BOWIE
STATE UNIVERSITY
— 1865 —

SELF-STUDY REPORT 2020–21

FOR THE MIDDLE STATES COMMISSION ON HIGHER EDUCATION

Dr. Aminta H. Breaux, President

BOWIE
STATE UNIVERSITY
1865

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MIDDLE STATES STEERING COMMITTEE

Executive Committee

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Ms. Gayle Fink
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Counseling Services Interim Director

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Dr. Alan Anderson, Associate Professor, Natural Sciences

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Dr. Enoch Osei, Assistant Professor, Accounting, Finance & Economics

Mr. Jerry Isaac, Director, Continuing Education

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Dr. Janeula Burt, Assistant Professor, Educational Studies & Leadership

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Dr. Ann Hilliard, Assistant Professor, Educational Studies & Leadership

Dean Co-Chair no longer with the University

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Dr. Erica Hernandez, Assistant Professor, Psychology

Mr. Michael Atkins, Assistant Vice President for Administration & Finance

Standard VII
Dr. Benjamin Arah, Associate Professor, History & Government

Dr. Dorsha Goodman, Coordinator, Academic Advising Center

Requirements of Affiliation / Federal Compliance
Ms. Maisha Ali, Assistant Registrar

Ms. Deborah Stanley, Director, Financial Aid

AT A GLANCE

Location:
Bowie State University is centrally located in Bowie, Maryland, near Washington, DC and Baltimore. The campus is conveniently accessible by MARC commuter rail, Metro bus and Metro rail.

Academic Offerings:
- 23 undergraduate majors
- 20 master's degrees
- 16 post-bachelor's certificates
- 2 doctoral programs

Faculty (Fall 2020):
- 227 full-time faculty
- 230 part-time faculty

Enrollment (Fall 2020):
- 6,250 total enrollment
- 5,354 undergraduate students
- 957 first-time, full-time freshmen
- 896 graduate students
- 32 states represented
- 27 countries represented
- Student/faculty ratio: 17.6 to 1

Student Life / Athletics:
- 50+ clubs & organizations
- Fraternity & sorority life
- NCAA Division II – CIAA member
- CIAA Football Champions 2018 & 2019
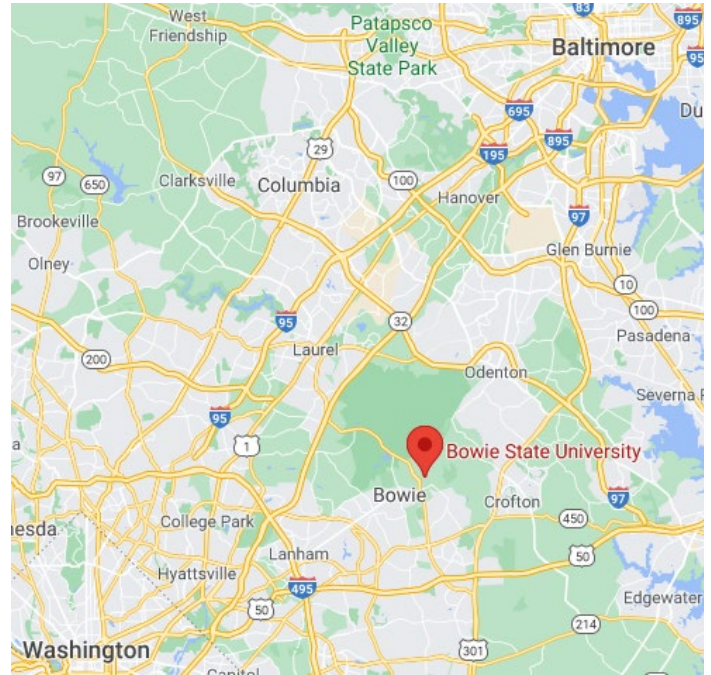
EXECUTIVE SUMMARY

Bowie State University (BSU) is Maryland's first Historically Black College and University (HBCU). BSU has provided educational opportunities primarily to African-Americans for over 155 years. Today, the university enrolls 6,250 students in its undergraduate and graduate programs and employs 227 full-time and 230 part-time talented faculty members from diverse backgrounds to deliver world-class instruction to students. BSU prides itself in offering a small student/faculty ratio of 17.6 to 1, thereby providing a student-centered learning experience.

Bowie State's self-study represents the work of faculty, staff, administrators, students, and alumni over the past two years. The standards-based workgroups were charged with critically examining all facets of the university through the lens of the Middle States Commission on Higher Education (MSCHE) Standards for Accreditation and Requirements of Affiliation and to make recommendations for improvement. Even with the pandemic, the standards-based workgroups completed their review in June 2020. Since the pandemic postponed the MSCHE team visit to fall 2021, BSU's Steering Committee updated the reviews and analyses of the workgroups to incorporate fiscal year 2021 activities. After an overview of Bowie State University, each of the standards are discussed to validate the institution's full compliance with the MSCHE Standards and the Requirements of Affiliation. Points of pride and recommendations conclude each standard.

STANDARD I: MISSION AND GOALS describes the mission, vision, and core values of Bowie State University as well as the two strategic plans covering the past 10 years. This chapter provides a detailed account of the development processes of the two strategic plans and their execution across the Bowie State University community.

STANDARD II: ETHICS AND INTEGRITY describes Bowie State University's commitment to ethics and integrity. This chapter provides a detailed account of BSU's charge to live by its core values of integrity and accountability in academics, service, and community engagement. BSU's commitment to ethics and integrity involves all faculty, staff, and students and encompasses all campus operations.

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE describes how Bowie State provides high–quality and affordable educational opportunities at the bachelor's, master's, and doctoral levels for a diverse student population. This chapter provides evidence that BSU's students are engaged in educational programs designed to broaden their knowledge base and skills across disciplines. The BSU student is prepared to think critically, embrace the value of diversity, become an influential leader, function competently in a highly technical world, and pursue advanced graduate studies.

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE describes the BSU student experience. This chapter provides a detailed account of student life, from the moment future bulldogs become interested in Bowie State University until they realize their goal of graduation. BSU students remain the center of the BSU mission and drive the university to continuously improve to meet current student needs.

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT describes the development of the BSU assessment efforts since the 2011 MSCHE decennial self-study and visit. Bowie State's assessment of educational effectiveness progressed from internally-developed recommendations for improvement to national recognition for campus assessment initiatives. This chapter provides a detailed account of how BSU's culture of

assessment has grown over the past 10 years through fundamental assessment structures, processes, and practices at the university.

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT describes how the strategic plan provides the primary framework for decision-making and advancing the university's mission. This chapter explains Bowie State's financial planning and budgeting process. BSU ensures alignment of resources with the strategic plan, goals, and priorities. This process allows for both long- and short-range planning, assessment, and development of objectives with measurable outcomes.

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION describes Bowie State University's system of governance, leadership, and administration and how it complies with state of Maryland laws and regulations. BSU continues to cultivate a spirit of shared governance, excellence in leadership, and good stewardship in administration.

During the self-study process, Bowie State navigated the unprecedented challenges faced by all educational institutions during the pandemic. A COVID-19 overview is provided as an addendum to explain all of the actions taken by the university to remain steadfast in its continuity of operations. Most importantly, the university was successful in safely delivering the learning experience to students both remotely and in-person. The adherence to each MSCHE standard was maintained throughout the pandemic planning process and campus implementation. A summary of the pandemic planning process and strategic interventions implemented by the institution are provided in the addendum.

INTRODUCTION

Bowie State University (BSU) originated in 1865 as an outgrowth of the first school opened in Baltimore, Maryland by the Baltimore Association for the Moral and Educational Improvement of Colored People, which had a self-appointed mission to train teachers. The first normal school classes were sponsored by the Baltimore Association and held in the African Baptist Church, located on the corner of Calvert and Saratoga Streets in Baltimore.

After its humble beginning, the Baltimore Normal School began receiving occasional financial support from Baltimore City in 1870, with additional support coming from the state of Maryland in 1872. The school also received a legacy from the Nelson Wells Fund, a fund established in 1871 to provide for the education of freed Negro children in the state of Maryland.

At the request of the Baltimore Normal School, which desired permanent status and funding as an institution for the education of Negro teachers, the state legislature authorized its Board of Education to assume control of the school on April 8, 1908. The same law re-designated the institution as Normal School No. 3. Subsequently, it was relocated to a 187-acre tract in Prince George's County, Maryland. By 1914, it was known as the Maryland Normal and Industrial School at Bowie.

From 1925 through 1935, the Maryland Normal and Industrial School advanced from a two-year professional curriculum in teacher education to a four-year program for the training of elementary school teachers. In 1935, this curriculum expansion necessitated the renaming of the school to Maryland State Teachers College at Bowie. With the approval of the State Board of Education, Maryland State Teachers College at Bowie again expanded its program in 1951 to include the training of teachers for junior high schools, and later to institute a teacher-training program for secondary education. Building on its rich heritage as a teacher training institution, Bowie State University became a charter member of the National Council for the Accreditation of Teacher Education (NCATE), and has the distinction of being one of the first institutions in the country to receive national accreditation by NCATE in 1954. BSU has maintained educational specialized accreditation for over 60 consecutive years.

In 1963, with the introduction of a liberal arts program, the institution was renamed Bowie State College. The College was authorized in 1970 to grant its first graduate degree, the Master of Education. To meet the growing educational, cultural, and social needs of the community, Bowie State College officially became Bowie State University on July 1, 1988. On that same day, the university became one of 11 constituent institutions of the newly formed University System of Maryland (USM).

Today, Bowie State holds the Carnegie Classification of Master's Colleges and Universities: Larger Programs and is highly ranked in several HBCU rankings, including the top 30 in US News and World Report, #10 in BestColleges.com, #3 best value schools in Money.com, and #3 fastest-growing four-year college or university in Maryland by the Baltimore Business Journal. BSU is in the top five of Maryland institutions graduating African-Americans with bachelor's STEM degrees in Diverse.

Since 2011, BSU's overall enrollment has grown 11%. This growth has been concentrated at the undergraduate level, increasing to 5,300 students from just over 4,400. The enrollment of the freshman class has nearly doubled over this time and is stabilizing to 900+ students. Graduate enrollment has been impacted by changes in international student requirements decreasing educational support from employers (Table Intro.1).

