategic plan. Facilities continues to participate in external benchmarking reviews to understand their services and the resources used to support the campus. All of the administrative units are operating with significantly reduced staffing in response to budget constraints. The self-study report and verbal feedback from many campus constituencies indicated that service levels from administrative functions were not sufficient to meet mission goals. Across administrative units the university is moving toward shared services and central provision on common administration functions. External staff data reviews and cross institution comparisons are being used to determine where to add back central resources to staff administrative functions for the future.

The financial resources of the university, including a $1.4B endowment and other operating investments, are sufficient to support positive ratings by Moody's of AA1 and Standard and Poor's of AA+. The university also has significant long term liabilities including $709M of long term debt, $570m of post-retirement benefits obligations and $450m in deferred maintenance on facilities. While significant IT investments have been made, including key academic, administrative and research support systems, the university is implementing a new ERP system in the next few years which will also require significant resource investment. Significant draws were made from the operating reserves in FY19 to fund strategic priorities and capital projects. While many of those initiatives were constrained during the pandemic years there were additional draws from the reserves to fund operating losses and ongoing capital investments. The university is going forward into strategic planning for the next 10 years post pandemic with significantly more constraints on the resources available to meet strategic goals.

With 44.3% of the FY21 annual operating budget funded from net tuition and another 13.6% from auxiliary services the institution is highly dependent on student revenues. State support at 13% for FY21 contributes to the reliance on student revenues. The last 10-year financial plan review was presented to The Board of Trustees in 2018. That plan relied on an increase in net tuition driven by an increase of 1,000 international students and differential fees for high value programs to fund strategic initiatives including significant faculty hiring. The pandemic decreased enrollment and retention for both the FY21 and FY22 years, which when combined with a hold on tuition increases and increased financial aid, means that resources are not available now and will not be available over the next few years to fund those priorities. The new post-pandemic strategic plan review already underway along with a new 10-year financial plan will be needed to continue to align resources with the university's mission and goals.

The STAR campus represents a significant university investment in facilities to support future strategic goals. Development of facilities on that campus as documented in the strategic plan for the STAR campus and in partnership with corporate and governmental partners has been rapid and provides support for several transformative university initiatives. University leaders indicated in our discussions that partnerships are negotiated to provide research support, student internships and other strategic benefits to the university.

All of higher education has been challenged by the academic, operating and financial disruptions of the past 2 years. Through review of the documentation provided and discussions with the campus community the team confirmed that the university has a history of comprehensive strategic and resource planning with processes and assessments in place to navigate through these challenges.

Collegial Advice
- The committee advises that the administration may want to more clearly explain the new budget model to the deans, department chairs, and campus governance.
- Given the changing fiscal circumstances caused by the pandemic, the committee advises that the University may want develop a 10-year financial plan to support the strategic plan review currently underway
- Measurement of progress towards the objectives in the strategic plan rely heavily on survey measures. The committee advises that the University may want to identify more direct measures of progress to ensure institutional momentum.
- The committee also advices that the University may want to renew its commitment to customer support from the central administrative units including documented service level agreements for shared service functions.

Team Recommendation(s) None

Requirement(s) None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

The STAR campus represents a significant strategic investment and state, university and partner development on that campus over the past 5 years has been impressive.

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituents it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

In the team's judgment, the institution appears to meet this standard.

Summary of Evidence and Findings

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the team developed the following conclusions relative to this standard.

University of Delaware's governance structure is clearly articulated and transparent with regard to roles, responsibilities, and accountability as evidenced by review of the Charter of the University of Delaware, the Bylaws of the University of Delaware, University of Delaware Administrative Policy Manual, and the Faculty Handbook.

University of Delaware characterizes itself as "state-assisted and privately governed." The Charter of UD establishes that a Board of Trustees "shall have the entire control and management of the affairs of the University." The Board of Trustees has 32 members including 20 who are elected by the Board itself, eight appointed by the Governor of Delaware, and the following four ex-officio members: the Governor of Delaware, the Master of the State Grange, the President of the State Board of Education, and the President of the university. Elected board members can serve for up to three six-year terms, after which they may be designated as Trustee Emeriti in recognition of distinguished service. UD currently has two Trustee Emeriti.

As a matter of its regular operation, the Board includes the voices of faculty and students. The two student government bodies appoint representatives to participate in Board committee meetings as invited. The leadership of the Faculty Senate participates in all aspects of the Board and its committees. In addition, it is currently the case that one elected member of the Board happens to be a member of the faculty. (It should be noted that the faculty representation on the Board is not codified into the Bylaws; the faculty member currently serving on the board was selected in a manner consistent with the process used for electing other members.) In addition to fostering regular discussions among its membership, the Board administers surveys to itself with the goal of identifying opportunities to improve Board functioning.

Delaware's chief executive, President Dennis Assanis, is an established leader in higher education. Before coming to the University in 2016, Dr. Assanis served as provost and senior

vice president for academic affairs at Stony Brook University and as vice president for Brookhaven National Laboratory Affairs. He previously taught and conducted research at the University of Michigan and the University of Illinois at Urbana-Champaign. Since his arrival, the President has made significant changes to the leadership team, including elevating to direct reports both the Vice President for Student Life and the Vice President for Research, Scholarship and Innovation. President Assanis also hired a Vice President for Strategic Planning and Analysis, to whom the Chief Budget Officer now reports. Through our many meetings during our visit, the team witnessed a senior leadership team that functioned as a harmonious group, with a shared vision and understanding of operations and priorities.

The University of Delaware aspires to be a model of shared governance and has a strong, active, and well-respected Faculty Senate. While the President of the Senate and most of the members are regular faculty members as traditionally understood, the University's Faculty Senate also includes the President of the University, the Provost, selected other administrators, two elected professional librarians, and four elected students (two graduate students and two graduate students. This broad representation in the faculty's deliberative body enables a variety of perspectives to be heard so that the faculty governance body can build an informed and contextualized understanding of academic affairs and university policies.

The Senate's powers are vested in it by the Board of Trustees, and, as mentioned above, the Senate reports to the Board on matters of academic programs and policies. Indicative of the profile and importance of the Senate in the governance of the institution, the University's President and the Provost actively and regularly participate in the monthly meeting of the Senate.

While the President's senior leadership team functioned well with a shared understanding of the operations and priorities, our conversations with a variety of University constituencies suggest that perceptions can be a matter of perspective: many academic administrators found the mechanics of administration to be opaque, if not deeply flawed. At times, the team heard from a responsible office that something was working well and while we heard from others that the process was fundamentally broken.

University of Delaware's academic leadership includes ten academic deans reporting to the Provost. Eight of the deans oversee colleges that hold faculty appointments, and two—the Dean of the Honors College and the Dean of the Graduate College—coordinate academic programs that permeate the other colleges.

The Deans' abilities to provide strategic oversight to their units is a function of their ability to manage and use their resources strategically. On this point, the University of Delaware has room for improvement. Academic leaders across the university told us that the incentives for growing new programs or developing their units in other ways are not always clear.

At the time of the team visit, the financial repercussions of the COVID-19 Pandemic were still being managed. The University of Delaware leadership has understandably prioritized academic functions and the strategic plan, but the basic operational functions of the university—including

procurement, IT, HR—must be sustained to support those priorities. The team heard about extended delays in communication and in the execution of business processes, which is to be expected as the University continues to recover from the pandemic.

Collegial Advice

- The committee advises that the administration may want to pay more attention to internal communications. Communication and the flow of information is a shared responsibility throughout the administration and up-and-down the university hierarchy, and not the sole responsibility of an office of communications. In addition, the maturing of the budget process suggests that significantly more discussion is warranted on this topic.

Team Recommendation(s) None

Requirement(s). None

Recognition of Accomplishments, Progress, or Exemplary/Innovative Practices

Delaware is to be commended for its model of shared governance, with a vital Faculty Senate.

In the team's judgment, the institution appears to meet all applicable federal regulatory requirements.

This judgment is based on a review of the Institutional Federal Compliance Report, evidence, and interviews with institutional constituencies to clarify information and verify compliance during the team visit.