Table Intro.1: Headcount Enrollment Summary Fall 2011 – 2020

Level	Fall									
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Undergraduate	4,452	4,283	4,358	4,456	4,315	4,711	5,188	5,308	5,227	5,354
First-Time, Full-Time, Degree-Seeking Freshmen (IPEDS cohort)	573	477	625	594	559	958	1,075	898	801	957
Graduate	1,156	1,138	1,203	1,239	1,115	958	960	1,013	944	896
Total	5,608	5,421	5,561	5,695	5,430	5,669	6,148	6,321	6,171	6,250

As shown in Table Intro.2, the university continues to honor its heritage of providing access to higher education for underrepresented populations with a continuing commitment to African-Americans. The undergraduate population is generally traditional college-age, African-American, predominately from Maryland, and enrolled full-time. Graduate students are typically part-time, Maryland residents, and from varying race/ethnic backgrounds. Eleven percent are non-U.S. citizens.

Table Intro.2: Student Profile – All Students Fall 2020

	Female	Male	Total	Percent
Total	**3,914**	**2,336**	**6,250**	**100%**
Enrollment Status				
Full-Time	3,059	1,814	4,873	78%
Part-Time	855	522	1,377	22%
Race/Ethnicity				
Hispanic (of any race)	185	69	254	4%
African-American	3,181	1,887	5,068	81%
American Indian	7	3	10	<1%
Asian	48	51	99	2%
White	135	55	190	3%
Native Hawaiian/Pacific Islander	7	2	9	<1%
Non-resident Alien	75	97	172	3%
2 or more races	166	78	244	4%
Unknown	110	94	204	3%
Residency*				
In State	3,447	2,054	5,501	88%
Out-of-State	467	282	749	12%
Age Distribution				
< 18	71	55	126	2%
18 – 19	1,003	588	1,591	25%
20 – 22	1,442	844	2,286	37%
23 – 25	522	369	891	14%
26 – 30	373	225	598	10%
31 - 40	276	147	423	7%
> 40	227	108	335	5%

First-time freshmen cohort growth over the past 10 years (+67%) is the result of enhanced recruitment strategies and admissions process automation. During the same time, the university engaged in internal and USM sponsored student success initiatives that resulted in continuous improvement in key student success metrics. Second year retention rates matched the prior highest level of 76%. Six-year graduation rates have risen most recently to 43%.

Table Intro.3: Trends in Retention and Graduation Rates of
First-time, Full-time, Degree-Seeking Students

Cohort Year	Cohort Size	Retention Rates			Graduation Rates		
		2nd Yr	3rd Yr	4th Yr	4-year	5-year	6-year
2005	923	71%	56%	45%	22%	35%	41%
2006	765	71%	54%	49%	11%	27%	35%
2007	820	69%	57%	47%	13%	27%	35%
2008	664	69%	54%	47%	8%	26%	33%
2009	635	71%	59%	53%	11%	31%	41%
2010	608	75%	57%	49%	12%	27%	37%
2011	573	71%	57%	53%	15%	35%	40%
2012	477	70%	61%	54%	16%	36%	42%
2013	625	75%	59%	56%	16%	37%	43%
2014	594	72%	60%	55%	17%	36%	43%
2015	559	76%	59%	55%	17%	37%	
2016	958	72%	58%	51%	17%		
2017	1075	68%	55%	50%			
2018	898	70%	59%				
2019	801	76%					

Even during the pandemic, Bowie State graduated the third highest number of students in fiscal year 2021, including the highest number of bachelor's and doctoral degrees ever in one year. The sustained levels of undergraduate degree production is another indicator of the impact of student success initiatives over the past decade.

Table Intro.4: Trends in Degrees Awarded FY 2011 – FY 2021

Level	Fiscal Year										
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Undergraduate	683	688	739	741	801	833	713	783	826	871	882
Master's	229	284	267	278	304	337	313	245	252	293	267
Doctorate	8	9	10	7	8	10	9	8	7	14	16
Total	920	981	1,016	1,026	1,113	1,180	1,035	1,036	1,085	1,178	1,165

Self-Study Process
Consistent with institutional practices of shared governance and community engagement in campus-wide initiatives, Bowie State University's self-study process began in early 2019 with the appointment by the President and Cabinet of the Middle States Steering Committee. The Steering Committee includes representation from all shared governance groups and the national alumni association. The Steering Committee is led by a three-member executive committee, which includes the Bowie State Accreditation Liaison Officer.

The initial work of the Steering Committee was to develop the self-study design. The self-study utilizes a "standards-based approach" that links the institution's three strategic priorities – academic excellence, student success, and the long-term viability of the university across the Middle States Commission on Higher Education's Standards for Accreditation and Requirements of Affiliation. The expected outcomes of self-study are as follows:

1. Demonstrate through evidence how Bowie State University meets or exceeds Standards of Accreditation and Requirements of Affiliation with a focus on how Bowie State's institutional priorities align with MSCHE standards.
2. Evaluate Bowie State's current program, general education, and institutional assessment practices and

identify opportunities for improvement in order to ensure that assessment information guides decision-making that leads to meaningful programmatic and institutional improvement.

3. Engage in an inclusive and transparent self-study process that actively and deliberately seeks engagement from the entire Bowie State University community and is in keeping with the institutional core values of inclusivity, integrity, and accountability.
4. Identify opportunities for improvement and innovations that will further enhance the university's ability to achieve its mission.

The MSCHE staff liaison self-study design review and campus visit was completed in late March 2019 with acceptance in May 2019. Subsequently, Bowie State's Self-Study Design Report has been used by the MSCHE as a best practices example within its Self-Study Institute.

The Steering Committee solicited all faculty, staff and students for standards-based working group membership. To promote collaboration and transparency with the workgroups, each Steering Committee member was appointed to serve as a liaison to at least one workgroup. The Steering Committee selected working group faculty/staff co-chairs based on previous self-study participation, areas of experience and committee work. The Steering Committee then submitted the working group membership to the President, who then appointed the working group co-chairs and members. An array of faculty, staff, administrators, students, and alumni comprise the eight working groups. Using a set of guiding questions within the Self-Study Design Report, the working groups began their data collection and analysis in fall 2019 and presented preliminary reports in January 2020. The Steering Committee provided constructive feedback to each working group in February 2020.

On March 23, 2020, all USM institutions transitioned to remote instruction resulting from the COVID-19 State of Emergency declaration from Governor Larry Hogan. Even with the upheaval of teaching and campus operations, the standard working groups completed their review in June 2020. At that time, the university still expected a visit in early spring 2021. Given the continued pandemic health and safety concerns, the Commission delayed the university's visit until fall 2021. The self-study report that follows represents much of the analysis of the working groups. However, it has been adjusted to incorporate an additional year of tremendous challenges and opportunities. Thus, the period for the self-study was extended through FY 2021, ending on June 30, 2021.

STANDARD I: MISSION AND GOALS

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

Evidence of meeting Requirements of Affiliation found in Standard I:
- Requirement 7: The institution has a statement of mission and related goals, approved by its governing board, that defines its purpose within the context of higher education.
- Requirement 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Bowie State University's mission clearly identifies its purpose as the provider of college access to underrepresented populations, particularly African-American students. In accordance with its mission, however, the university has been strategic in its outreach to a more diverse student body by fostering an inviting, supportive, and collaborative environment that values multiculturalism, inclusion, and individual differences. This section examines the university's progress toward fulfillment of its mission and goals and documents that BSU has successfully aligned its processes for planning and assessment to meet its mission.

Mission Statement
The university's 2018 mission statement was developed as a core component of the university's FY 2018 strategic planning process. The Strategic Planning Committee, with representation from student groups, faculty, staff, alumni, and the BSU Foundation, developed a mission statement that aligns with the university's core purpose, history, and contribution to the community at large. The Strategic Planning Committee collected input during a campus community forum in March 2018 and again in May 2018. Dr. Aminta H. Breaux accepted the mission statement in June 2018. Bowie State's mission statement was approved by the USM Board of Regents before being forwarded to the Maryland Higher Education Commission (MHEC). MHEC is required to review all public institution mission statements on a regular cycle, typically every five years in accordance with state law, to determine whether the mission statement is consistent with the State Plan for Higher Education. MHEC approved the mission statement in early 2019 [**I.1.1**].

Bowie State's mission statement articulates its purpose as a regional comprehensive university and distinguishes itself as an HBCU that embraces diversity and expresses a commitment to intellectual development and research:

> As Maryland's first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities.

The university is steadfast in its commitment to providing access and opportunity to diverse students through an educational environment that is guided by a deep commitment to teaching, student success, research and scholarship, and service to the greater community, particularly to African-American and underserved populations. In addition, the mission directly supports scholarly research and creative activity by faculty, staff,

and students. Consistent with the criteria of Standard I, the university's mission statement is embraced by students, faculty, staff, administrators, alumni, the local community, and the state of Maryland. The mission statement can be found on the university's website as well as in the Racing to Excellence FY19-FY24 Strategic Plan and in other institutional publications.

Strategic Planning

Bowie State University's strategic plans serve as a road map to advance the university's mission of providing an excellent education for all students. Through its undergraduate and graduate programs, the university is focused primarily on enhancing the quality and value of its offerings to students, alumni, and the community. In addition, the university's current core values of excellence, inclusivity, integrity, accountability, and innovation provide the foundation for decision making and for building a better university.

During this decennial review period, the university has been guided by two strategic plans, which cover the periods 2013 - 2018 and 2019 - 2024. Both of these plans were developed by strategic planning committees with broad-based representation from the campus community. The committees' charges were similar: review the previous strategic plan; complete an environmental scan and engage in a strengths, weaknesses, opportunities, and threats analysis; examine the extent to which the BSU goals align with the MHEC State Plan for Postsecondary Education and the USM strategic plan, and make recommendations for university goals and objectives. Each strategic planning committees gathered feedback from the campus community to further refine the goals and objectives of the plan and shared the draft plan with the Cabinet for approval.

The 2013 - 2018 Strategic Plan had six goals and 40 initiatives [**I.2.1**]. Exhibit **I.2.2** includes an analysis of the attainment of goals in the 2013-2018 Strategic Plan. Overall, the university made progress on most of the initiatives outlined in the plan. The review of the 2013 - 2018 plan and an examination of internal and external influences informed 2019 - 2024 Strategic Planning Committee efforts to refine the university's mission, vision, core values, strategic goals, and objectives. The remainder of the self-study report will highlight institutional efforts supporting the Racing to Excellence FY19-FY24 Strategic Plan.

University Goals

With the inauguration of its tenth president in July 2017, the university advanced its strategic planning process, which included input from the university's shared governance groups. This planning process yielded the Racing to Excellence FY19-FY24 Strategic Plan with five strategic goals and a series of objectives that BSU views as essential to the three institutional priorities of academic excellence, student success, and the long-term viability of the institution [**I.2.3**]. The strategic goals include:

> Goal 1 - Provide Academic Excellence Supported by Curricular as well as Co-Curricular Experiences
> Goal 2 - Promote a Holistic and Coordinated Approach to Student Success
> Goal 3 - Encourage Academic and Administrative Innovation to Meet Student Needs
> Goal 4 - Enhance the Campus Culture of Diversity, Inclusion and Civic Engagement
> Goal 5 - Ensure Long-term Viability of BSU

The results of comprehensive efforts to make strategic planning a participatory process are documented in the fall 2019 faculty and staff survey conducted by the Office of Planning, Analysis, and Accountability (OPAA) [**I.3.1**]. The Ruffalo Noel Levitz College Employee Satisfaction Survey (CESS) rates level of importance and satisfaction with various statements regarding campus culture and policies, institutional goals, involvement in planning, and work environment. Twenty-six percent of employees responded. CESS survey results show that

84% of the faculty and staff expressed satisfaction with the statement "This institution is faithful to its mission." Over 75% expressed satisfaction with "The mission, purpose, and values of this institution are well understood by most employees" and that "Most employees are generally supportive of the mission, purpose, and values of this institution."

Highlights of BSU's accomplishments as they relate to the university's current strategic plan goals are given below. These achievements provide examples of the plan guiding institutional improvement and document the effectiveness of the university's strategic planning efforts. Standard VI provides additional information on how the mission and strategic plan guide institutional planning, resource allocation, and improvement.

Goal 1 - Provide Academic Excellence Supported by Curricular as well as Co-Curricular Experiences
- Programmatic re-accreditation in the Departments of Nursing, Social Work, College of Education, and the College of Business
- New academic programs in Bachelor of Science in Chemistry and Master of Education in Culturally Responsive Teacher Leadership were approved
- The university opened the Entrepreneurship Living Learning Community in August 2021
- The USM Elkins Professorship was awarded to a College of Education faculty member in 2019 to establish the Center for Research and Mentoring of Black Male Students and Teachers
- Faculty in Natural Sciences and Computer Science have applied for and received patents
- College of Business faculty received a $400,000 grant from the National Science Foundation to infuse data science and analytics into the curriculum, including a new concentration in data analytics within the business administration program
- BSU Theatre Production *What to Send Up When It Goes Down* was invited to present at the 2021 Kennedy Center American College Theater Festival – the first time a Bowie State production was acknowledged
- Over 60 faculty are participating in the Thurgood Marshall College Fund / Association of College and University Educator 25-week program to improve their online teaching skills
- Two BSU students were named 2021 HBCU Scholars by The White House Initiative on Historically Black Colleges and Universities
- The university received $500,000 in matching funds from the Maryland Department of Commerce to establish an endowed cybersecurity chair position

Goal 2 – Promote a Holistic and Coordinated Approach to Student Success
- The university created the Enrollment Management Division that promotes a student-centered philosophy through a coordinated, consolidated, and streamlined system of enrollment management operations using data, information, and program evaluation to inform continuous improvement
- New student experience programs have evolved as student needs have changed
- Admission practices now leverage technology to provide timely application evaluation and communication
- Institutional need-based grant funds increased by 5% (FY 2021 - $3.2M awarded) from FY 2016 to FY 2021; merit-based funds rose 33% (FY 2021 – $3.3M awarded). The university achieved a 76% fall 2019 cohort second-year retention rate – the highest ever
- Six-year graduation rates have increased to 43%
- BSU has exceeded its MHEC projected number of graduating students in each of the past five years
- Student athletes continue to graduate at a higher six-year rate than the full freshmen cohort

- Student Affairs units provided over 300 virtual and in-person programs during the pandemic to engage students living on-campus and those in remote learning
- Student Affairs personnel developed pandemic protocols to safely house students living on campus during the pandemic, including additional support from staff as well as campus operations

Goal 3 - Encourage Academic and Administrative Innovation to Meet Student Needs
- Over 60 faculty have transformed 45 courses as part of the campus Academic Transformation grant program
- The faculty pivoted to predominately online instruction during the pandemic
- The university was approved to offer fully online programs in 2021.
- The university is expanding its offerings at the Universities of Shady Grove and the University System of Maryland at Southern Maryland facilities. Programming began in spring 2021 at the Laurel College Center
- Staff leveraged technology to continue to provide student and administrative services during the pandemic
- A BSU communications professor was named as a finalist for the HBCU Educator of the Year award by PRNews for her hands-on learning approaches

Goal 4 – Enhance the Campus Culture of Diversity, Inclusion and Civic Engagement
- The Office of Multicultural Affairs was created to promote inclusion of and respect for the diversity at BSU
- Even during the pandemic, students engaged in community service to support the Martin Luther King Day of Service, BSU Founders Day, Earth Week, as well as local community organizations
- A new Master of Education program in Culturally Responsive Teacher Leadership was approved to prepare teachers for engaging a diverse classroom
- BSU and University of Maryland created the Social Justice Alliance to honor the legacy of 2nd LT Richard Collins III

Goal 5 - Ensure the Long-Term Viability of BSU
- The university has received over $29M in the past year including funding to support academic innovation and student success, including a $25M award from philanthropist MacKenzie Scott
- BSU faculty and staff were awarded over $5M in grants during FY 2020 and have exceeded $8M in grants in FY 2021
- Over the past three years, many improvements were made to campus facilities, including installation of solar panels, HVAC, and signage. These improvements contributed to the university's green initiatives as well as helped visitors and students navigate the campus
- University Relations and Marketing developed and implemented an institutional brand marketing strategy based on a comprehensive research study of the campus and community stakeholders

Periodic Assessment of Mission and Goals
While the university has remained steadfast in its historical mission to provide access and opportunity to African-American students, the university does revisit its mission statement as part of its periodic institutional strategic planning process or when requested by MHEC [**I.4.1**]. As described in Standard VI, university goals are reviewed during Cabinet planning retreats to evaluate if changes are necessary to remain relevant. A complete analysis is undertaken during strategic planning processes, typically every five years.

Summary and Conclusion

The Bowie State University mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The university's stated goals are clearly linked to its mission and demonstrate how the institution is fulfilling its mission. The university's mission and strategic goals support the three institutional priorities of academic excellence, student success, and the long-term viability of the institution. The examples provided highlight BSU activities that support the mission and the strategic plan, and periodic assessment ensures that the goals are kept current, realistic, and responsive to changing societal and environmental contexts.

Points of Pride

- BSU's mission and goals are clearly defined and appropriately aligned to other internal and external planning documents.
- The university has performed notably in publicizing its accomplishments through an enhanced marketing approach that keeps members of the BSU community informed about the institution's major achievements.

Recommendation for Standard I

- In the next strategic planning process, the strategic planning committee should recommend specific goal-level metrics and targets as well as a communication strategy so that progress on goal attainment can be transparent to the campus community.

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.

Evidence of meeting Requirements of Affiliation found in Standard II:
- Requirement 5: The institution complies with all applicable government (usually Federal and state) laws and regulations.
- Requirement 6: The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.
- Requirement 14: The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.

The principles of ethics and integrity are central to the mission, core values, and culture of Bowie State University. The core values of integrity and accountability are demonstrated through institutional policies, procedures and practices that preserve the public trust and uphold integrity in teaching, research, assessment, and reporting.

Essential Freedoms and Rights in Higher Education
Bowie State University is committed to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights. The institution recognizes that this commitment is an integral component of academic excellence, student success, and the long-term viability of the university. BSU affirms the commitment of its governing board, faculty, administrators, staff, and students to these freedoms through its policies and practices.

The university's Faculty Handbook, revised in AY 2020 – 2021 is the core document guiding faculty appointment, expectations, rights and responsibilities, fair employment practices, and research and scholarship [**II.1.1**]. Faculty Handbook, Chapter 5, Faculty Rights and Responsibilities further articulates the university's commitment to academic freedom by aligning it with the core tenants in American Association of University Professors' Statement of Principles on Academic Freedom and Tenure. Faculty Handbook Chapter 5.1 further establishes specific freedoms including freedom of research and publication, the freedom to determine standards, freedom of teaching, freedom of internal criticism, and freedom of participation in public debate.

Academic integrity roles and responsibilities are outlined in the USM Board of Regents (BOR) III-1.00 Policy on Faculty, Student, and Institutional Rights and Responsibilities for Academic Integrity and serves as the framework for student and faculty interaction, mutual respect for learning and the teaching process, and intellectual honesty in pursuit of knowledge [**II.1.2**]. Bowie State's policy III-1.00 incorporates the core tenets of the USM policy and provides further details reflective of the culture of the institution [**II.1.3**]. The policy reinforces faculty rights and responsibilities for academic integrity as well as faculty freedom in the classroom to discuss all subject matter reasonably related to the course, faculty responsibility to be transparent in course expectations, evaluation processes, and in grading policy, and the expectation that student grades will be

assigned without prejudice. The Faculty Handbook Chapter 5.5 further defines teaching roles and responsibilities. It contains expected content for course syllabi, procedures for suspected academic dishonesty, attendance and verification of enrollment, office hours, final grades, and academic advising and student mentoring.

Bowie State follows USM BOR intellectual property rights policies, namely Policy on Patents IV-3.0 and Policy on Intellectual Property IV-3.2 [**II.1.4**]. These BOR policies set forth the terms, conditions and procedures whereby USM personnel and students establish and maintain their interests in intellectual property created by or used at USM institutions. Adherence to and clear communication of this policy has encouraged notable intellectual projects over the past 10 years. An example of the successful application of these policies in promoting research at Bowie State University is the award of a United States Patent for a silent wind turbine that improves performance over similar devices. This is the first patent awarded to a member of the university's faculty in a decade. In 2020, the same faculty member received two more patents for his research. The first was for a patent of an algorithm of personal health comparisons over time that was developed in collaboration with a faculty member in the Department of Technology and Security and a former BSU student. The second was an analytical solution of projectile flight for use in ballistics and space travel.

This innovative research, coupled with a combined effort of the Office of Research and Sponsored Programs (ORSP) and the Entrepreneurship Academy (EA), led to the October 2020 launch of the Bowie State University Innovation and Technology Transfer Initiative. This one-year initiative began with BSU contracting with Commercializer, LLC to help the university develop an infrastructure and start an innovation and technology transfer office to support faculty, students, and staff with protecting and leveraging their innovative products and ideas. The initiative also provided university-wide education on intellectual property policies and processes, such as requirements to disclose intellectual property in federally funded research.

Bowie State University has an active Institutional Review Board (IRB) that reviews and guides all campus constituent research that involves human subjects. The Board examines and assists in researcher "compliance with university guidelines and federal regulations regarding the protection of human subjects" (Title 45 Code of Federal Regulations, Part 46). Further, the online homepage for the IRB includes the requirement for "All Bowie State University investigators seeking external sponsored funding to conduct scholarly activities … to complete [a] form before a proposal can be endorsed for submission." The IRB is managed by ORSP.