The documents reviewed include:

- Title IX policy
- Equal Opportunity and Affirmative Action Statement
- Middle States Institutional Compliance Report
- UD's Your Right to Know website
- UD's FERPA website
- 2011 – 2020 Single Audit Reports

Provide a brief summary or bulleted points that reflect, collectively, on the institution's compliance with applicable federal regulatory requirements. The summary should reference evidence verified during the review process.

If the team cannot affirm compliance with all of the applicable federal regulatory requirements, identify each specific area and provide a brief narrative describing the evidence needed to demonstrate compliance.

Section F: Review of Student Achievement and Verification of Institutional Data

I. Student Achievement Data

In the team's judgment, the institution's approach to realizing its student achievement goals appears to be effective, consonant with higher education expectations, and consistent with the institution's mission.

This judgment is based on a review of the institution's student achievement information provided in the self-study report, evidence, interviews with institutional constituencies, and the student achievement URL available on its website.

In addition, in the team's judgment, the institution's student achievement information data that it discloses to the public appear to be reasonably valid and accurate in light of other data and information reviewed by the team.

II.   Verification of Institutional Data

In the team's opinion, the institution's processes and procedures for verifying institutional data appear to be reasonably valid and effective.

Section G: Review of Third-Party Comments

No third-party comments were received in accordance with Commission policy and procedures.

Section H: List of Additional Evidence

Standard VII TEAM-REPORT-FINAL-VERSION.pdf
Uploaded on 10/26/2021 05:38 PM by: Heather Kelly

Standard VII 2011_MSCHE_Executive_Summary.pdf
Uploaded on 10/26/2021 05:38 PM by: Heather Kelly

Standard VII 2011_MSCHE_Self_Study_Document.pdf
Uploaded on 10/26/2021 05:38 PM by: Heather Kelly

Standard VI FY21 Actuals for Middle States.pdf
Uploaded on 10/26/2021 05:38 PM by: Heather Kelly

Standard VI 10-19-21 Middle States Questions.pdf
Uploaded on 10/26/2021 05:38 PM by: Heather Kelly

Standard IV Campus Climate Survey 0403_DLE_2020_POWERPOINT.pdf
Uploaded on 10/26/2021 06:11 PM by: Heather Kelly

Standard IV Fall 2020 Advocate Report 3.1.21.pdf
Uploaded on 10/28/2021 12:27 AM by: Heather Kelly

Standard IV Get Ready Survey Summary 2021.pdf
Uploaded on 10/28/2021 12:27 AM by: Heather Kelly

Standard IV Get Ready-conditional student framework first year support.pdf
Uploaded on 10/28/2021 12:27 AM by: Heather Kelly

Standard IV Green- Course information-Get Ready-21.pdf
Uploaded on 10/28/2021 12:27 AM by: Heather Kelly

Standard IV Orange-Weekly Program Activites- Get Ready -21.pdf
Uploaded on 10/28/2021 12:27 AM by: Heather Kelly

Standard IV White-Welcome letter-Get Ready-21.pdf
Uploaded on 10/28/2021 12:27 AM by: Heather Kelly

Standard IV Spring 2021 Advisor Satisfaction Survey Responses Summarized.pdf
Uploaded on 10/28/2021 12:27 AM by: Heather Kelly

Standard V Additional Standard V information requested by Middle States Peer Evaluators
(October 28, 2021).pdf
Uploaded on 10/28/2021 06:57 PM by: Heather Kelly

Standard V Academic Program Review Self-Study Report Civil and Environmental
Engineering.pdf
Uploaded on 10/28/2021 07:02 PM by: Heather Kelly

Standard V Examples of program educational goals collected for publication in 2022-2023
academic catalog (October 28, 2021).pdf
Uploaded on 10/28/2021 06:58 PM by: Heather Kelly

Standard V Examples of program assessment plans (October 28, 2021).pdf
Uploaded on 10/28/2021 06:58 PM by: Heather Kelly

Standard V Examples of curricular changes made as a result of assessment (October 28, 2021).pdf
Uploaded on 10/28/2021 06:58 PM by: Heather Kelly