Campus Climate and Commitment to Mission
Driven by the university's mission and the Racing to Excellence FY19-FY24 Strategic Plan, Goal 4 Enhance the Campus Culture of Diversity, Inclusion, and Civic Engagement and the core value of inclusion, Bowie State University has taken positive steps to advance its campus culture. A vibrant, respectful, and inclusive campus environment is fostered through various plans, policies, practices, procedures, and initiatives.

Along with university Policies VI - 1.05 Policy on Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Gender Expression and VI - 1.10 - Policy on Racism and Campus Diversity [**II.2.1**], and standard practices and policies that guide campus constituents and their respective units, several key developments during this period of review support the institution's commitment to a respectful, multicultural, campus environment. These developments include recommendations from a 2015 Civility Commission to enhance civility [**II.2.2**], by establishing an Ombuds unit to address challenges of interpersonal communication between faculty, staff, and students. An independent Ombudsperson was appointed in July 2021. The Office of Equity Compliance (OEC) remains responsible for investigating Equal Employment Opportunity, Title-IX,

American with Disabilities Act (ADA), sexual misconduct, and other concerns of alleged discrimination on campus. The office also houses the 504 Coordinator who provides oversight of the university's compliance with student disability support services and reviews and recommends reasonable accommodations for employees and visitors.

In 2019, the Division of Student Affairs launched the Office of Multicultural Programs and Services (OMPS). This office operates as a hub for existing and new student organizations that further the interests of the diverse range of students, including African-Americans, women, Asian/Pacific Islanders, LGBTQIA, Hispanic-Latinos, Native Americans, and those with disabilities. As a direct reflection of Objective 4.1 of the strategic plan, OMPS has over the past two years organized Safe Space bias training, as well as training on cultural competency, diversity and inclusion, and monthly heritage celebrations.

Similarly, the Gender and Sexual Diversities Resource Center (GSDRC) fosters an open, safe, and inclusive environment for people of all sexualities and gender identities. The center has resources for anyone who is interested in learning about LGBTQIA issues and works with faculty, staff, and students to increase awareness and affirmation of LGBTQIA individuals. GSDRC also collaborates with faculty, staff, and students to develop programs to promote knowledge and awareness across campus, thereby working to reduce discrimination and harassment based on sexual orientation and gender identity.

The Office of Student Conduct and Community Standards supports the university's dedication to student success and its educational purposes and goals by publishing, enforcing, drafting, and interpreting standards of student behavior and related policies and procedures; facilitating student and community developmental and ethical growth opportunities that promote personal integrity, civility, self-responsibility, citizenship, and appreciation for diversity; working to maintain a safe and productive environment supporting the university's educational purpose and the students' educational goals; and, promoting the privileges and responsibilities associated with a student's university affiliation. BSU's Code of Student Conduct outlines standards of conduct for students, procedures for registering a misconduct concern, and due process [**II.2.3**].

Grievance Policies and Procedures
The university embraces its responsibility to provide a safe environment free of various forms of discrimination, including sexual misconduct, bullying, harassment, retaliation, and other violations of the university policies. Bowie State makes every effort to ensure that the grievances and complaints of students, faculty, and staff are addressed appropriately and equitably.

Faculty grievance policies [**II.3.1**] and procedures found in the Faculty Handbook, Chapter 6.7 provide faculty with a method for aggrieved faculty to express substantive complaints about academic policy concerns or other faculty issues with the Faculty Grievance Committee [**II.1.1, p.65**]. The Employee Handbook and collective bargaining agreements contain grievance procedures for staff and unionized staff, respectively [**II.3.2, p.26**]. The Office of Equity Compliance investigates all complaints of discrimination, sexual harassment, and retaliation. All information, including grievance procedures and forms, as well as Title IX explanations, are readily found on the university's website [**II.3.3**]. Further, the university also has a link on the Controller's website for reporting fraud. The website and hotline are overseen by the USM internal audit department [**II.3.4**].

Grievances outside of discrimination, sexual harassment, and retaliation are guided by other policies and procedures readily available to all. For example, the Division of Student Affairs website includes a link for

"Customer Service Concerns" for students who have either academic or non-academic concerns [**II.3.5**]. Since the start of the pandemic, the university set up two emails for students, parents, and employees to use if they had general questions about BSU's pandemic response (covid19@bowiestate.edu) or academic concerns (covid19academic@bowiestate.edu). These email accounts are monitored and concerns tracked to determine if interventions or changes are necessary. The Undergraduate Catalog provides for an academic appeals process that applies to "any dispute concerning a student's academic standing at the university, including, but not limited to, disputes over grades as well as allegations of academic dishonesty." As students attending a public university in Maryland, Bowie State students may also file grievances with MHEC for alleged violations of Title 13B of the Education Article of the Code of Maryland Regulations (COMAR) by utilizing the agency's student complaint process [**II.3.6**]. Student grievance processes are also available through USM and MSCHE. Finally, collective bargaining agreements ensure that the grievances of classified employees are addressed promptly, appropriately, and equitably.

Conflict of Interest

There are several places where conflict of interest is addressed as it pertains to university constituents and stakeholders. The university's policy VI-1.51 Statement of Ethics is the overarching policy on the matter which states:

> With the acceptance of full-time employment at Bowie State University, one makes a major, primary professional commitment to the mission and goals of the university. All employees should take care to avoid conflict of interest or commitment or apparent conflict of interest or commitment. A conflict of interest arises when the employee influences or is in a position to influence the university's decisions for personal financial gain or benefit. A conflict of commitment arises when outside activities substantially interfere with the employee's obligation to students, colleagues, or the university. Bowie State University requires that the conduct of all employees be consistent with the laws and regulations of the state of Maryland and the regulations of the University of Maryland System [**II.4.1**].

More detailed policies and guidelines speak to specific university constituents. BSU's volunteer boards, the BSU Foundation Board and Board of Visitors, include conflict of interest compliance in their by-laws [**II.4.2**]. For all employees, the Employee Handbook contains clear guidelines for professional conduct including the need for employees to avoid situations with the potential for a conflict of interest. Employees are encouraged to bring to management's attention any situation which raises a potential conflict of interest or the appearance thereof [**II.3.2, p.20**]. USM BOR Policy on Professional Conduct and Workplace Bullying VII-8.05 outlines employee actions that constitute a conflict of interest consistent with Maryland Public Ethics Laws, Annotated Code of Maryland, General Provisions, Title 5 [**II.4.3**]. Selected Bowie State employee classifications are required to annually file financial disclosure statements with the Maryland State Ethics Commission to ensure compliance with state of Maryland ethics laws.

A conflict-of-interest statement regarding faculty and external professional activities is located on the university's website in the Policy on Professional Commitment of Faculty, listing representative conflicts of interest to be avoided [**II.4.4**]. The statement also notes that "situations which have the appearance of conflict require a faculty member to inform the Department Chair or the Dean, who will confer with the Provost, if necessary, for resolution." ORSP also requires faculty and staff to complete a financial conflict of interest form as part of any grant submission. Principle investigators, project directors and/or anyone with signature authority on an awarded grant have to annually complete this information to ensure continued compliance [**II.4.5**].

Fair and Impartial Employment Practices

Bowie State adheres to equal employment opportunity requirements and various Maryland laws related to fair employment practices. The Office of Equity Compliance website includes BSU's formal non-discrimination statement, outlines discriminatory practices, and includes links to complaint forms [**II.3.3**]. The Office of Human Resources (OHR) conducts a formal orientation program for new employees, including a question-and-answer session pertaining to basic personnel policies, procedures, and benefits. It maintains official personnel records that includes personal data and information related to the employee's appointment, pay, benefits choices, and institutional employment history. This office also keeps written job class specifications and/or position descriptions for all personnel positions. The OHR conducts search committee training sessions so that the committee understands how the search process reflects Bowie State's commitment to equal opportunity and provides standard forms for documenting the search process [**II.5.1**].

Chapter 4 of the Faculty Handbook [**II.1.1, p.26**] describes in detail the faculty initial appointment process as well as tenure, promotion, and due process. The Academic Rank and Tenure Committee makes recommendations to the Provost regarding the granting of continuous tenure, promotion in rank, sabbatical leave, honorary degrees, and emeritus status.

Honesty and Truthfulness in Public Relations

Through the consistent and comprehensive efforts of the Office of University Relations and Marketing (URM), Bowie State University is represented, both internally and externally, honestly and truthfully in all public relations announcements, advertisements, recruiting and admissions materials, and marketing practices [**II.6.1**]. URM staff adhere to the ethical practices and values of personal integrity of the public relations profession as outlined in the Code of Conduct of the Public Relations Society of America.

The office oversees and manages the university website, online newsroom and events calendar, works with departments and colleges to upload content to their respective webpages, and trains departmental web managers on content management. URM also coordinates auxiliary Bowie State social media accounts for clubs, academic units, student support units, and student governance groups.

The URM fulfills its mission through:
- managing and conducting oversight of the university's website
- creating, producing, and disseminating university publications (BSYou newsletter, recruitment publications, institutional brochures, annual report, etc.)
- managing all university-related marketing and advertising campaigns
- managing university social media channels and providing guidance to campus units on appropriate use of unit social media accounts
- orchestrating and directing media outreach
- adhering to a timely formal style guide for published or posted digital communications
- approving all "blast emails" before dissemination to ensure the integrity of the university's mission, policies, trademark requirements, and interests, and to guard against uses for commercial purposes, law and human rights violations, or insensitivities.

Affordability and Accessibility

A part of BSU's historical mission has been to provide access and opportunity to African-Americans and underserved populations. In keeping with this mission, BSU tuition and mandatory fee increases are less than that of other public four-year institutions. In fact, all Maryland HBCUs have the lowest tuition and mandatory

fees of all public institutions [**II.7.1**]. In 2020, BSU ranked third among public HBCUs considered as best-value schools by Money.com.

Through the Admissions and Financial Aid Offices, under the auspices of the Enrollment Management Division, all students are informed of BSU's access and affordability. Undergraduate, graduate, transfer, and international constituents are kept abreast of the latest funding information and options, as well as admission qualifications, deadlines, and processes via information sessions, open houses, web forums, and website.

Approximately 50% of BSU undergraduate students receive federal Pell grants each year and approximately one-third of FASFA filing undergraduates are first-generation. Therefore, the Office of Financial Aid provides critical information on its website as well as in-person and virtually by appointment, regarding navigating the financial aid process; applying for federal financial aid and other grants, scholarships, and loans; and obtaining work-study opportunities. The office also serves as a resource to aid students and families in understanding the award letter and the implications of taking on loan debt. A description of financial literacy efforts is described in Standard IV. In addition to the various federal and state financial aid programs, BSU has institutional grant and scholarship funds to help students attend the university.

Compliance Reporting
Overall, Bowie State University maintains compliance with all applicable federal, state, USM, MHEC and MSCHE reporting policies and requirements. The university's policies, practices, and processes are subject to multiple internal and external assessments to ensure that institutional ethics and integrity are maintained in all aspects of the university's operations. For example, BSU is subject to triennial compliance audits by the state of Maryland Office of Legislative Audits and the USM Office of Internal Audits. These audits focus on compliance with state laws and regulation; USM BOR's bylaws, policies, and procedures; accounting practices and controls; procurement; crime statistics; and emergency preparedness. As part of the annual USM financial audit and a state of Maryland audit, BSU records are reviewed by independent auditors [**II.8.1**].

The institution's Office of Budget and the Controller's Office provide monthly reports to management, detailing general finance, budget status, grants and contracts, student account receivables, and auxiliary operations. The budget dashboard, available on the university's website provides summary level budget information updated monthly [**II.8.2**]. Financial audits are completed annually by external auditors hired and reviewed by USM staff and the BOR.

The Office of Planning, Analysis, and Accountability (OPAA), Center for Academic Programs Assessment (CAPA), the Department of Public Safety (DPS), Office of Equity Compliance (OEC), Office of Research and Sponsored Programs (ORSP), and Office of Human Resources (OHR) are also associated with compliance reporting. The OPAA completes federal, state, and USM reports on a variety of issues, including educational effectiveness [**II.8.3**]. In addition, OPAA conducts institutional assessments and monitors graduation, retention, certification, and licensure or licensing board pass rates. The office also serves as the liaison with academic departments with specialized accreditions. Between 2011 and 2020, all accredited programs have been reaffirmed by their external accrediting agencies.

The CAPA coordinates Bowie State's academic program review process in accordance with the USM and MHEC requirements as outlined in Standard III. The academic program reviews are examined for productivity, retention, and academic offerings by internal stakeholders, an external reviewer(s), and then the BOR. Neither USM nor MHEC has offered any recommendations for academic program improvement since the last 2011

self-study. The CAPA also complies with the MHEC required Student Learning Outcomes and Assessment Report every five years.

The Department of Public Safety (DPS), in accordance with the Crime Awareness and Campus Security Act of 1990, also known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, publishes The Clery Annual Safety Report and Fire Safety Report for Students Living on Campus. Crime statistics and a daily incident/crime log are also provided on the DPS webpage.

The OEC investigates complaints of discrimination and sexual harassment; responds to complaints filed with external agencies; provides training on Equal Employment Opportunities programs and its relevant components; and assists management with providing reasonable accommodations among other tasks. OEC provides the required sexual harassment training of all new employees and all others every two years.

Bowie State's MSCHE Institutional Federal Compliance Report documents adherence with accreditation relevant federal regulations [**II.8.4**]. Since Bowie State's MSCHE 2016 Periodic Review Report, the institution has completed the following reports for MSCHE: annual update reports, a progress report, a supplemental information report, the COVID-19 response summary, a response to a student complaint, as well as substantive changes for an additional location and to offer distance education in selected programs. At no time has BSU been found non-complaint with MSCHE policies.

Periodic Assessment of Ethics and Integrity
In spring 2019, the Faculty Senate completed a comprehensive review of the Faculty Handbook culminating with a Faculty Association vote of approval. The Faculty Handbook revision maintained almost all the policies and processes of the previous handbook and made changes to reflect current administrative structures as well as the description of the university's history. The faculty made two notable changes. The membership of the Appointment, Rank, and Tenure Committee was revised to allow for associate professors to serve on the committee when the department does not have sufficient numbers of full professors to rotate service. The second change was to create a new Faculty Senate Standing Committee – the Faculty Handbook Committee. The last decennial self-study included a recommendation for the regular review of the handbook. The proposed committee includes an appointed member by the Faculty Senate and two faculty members elected at large from each college. The committee serves as the central body to recommend additions, deletions, and modifications of BSU faculty policies on a schedule that is described in the new Faculty Handbook Revision Process [**II.1.1, p.23**].

The prevalence of digital materials, contract-cheating, and new technologies have greatly impacted how academic integrity is defined and understood by faculty, students, and administrators. The University System of Maryland is facilitating campus conversations on academic integrity to help transition from a dishonesty prevention model to one that fosters academic integrity in ways that help students take seriously their responsibilities for academic honesty by building skills as researchers. BSU's team of faculty and administrators is actively participating in these discussions and in professional development through the International Center on Academic Integrity (ICAI). The team drafted a revised academic integrity process, currently under review by Faculty Senate, which is reflective of the ever-changing advancements in technology and incorporates a number of the ICAI best practices [**II.9.1**].

MHEC and the USM BOR annually review the Institutional Programs of Cultural Diversity Annual Progress Report. Maryland law mandates that higher education institutions submit this report to the MHEC after approval

from the institution's governing board. The information in Bowie State's report is reviewed by the USM staff and the BOR and used to inform USM strategic planning efforts [**II.9.2**]. MHEC also uses the information to document progress in addressing the goals and objectives of the Maryland State Plan for Postsecondary Education. Several of the activities in the most recent Cultural Diversity Report are highlighted in Standard IV.

OPAA uses Ruffalo Noel Levitz surveys to gather student and employee feedback on a regular basis. The instruments include questions related to campus climate, mission, and integrity. The results of these surveys are shared with Cabinet and appropriate divisions to inform action. OPAA also has as one of its principal tasks the validation of university data and mandatory reporting extracts. It annually reviews the technical processes that produce mandatory reports to the USM, MHEC, MSCHE, and any other external organizations.

Summary and Conclusion

The evidence provided above suggests that Bowie State University is successful in adhering to policies, procedures, and expectations for ethical practices as outlined in the criterion for Standard II. BSU's commitment to its core values of integrity and inclusion as well as to its institutional priority of long-term viability of the institution and student success are demonstrated in various ways. Adherence to the USM BOR and BSU policies as well as policies and procedures found in various publications including the Employee Handbook, the Faculty Handbook, the Student Code of Conduct, and catalogs show commitment to academic freedom, fair employment practices, avoidance of conflicts of interest, and grievance processes. BSU's commitment to inclusion is framed in the current strategic plan - Goal 4 Enhance the Campus Culture of Diversity, Inclusion and Civic Engagement. The activities of the Office of Multicultural Programs and the Gender and Sexual Diversities Resource Center directly support BSU's commitment to fostering an open, safe, and inclusive campus environment for faculty, staff, and students.

Points of Pride
- The university lives its core values of integrity and inclusion through its policies, procedures, and activities focused on ethical practices, fair treatment, and cultural diversity.
- Faculty completed a comprehensive review of the Faculty Handbook and added a process for continuous review and revision.
- Academic freedom, academic integrity, and student conduct policies are the cornerstones for student and faculty interaction, a mutual respect for learning and the teaching process, and intellectual honesty in pursuit of knowledge.

Recommendation for Standard II
- The units responsible for faculty and staff hiring practices, grievance procedures, and conflict of interest processes should establish a mechanism to ensure that policies and procedures meet current best practices. This process should include an external review by experts in the field.

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.

Evidence of meeting Requirements of Affiliation found in Standard III:
- Requirement 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
- Requirement 9: The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or deliver and instructional modality.
- Requirement 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.
- Requirement 15: The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs.

BSU provides high quality and affordable educational opportunities at the bachelor's, master's, and doctoral levels for a diverse student population. The educational programs are designed to broaden the knowledge base and skills of students across disciplines and to enable students to think critically, value diversity, become effective leaders, function competently in a highly technical world, and pursue advanced graduate study. Constituent needs, market demands, and emerging challenges serve as important bases in the university's efforts to develop educational programs and improve student access to instruction. In serving these purposes, curriculum development is linked to the mission and the strategic plan. Over the past decade, the university has implemented new programs, made significant additions to learning resources to improve the quality of program delivery, and developed and implemented program assessment plans to improve academic and institutional effectiveness.

Faculty
The faculty of Bowie State University use their pedagogical skills, research and scholarship experience, and commitment to the university's mission to offer students an educational experience that is high quality and unique to the university's HBCU history. On average, 48% of BSU's headcount faculty are full-time. BSU's 227 full-time faculty (fall 2020) reflect the diverse nature of the student population – 56% are women and 68% are African-American. Eighty-one percent of full-time faculty are in tenure-track positions (N=187), the remainder are on multi-year or annual contracts [**III.2.1**]. At the time of the last self-study, the number of full-time faculty averaged 223.

As a comprehensive institution, teaching is the primary activity of the full-time faculty. The typical teaching load is between seven and eight courses each year. The USM Faculty Workload Report captures credit-hour activity and research, scholarship, and public service activities. Table III.1 summarizes the student credit hours taught by faculty for the past two academic years in accordance with USM current reporting guidelines. Full-time, tenure/tenure-track faculty and the total average academic year credit hours figures have been consistent

for the past two academic years. Table III.2 summarizes faculty scholarship activity. The large increase in AY 2020 - 2021 scholarship activity is due to complete reporting by all departments.

Table III.1 Student Credit Hours (SCH) Generated by Academic Year by Faculty Type and Course Level
AY 2020 – 2021

	FT Tenured/TT		FT non-TT		Other PT Instructional		Total	
	AY 2020	AY 2021	AY 2020	AY 2021	AY 2020	AY 2021	AY 2020	AY 2021
Faculty Headcount	178	174	36	36	345	341	559	551
Undergraduate SCH	59,381	57,148	17,135	15,371	59,517	61,981	136,033	134,500
Graduate SCH	7,505	7,981	901	674	5,283	4,746	13,689	13,401
Total SCH	66,886	65,129	18,036	16,045	64,800	66,727	149,722	147,901
Avg. AY SCH	376	374	501	446	188	196	268	268

Source: USM Faculty Workload Report

Table III.2 Faculty Scholarship Activity AY 2020 - 2021

	AY 2020	AY 2021
Books/Book Chapters	7	36
Referred Publications	90	161
Non-referred Publications	52	58
Creative Works	48	55
Professional Presentations	141	399
Faculty Patents	2	3

Source: USM Faculty Workload Report

Faculty grant activity is supported by the Office of Research and Sponsored Programs (ORSP). As part of its ongoing efforts, ORSP assists the university community in identifying and pursuing potential funding opportunities. Also among its pre-award responsibilities, ORSP provides assistance in proposal budget development and proposal review and submission. The office reviews and signs off on all proposals to external sponsors. All subcontracts that involve sponsored projects are reviewed, negotiated, and executed by ORSP. When awards are received, ORSP is responsible for grants management and compliance. Staff will assist the principal investigator/program director with completing budget forms and will work with administrators and others to resolve grant-related problems. The ORSP staff approves all grant expenditures. Any changes to funded projects and all project closeouts are communicated to the sponsors through ORSP. The ORSP reviews and advises the university on matters involving new or revised federal and state laws, rules, and regulations. In addition, ORSP coordinates BSU's Institutional Review Board.