Standard V UD Faculty Senate Agenda for November 1, 2021 (first set of program educational goals).pdf
Uploaded on 10/28/2021 07:00 PM by: Heather Kelly

Standard V Academic Program Review Self-Study Report Human Development & Family Sciences.pdf
Uploaded on 10/28/2021 07:03 PM by: Heather Kelly

Standard V Winter Institute on Learning 2021 slides.pdf
Uploaded on 10/28/2021 07:00 PM by: Heather Kelly

Standard V Academic Program Review Self-Study Report School of Education.pdf
Uploaded on 10/28/2021 07:03 PM by: Heather Kelly

Standard V Academic Program Review Self-Study Report Chemical and Biomolecular Engineering.pdf
Uploaded on 10/28/2021 07:01 PM by: Heather Kelly

Standard V Academic Program Review Self-Study Report Economics.pdf
Uploaded on 10/28/2021 07:02 PM by: Heather Kelly

Standard V Academic Program Review Self-Study Report School of Marine Science and Policy.pdf
Uploaded on 10/28/2021 07:04 PM by: Heather Kelly

Standard V Academic Program Review Self-Study Report Medical and Molecular Sciences.pdf
Uploaded on 10/28/2021 07:06 PM by: Heather Kelly

Standard VI UD 10 Year Plan Projections Spring 2018 BOT Finance Meeting Materials.pdf
Uploaded on 10/31/2021 07:12 PM by: Heather Kelly

Standard VI UD-financial-overview.pdf
Uploaded on 10/31/2021 07:14 PM by: Heather Kelly

Standard VI HR Assessment_follow-up_ progress report_updated May 2019 (002).pdf
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Standard VI FY22 Budget Development and Communication.pdf
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Standard VI STAR CAMPUS STRATEGIC VISION.pdf
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Standard VI Middle States HR Narrative_6-17-19 (002).pdf
Uploaded on 10/31/2021 07:17 PM by: Heather Kelly

Standard VI chs-strategicplan-2017-2021.pdf
Uploaded on 10/31/2021 07:15 PM by: Heather Kelly

Standard VI Huron IT Assessment 2017.pdf
Uploaded on 10/31/2021 07:18 PM by: Heather Kelly

Standard VI UD_HR Assessment Exec Summary 062817 (002).pdf
Uploaded on 10/31/2021 07:20 PM by: Heather Kelly

Standard VI ATS COVID19 REPORT Final.pdf
Uploaded on 10/31/2021 07:19 PM by: Heather Kelly

Standard I CommunityEngagementEDI-2 (1).pdf
Uploaded on 11/02/2021 09:54 AM by: Heather Kelly

Standard I MiddleStates_CEI(1) (002).pdf
Uploaded on 11/02/2021 09:54 AM by: Heather Kelly

Standard VI Annual Report_FY2020-2021_DRAFT.22OCT21.pdf
Uploaded on 11/02/2021 04:15 PM by: Heather Kelly

Standard II Response to Middle States v.21.pdf
Uploaded on 11/09/2021 07:32 PM by: Heather Kelly

Section I: Self-Study Report and Process Comments

The Visiting Team highly commends the University of Delaware on the quality of the Self-Study report, the thoroughness of their Self-Study process, and the community's honesty, openness and gracious (virtual) hospitality throughout the team visit. The University has clearly embraced the Middle States process, procedures and criteria. All additional requests for appointments or data were quickly and efficiently handled, and the virtual visit was comprehensive, informative, and well-supported from a technical perspective. The campus community demonstrates a genuine and ongoing commitment to assessment and continuous improvement across the institution. The visiting team wishes to thank President Assanis, the Board of Trustees, the Self-Study Steering Committee, and all of the working groups for their efforts through the process. The visiting team

also extends a special thank-you to Heather Kelly for her good cheer, efficiency and support prior to and during the visit. The team also commends the Univesity on their thorough, student-centered and inclusive handling of COVID-19, as well as their COVID-19 Addendum to the Self-Study. The Team was impressed with the positive campus morale, commitment to the College's Mission, and strong sense of community fostered by President Assanis and his Administrative Cabinet.