The trends in faculty extramural funding are in Table III.3 below. In FY 2021, BSU was awarded over $4.7 M in grant funds by federal agencies including the Department of Defense, NASA, National Science Foundation, and Department of Education to faculty in the Departments of Technology and Security, Computer Science, Natural Sciences, Educational Leadership, Management, Marketing and Public Administration, and Teaching, Learning and Professional Development. Grants totaling $3.2M from state agencies were awarded to Counseling, Nursing, Accounting, Finance and Economics, Teaching, Learning and Professional Development, Behavioral Science and Human Services, Social Work and Mathematics.

Table III.3 Trends in Extramural Funding for Faculty Fiscal Year 2017 - 2021

	2017	2018	2019	2020	2021
Number of Awards	35	38	42	35	39
Total Award $	$4,070,308	$5,064,506	$4,425,542	$5,011,347	$6,905,644
Number of Submissions	40	42	43	48	43

Source: ORSP/USM Extramural Funding Report

The Center for Excellence in Teaching and Learning (CETL) supports the professional development of the teaching community at BSU. In addition to two annual institutes, the CETL provides workshops and seminars that focus on theories of education, application of successful teaching techniques, basic teaching strategies, distance education, and the use of new technologies. During the early stages of the pandemic, CETL Faculty Fellows along with the Academic Computing office, served as peer mentors to assist faculty transition to remote instruction.

The university has a comprehensive system for evaluating faculty performance. Evaluations of each faculty member are expected to be conducted annually and include a self-evaluation by the individual faculty member, instructional review by a peer who is of similar or higher rank, and a review by the department chair. The annual evaluations of faculty within each academic department are combined into a departmental report submitted to the deans. In addition, contingent upon funding, a merit pay evaluation form can be completed by any faculty member who believes that his or her work for the academic year has been exceptional. This merit pay evaluation serves as the basis for decisions of a department- or college-level merit pay evaluation committee, composed of tenured faculty who make recommendations to department chairs and deans as to allocation of merit pay. Due to limitations of state funding, merit pay has not been available since FY 2017.

The policy on faculty evaluation is stated in BSU's II-1.20 Policy on Evaluation and the Performance of Faculty [**III.2.2**]. The implementation of the policy is guided by the Faculty Evaluation Committee who creates the forms used for annual faculty evaluation [**III.2.3**]. The documents clearly describe and define the three areas of faculty evaluation: teaching, research and scholarship, and service. Further evaluation of tenure-track and tenured faculty take the form of tenure and promotion portfolio review and post-tenure review. The Faculty Handbook provides policies and guidelines on all components of faculty evaluation. BSU II-1.07 Policy on the Employment of Adjunct Faculty establishes guidelines for the recruitment, selection, and evaluation of part-time faculty [**III.2.4**].

Student course evaluations of faculty are included as part of the annual and tenure and promotion assessment of faculty. The Faculty Evaluation Committee developed the student course evaluation instrument where students are asked to rate instructors in teaching, course content, lab/clinical experiences, and overall satisfaction, Pre-pandemic overall satisfaction with teaching (rating very high/high) was 86%. Student overall satisfaction with instructors remained high (85%) during AY 2020 - 2021 with predominately remote learning.

Salaries of full- and part-time faculty continue to be an area of concern. USM Dashboard Indicators show that BSU average faculty salaries are consistently below peer averages and are below USM averages. Over the past five years, only cost-of-living salary adjustments were included in the state appropriation. The current FY 2022 state budget excluded both merit and cost-of-living salary adjustments. In addition, the Faculty Senate has raised issues of salary equity and salary parity between new and current full-time faculty with the administration for many years.

In response to Faculty Senate concerns, the university commissioned a Faculty Market Compensation study by the Gallagher Human Resources and Compensation Consulting team of Gallagher Benefit Services, Inc. The report concluded that overall, the compensation of regular faculty, by rank are highly competitive with the market median for regular faculty. However, comparisons based on college and department revealed that salaries for faculty within certain College of Business disciplines were below market base salaries of the peer institutions included in the study. The study recommended several next steps. The Cabinet is reviewing the recommendations and developing an approach to address the disparities within the College of Business. While progress is being made for the faculty in select disciplines, Faculty Senate has raised concerns about the methodology of the study including the need for additional analysis using the same peers as the USM Dashboard indicators. The Faculty Senate approved the creation of a Faculty Salary and Workload Committee, a standing committee of the Faculty Senate and Academic Budget Advisory Committee, both of which will begin in AY 2021 - 2022 to continue to monitor the issue.

The inconsistency in salaries for adjunct faculty is also an area of concern. Internally, adjuncts are paid between $2,500 and $5,000 per course. While it is understandable that certain disciplines require a higher adjunct pay scale, there were variations within and across colleges with no established institutional standards. Beginning in FY 2022, the College of Professional Studies and the College of Education have received additional funds to ensure that all adjuncts have at least a $3,000 stipend per course to address this issue. While the issue of base adjunct pay has been addressed, the university has yet to implement a process for adjunct faculty to have the opportunity to be appointed to adjunct faculty II status in accordance with BSU policy.

Exhibit **III.2.5** shows the administration's efforts to add new faculty lines to address enrollment demands, new academic programs, and accreditation requirements. In FY 2014, 2017, 2020 and 2021 new faculty lines were not added due to budget constraints. Faculty replacement hiring has been continuous over the past decade.

Academic Programs
Bowie State University offers 23 undergraduate majors, 20 master's degree programs, two doctoral programs, and 14 certificates at the post-baccalaureate or post-master's levels. These programs are organized across four colleges: the College of Arts and Sciences (CAS), the College of Business (COB), the College of Education (COE), and the College of Professional Studies (CPS). Each college has a dean who is responsible for the management, academic integrity, and overall direction of the college in consultation with the Provost.

The Graduate School is the administrative unit responsible for establishing and administering graduate level admission requirements, academic policies, mediating student concerns, and coordinating graduation clearance with academic departments and the Registrar. The Dean of the Graduate School is responsible for unit management, leadership, and the administration of the Graduate Assistantship Program. The Graduate School Dean is guided by the Graduate Council composed of the program coordinators from each graduate program and one graduate student.

Degree Requirements
Exhibit **III.1.1** provides a listing of academic programs by academic department and by college. All bachelor's degree programs require a minimum of 120 credit hours. Master's degree programs require a minimum of 30 credit hours. Professional doctoral programs require a minimum of 60 credit hours. Post-bachelor's and graduate certificates require at least 12 credit hours. The length of academic programs adheres to Code of Maryland Regulations requirements [**III.1.2**].

Numerous academic programs also have external specialized accreditation agencies. The College of Arts and Sciences computer science and computer technology programs are accredited by the Accreditation Board for Engineering and Technology (ABET) as well as certified for National Security Agency's National Centers of Academic Excellence in Cybersecurity (NCAE-C) designation. The College of Business undergraduate and graduate business administration programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). The public administration program is accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA), and the management information systems program has National Security Agency's National Centers of Academic Excellence in Cybersecurity (NCAE-C) designation. Almost all programs in the College of Education are accredited by either the Council for the Accreditation of Education Preparation (CAEP) or the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The nursing and social work programs in the College of Professional Studies are accredited by Accreditation Commission for Education in Nursing (ACEN) and the Council on Social Work Education (CSWE). All specialized accredited programs are in good standing as described in Standard V.

Undergraduate and graduate program degree requirements are available in the undergraduate [**III.3.1**] and graduate [**III.3.2**] catalogs as well as on departmental websites. Undergraduate students can also monitor their degree requirements in Bulldog Connect. Graduate programs of study are available in the catalog and on the Graduate School website.

Graduate Education
Bowie State University graduate programs challenge a diverse student population to reach their desired academic goals through its rigor-driven, high quality master's and doctoral programs. The Graduate School is responsible for overarching dimensions of graduate education including: regulating and enforcing academic policies, managing the Graduate Assistantship program, providing information on financial supports, linking students with academic support programs, and providing administrative support to the Graduate Student Association (GSA). Academic departments are responsible for the curriculum, student advising, and assessment of graduate programs. The graduate program's admissions process is managed through the Enrollment Management Admissions Office that coordinates with academic departments and the Graduate School for the review of applications.

The Graduate Council, composed of graduate program coordinators and a GSA representative, review and make recommendations on all program matters at the graduate level. This includes admissions requirements, degree requirements, additions, deletion and modification of courses and programs, student appeals for exceptions to requirements, and other student grievances. The Provost and Vice President for Academic Affairs and the Dean of Graduate School serve as ex-officio members with full voting rights on the council. Graduate Council members must be full-time teaching faculty who hold the rank of assistant professor or higher and teach graduate-level courses. The credentials of graduate level faculty are listed in the Graduate Catalog [**III.6.1**].

The university has two doctoral degree programs. The first doctoral program, the Doctor of Education in Educational Leadership began in 2000. Doctoral candidates are required to complete 72 credit hours of state-approved advanced graduate coursework, inclusive of a major research study that contributes to the body of knowledge in the area of educational leadership. Such research, which may be quantitative or qualitative, should have practical application for schools in both urban and suburban settings. Emphasis is placed on preparing the candidates in the areas of leadership, organization, communication, change, development, and policy, as well as human, technical, and managerial skills. This advanced, terminal degree leads to certification in administrative

positions for pre-kindergarten through 12th grade educational institutions. Through FY 2021, 41 students have graduated from the educational leadership program over the past five years.

The Doctor of Applied Science in Computer Science is designed for employed professionals to complete an advanced degree over an extended period. Further, its purpose is to meet the professional and career development needs of community college and four-year college faculty who wish to obtain a terminal degree in computer science and IT-related disciplines. Many doctoral students participate in grant research alongside computer science faculty. Recent funding includes various National Science Foundation (NSF) and National Aeronautics and Space Administration (NASA) grants:

- LUCID: A Spectator Targeted Visualization System to Broaden Participation at Cyber Defense Competitions- NSF- $899,000 2017-2020
- Developing a Cloud-based Cryptographic Simulator for Enhancing Undergraduates' Learning Experience in Cybersecurity- NSF- $400,000 2017-2020
- Harnessing the Data Revolution Data Science Corps: Collaborative Research: Creating and Integrating Data Science Corps to Improve the Quality of Life in Urban Areas- NSF $1,198,769 2019-2022
- Avatars to Represent Human Behavior in a Collaborative Virtual Environment- Funding Agency- US Army Research Lab $85,000 2018-2020
- Megacity: Avatars in Collaborative Virtual Environment Approach for Decision Making- Funding Agency- US Army Research Lab $85,000 2017-2019
- Planetary Data System - Small Bodies Node – NASA $982,415 2015-2020.

Course and Academic Program Renewal
The process for making changes to the curriculum is the same regardless of course/program level. Course changes (new or modification), new modalities or locations, and new concentrations, tracks, minors, or programs are developed in the academic department in accordance with the appropriate forms developed by the University Curriculum Committee (UCC). UCC is a standing committee of the Faculty Senate and is responsible for reviewing changes to the curriculum in accordance with internal and external requirements and for recommending curricular changes to Faculty Senate.

The curriculum change process begins with a review by the departmental curriculum committee. If approved, the proposal then moves through a series of other committees before final approval by the Provost and Vice President of Academic Affairs (Figure III.1). New academic programs, concentrations, or substantive changes are forwarded to the USM and MHEC for final approval. The Registrar is responsible for ensuring that information is added to PeopleSoft and other official publications. One opportunity for improvement in the current process is to add a pre-submission step for new academic programs and concentrations. There have been several instances over the past 10 years where a new program proposal has been approved by Faculty Senate only to be reviewed by the Provost and not moved forward due to funding or alignment with academic priorities.

Figure III.1 Curricular Review Process

Over the past three academic years, many departments have instituted new courses, concentrations, tracks, and programs for a variety of reasons, including bringing existing programs up-to-date in the field, providing additional educational opportunities for diverse, underserved populations, and providing specialized academic areas to meet the needs of emerging markets for various degrees. The Bachelor of Science in Chemistry program was added in 2019 and the Master of Education in Culturally Responsive Teacher Leadership program was added in 2020. The data analytics concentration within the Bachelor of Science in Business Administration program was also added in 2020. Since 2018, UCC has reviewed and approved 117 new courses, five new general education courses, and over 75 miscellaneous changes to existing courses (numbering, title, curricular updates, and prerequisites) in addition to new minors, tracks, certificates, concentrations, programs and new modalities, and locations.

The number and volume of the increases and revisions of the educational offerings demonstrate the depth of faculty commitment and range of expertise that is believed to be fully necessary to meet the demands of the 21st century marketplace. The rigor with which these new offerings has been vetted by departmental, college, and university curriculum committees is also evidence of the academic vitality of the institution.

Off-Campus Offerings and Online Education
BSU offers selected undergraduate and graduate educational programs at two USM regional centers – the Universities at Shady Grove (USG) and the USM at Southern Maryland (USMSM). USG offers a wide variety of academic and student support services including a library, collaborative learning spaces, special and general use labs, as well as student support services. USMSM anticipates opening its new academic and research facility in fall 2021. The academic half of the Southern Maryland Autonomous Research and Technology (SMART) Building will have new state-of-the-art classrooms. The innovation half of the SMART Building features a massive Unmanned Autonomous Systems Research Facility. The university began offering the undergraduate business administration program at the Laurel College Center in spring 2021 after receiving approvals from MSCHE, MHEC, and the USM. The business administration program is a fully-articulated 2+2 program with Howard Community College and Prince George's Community College that offers students the opportunity to complete both their AA and BS at the Laurel College Center.

As described in the COVID-19 Addendum at the end of the Self-Study Report, mid-way through the spring 2020 semester, all instruction pivoted to remote learning due to the pandemic. This seismic shift in instructional modality was not without its challenges for faculty, staff, and students. However, the pandemic forced the university to scale online education in an unprecedented manner and thus provided an opportunity to consider online academic programs as a supplement to on-campus learning experiences.

Several support structures were implemented to support faculty in the development of fully online programs. Several are highlighted below:

- A Director of Academic Transformation was hired in June 2020. The Director is responsible for providing strategic direction in areas of curriculum design, innovative pedagogy, technology integration, faculty development, and partnerships.
- The university contracted with iDesign to provide online instructional design support for faculty. iDesign collaborates with faculty to ensure that the structure of their online courses meet the BSU core requirements. Additional individual part-time instructional designers were hired in fall 2020 to further support faculty and online course development.

- The Faculty Hub for Online Training centralized on-demand learning resources for faculty. Additionally, EasySoft was added to Blackboard to provide instant AI-based helpdesk information while inside of virtual courses.
- The Student Hub provides the online learning and LMS familiarity training for all students.
- An Online Procedures and Policy document was created that established BSU online education professional standards and expectations for faculty, staff, students, and administrators [**III.4.1**].

These structures and the continued commitment to strategic development of online programs allowed BSU to receive approval from MSCHE, MHEC, USM and NC-SARA to offer fully online academic programs in spring 2021. The Master of Education in Reading program is in the final development stages and is anticipated to be operational in spring 2022 with others to follow in fall 2022.

To further faculty-led online program development, the university applied for and was accepted as a member of the inaugural group of institutions participating in the Thurgood Marshall College Fund (TMCF) and Association of College and University Educators (ACUE) Excellence in Online Instruction initiative [**III.4.2**]. Beginning in fall 2021, Bowie State faculty will be part of a 12-member TMCF network preparing for ACUE's Effective Practice Framework. The framework's core competencies are in designing an effective course, establishing a productive learning environment, using active learning strategies, promoting higher-order thinking, and assessing to inform instruction and to promote learning. Faculty teaching general education courses as well as those supporting online programs will be participating in this initiative.

Academic Support Services
In addition to the one-on-one student support by faculty and departmental-based tutoring, the university offers a variety of student academic support services and experiential learning experiences, several of which are highlighted below. Each of these services supports academic achievement with research and information literacy, experiential learning, and career readiness [**III.4.3**]

Thurgood Marshall Library
The Thurgood Marshall Library enhances the mission of Bowie State University by developing, selecting, acquiring, and organizing print, electronic, audio-visual resources, and equipment appropriate to the university's academic programs. The library recognizes the varied information needs of its students, faculty, staff, alumni, and community users and attempts to address those needs. In addition to providing faculty with research support, the library also promotes information literacy education by collaborating with the university faculty in utilizing current technology and teaching methods to enhance an instructional program that teaches library clientele how to access, evaluate, and utilize information.

Presently, the library supports the university's mission of teaching and learning with a collection of over 280,000 volumes (physical and electronic), over 700 academic subscription titles, an electronic portal (ResearchPort) to over 70 databases, as well as videos and DVD recordings, and an experienced staff. The library's two-floor facility has computers for research purposes, group study facilities, individual study carrels, two conference rooms, WiFi, photocopying machines, and seating capacity for more than 300 patrons.

As a member of the University System of Maryland and Affiliated Institutions (USMAI), BSU students, faculty, and staff also have access to the collections of 13 university libraries in the state of Maryland. A daily delivery between the participating libraries is provided to assist patrons in obtaining materials from other libraries in the

system. In addition, the library has access to interlibrary loan services, which is a resource sharing system for materials not available within the USMAI.

Supplemental Instruction and Tutoring
Consistent with best practices, Bowie State University employs supplemental instructional opportunities through collaborative learning strategies to enhance student success. Supplemental instruction is normally used for difficult courses that have a high failure or withdrawal rate. It provides for additional learning opportunities that allow students a chance to discuss and process course information in a structured setting with peer and instructional assistance. All supplemental instruction and tutoring services support the university's efforts to close the achievement gap and were available virtually during the pandemic.
The Smith Vidal Literacy and Language Center (Writing Center) functions as a support service for students enrolled in writing intensive courses. Although the Writing Center primarily offers one-on-one tutoring, the center increasingly accommodates requests for group tutorials, in-class orientations, in-class writing workshops, and assignment development consultations. The Writing Center hosted and/or collaborated on workshops on such topics as introduction to the center, MLA and APA style, and academic integrity in writing.

Along the same lines, the MathLab fosters better understanding, improved knowledge and independence, and student pride through each tutoring session. The lab is staffed by part-time tutors and managed by an adjunct faculty member. MathLab staff actively reach out to students in developmental and initial credit-level mathematics courses to offer one-on-one and group tutoring sessions. The MathLab collaborates with faculty to provide additional student support in courses that integrate ALEKS software.

Other tutoring services available to students include the Tutoring and Supplemental Instruction Center, offering both individual and group tutoring sessions in the following content areas: biology, chemistry, computer science and technology, English, French, mathematics, physics, physical sciences, and Spanish. Online tutoring through SMARTHINKING is also available on a 24/7 basis. Faculty encourage the use of SMARTHINKING before submitting written assignments in English, history and government, computer science, nursing, psychology, sociology, and criminal justice. In addition to writing assistance, students used SMARTHINKING for economics principles as well as biology.

Disability Support Services
Disability Support Services (DSS) ensures that students with disabilities have full access to all programs and services at Bowie State University. DSS services consist of, but are not limited to, notification to professors regarding recommended accommodations for students, extended time on tests, note takers, scribes and readers, taped texts, alternative testing, consultation with professors, physicians, psychologists, and other specialists, vocational rehabilitation referrals, and sign language interpreters. This office also seeks to educate faculty, staff, and administrators regarding disabilities in an effort to create greater sensitivity toward individuals who have a disability. Moreover, DSS provides the necessary support systems and skills for effective communication throughout the campus community.

Additionally, DSS houses the ADA Resource Center (adaptive technology lab), located in the Thurgood Marshall Library. The Adaptive Technology Lab provides a supportive and accessible environment with the latest technology and software for students with disabilities to study and meet a range of different academic needs. DSS reinforces the rights and responsibilities of the university and of individuals with disabilities in an effort to reach equitable resolutions to problems that are free of contempt and opposition for concerned parties.

Bulldog Scholars Academy
The Bulldog Scholars Academy is a program for incoming freshmen who want to get a head start on their college experience. Enrolling in the academy allows students to live on campus, earn college credits, participate in campus events, team building activities, intramural sports, arts and crafts, outdoor adventures, and fitness classes, as well as complete general education English and math classes. The academy also provides academic and non-academic learning opportunities that assist students in preparing for their college-level courses in the fall.

Summer Undergraduate Research Institute
The Summer Undergraduate Research Institute (SURI) at Bowie State University was initiated in 2015 to provide undergraduate students across the campus with opportunities to engage in faculty-led research. SURI is a nine-week program where faculty members engage and embed students in research teams. The program was modelled after National Science Foundation Research Experience for Undergraduates. SURI started as a summer program and expanded to also be a semester-based program in fall 2019.

For the SURI, eligible undergraduate students at Bowie State University are given the opportunity to engage in a nine-week highly structured research experience. In addition to the research, a series of professional development opportunities are provided to ensure that all teams are well-equipped to have a successful SURI experience. These hands-on workshops and training sessions cover topics such as building a community of practice, conducting an effective literature review, critical thinking and ethical practices in scientific and cybersecurity research, writing scientific papers, presenting scientific and educational research, and applying to graduate school. These workshops, organized bi-weekly, are conducted by faculty mentors as well as staff from appropriate offices on campus such as the library, the career development center, and the offices of research and sponsored programs and graduate studies. Since the summer of 2015, 313 students participated in research projects led by 140 faculty mentors.

Honors Program
The Honors Program provides a rigorous learning environment for highly motivated and academically talented undergraduates. In addition to special honors sections, Honors Program students also complete special projects to obtain honors credits, honors colloquia to enhance independent study, field trips to regional historic sites, and seminars. Students enrolled in the Honors Program demonstrate exceptional academic skills as evidenced by their GPAs and SAT scores. Their activities allow them to engage in a community of like-minded students whose ideas, commitment to learning, and personal and intellectual endeavors propel them beyond the average student. Their classroom performance, research involvement, practicum experiences, and participation in forums, lectures, and travel give them a broader perspective on national and global issues.

Career Development Center
The Career Development Center provides career planning, job search assistance, and programs to assist students and alumni in making meaningful career, educational, and life choices. Student services include choosing a major and exploring careers, searching for internships, earning credit for working through the cooperative education program, applying to graduate school, and preparing for a job search. All students have access to Handshake, an online recruitment tool, as well as videos and workshops. The Career Development Advisory Board, consisting of employers, students, alumni, and faculty, guide the resource development and programming of the center.

Entrepreneurship Academy
Various national reports have found that people of color have lower rates of entrepreneurship and that entrepreneurship is a pathway to narrow the racial wealth gap. Beginning in 2018, the Entrepreneurship Academy (EA) has been working with Bowie State students and faculty to develop entrepreneurial skills necessary to start a new business venture. The academy's mission is to cultivate, develop, and infuse entrepreneurial thinking and behavior among students to prepare them for success in a changing global landscape. The academy helps students create their own business opportunities and become innovators and problem-solvers at established companies. This program is supported by a team of faculty, BSU students, alumni, businesses, and 32 donors shaping the next generation of entrepreneurial leaders. Since its inception, the EA has aided 26 ventures into becoming viable small businesses.

In 2019, BSU became the first HBCU to partner with Saxby's, a certified B corporation committed to balancing purpose and profit, and to implementing an experiential learning platform where aspiring student entrepreneurs learn firsthand what it takes to run a successful business. The BSU Saxby's Café, centrally located in the Student Center, is staffed by a student chief executive officer and 40+ BSU students offering coffee and snacks throughout the day. Each semester, Saxby's selects a student to oversee all café operations, manage peer employees, and present profit and loss statements monthly to Saxby's executives. In addition, the student chief executive officer develops fellow team members into leaders, creates and implements marketing strategies, and strengthens relationships with community organizations. Both the student leader and student staff learn what it takes to run a successful business while managing their academic coursework. In the past three years, five student chief executive officers have led the BSU Saxby's Café supported by 62 BSU students.

Over the past two years, the Entrepreneurship Academy (EA) has provided professional development to a group of BSU faculty to cultivate an entrepreneurial mindset in students and to develop a curriculum that cultivates entrepreneurship. In summer 2021, the proposed 18-credit hour upper division certificate in Entrepreneurship (UDC-E) was submitted to MHEC and USM. The proposed UDC-E will be the academic component of the university's larger entrepreneurship activities that include the EA, the Bowie Business Incubation Center, and the Entrepreneurship Living Learning Community (ELLC), which opened in August 2021. Bowie State University understands that the entrepreneurial mindset is not thinking outside of the box but recognizes that there is no box. Regardless of their primary academic discipline, the UDC-E will provide students with the necessary skills to contribute to an organization or to start a business opportunity.

General Education and Institutional Requirements
The General Education and Institutional Requirements (GEIR) are developed in accordance with the guidelines of the USM and MHEC and articulated in the Undergraduate Catalog [**III.3.1, p.16**]. Guided by university General Education Core Competencies [**III.5.1**], GEIR serve as the core curriculum for undergraduate students and are structured to offer a coherent, integrated liberal arts education to a diverse population. In addition to the USM general education requirements of 40 semester hours, BSU requires two additional courses (six credits): a health and wellness course and the freshman seminar course. A total of 66 courses support the GEIR [**III.5.2**].

The comprehensive institutional learning outcomes and core values of the institution, in conjunction with the general education core competencies, guide the university's mission of providing opportunities for students to discover their academic strengths and abilities to tackle real-world problems as next generation leaders. The GEIR outcomes, values, and competencies also help to meet Goal 4 of the Strategic Plan, which contributes to the value-added educational experiences of students by focusing on diversity and inclusion, civic engagement, and social justice.

As part of its shared governance structure, the General Education Committee (GEC), consisting of appointed faculty, staff, and administrators, manages all aspects of the general education program at the university. This Faculty Senate standing committee oversees the following responsibilities associated with general education: assessment of the core competencies, general education policies and procedures, course redesigns, surveys and audits, and the initial review process for new general education elective courses.

Assessment of Core Competencies
Bowie State's general education core competencies (written and oral communication; scientific and quantitative reasoning; critical analysis and reasoning; technological competency and information literacy) provide a sound basis for skills required in all majors, as well as the analytical skills and intercultural awareness required of all college-educated individuals. Recognizing that many students, particularly in their early years in college, are undecided about their career choices, the general education program further increases their awareness of career opportunities available to them and helps them to make decisions in their best interests.

To ensure the viability of the general education program and verify that students are achieving proficiency in the core competencies, multiple processes are in place to collect assessment data through both direct and indirect measures that include national standardized assessments, annual assessment reports, surveys, and programmatic reviews.

In the 2011 MSCHE self-study, only indirect data, such as grade distributions in general education courses, provided insight into student proficiency in the GEIR core competencies. Over the past nine years, every general education core competency was assessed using a variety of nationally-recognized assessments such as the Collegiate Learning Assessment (CLA+), Educational Testing Services (ETS)' Proficiency Profile, and the Standardized Assessment of Information Literacy Skills (SAILS).

Findings from nationally-normed instruments is triangulated with internal direct assessment, grade distributions, and faculty feedback to inform GEIR improvement strategies as shown in Figure III.2 below. The GEIR assessment findings and corresponding impact are described in Standard V.

Figure III.2 GEIR Assessment Practice and Impact
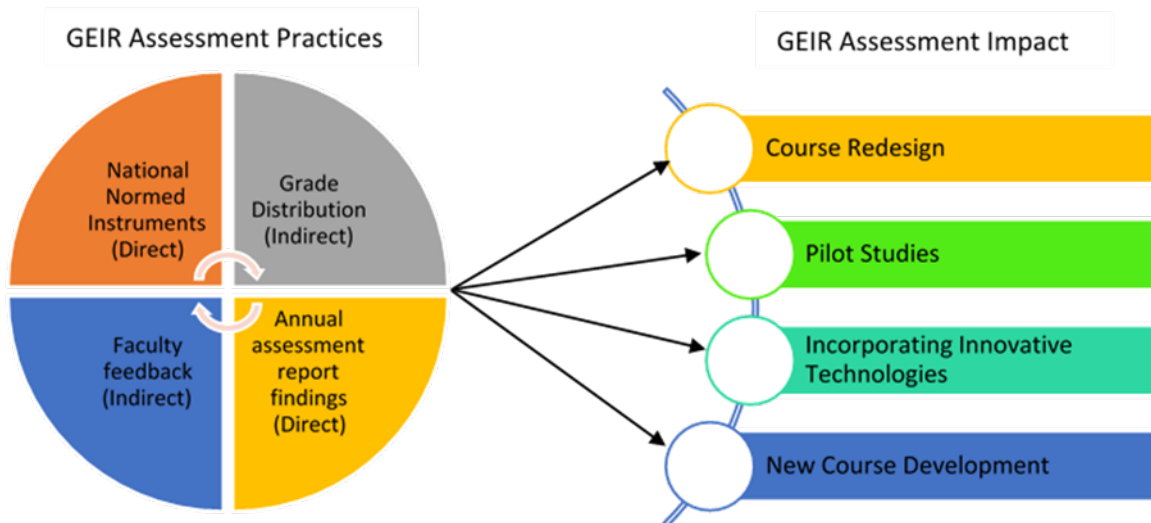
Approximately every five years, the assessment model is re-evaluated and modified to reflect any new initiatives or changes needed to better assess the general education program. The current GEIR Assessment Model is in Figure III.3. Two major changes that occurred since 2016 include the elimination of the English Proficiency Exam (EPE) and the discontinuation of the ETS iSkills assessment, which was replaced with the SAILS assessment.

Figure III.3
GEIR Assessment Model

The structure and timeframe for all core competencies assessment are provided in Exhibit **III.5.3**. The plan, progression, and completion of assessments is separated into three timeframes: 2012-2016, 2016-2021, and 2021-2026. The Center for Academic Programs Assessment (CAPA) has tested a grand total of 3,134 undergraduate students using eight different nationally-recognized assessments to collect data on student general education core competencies proficiency levels as well as two core values: civic engagement and diversity and intercultural competencies. Coordinated efforts are employed to include a sample of freshmen and seniors from each college.
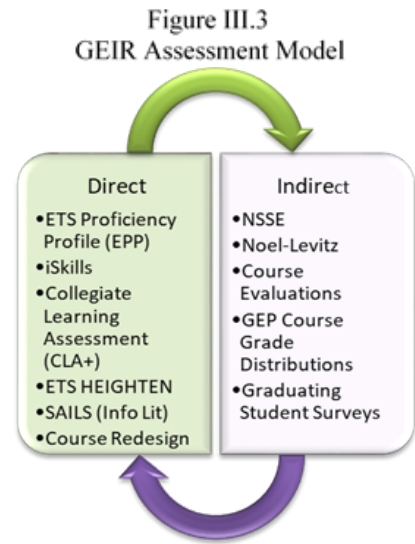
Between fall 2012 and spring 2016, 1,112 freshmen were assessed using three different tools to measure the general education core competencies. Similarly, 531 graduating seniors were assessed using the same assessment tools for a grand total of 1,643 students completing either the iSkills, Proficiency Profile, or CLA+ assessments. Overall, BSU students performed at or slightly above the mean for sister institution cohorts; however, students performed below the national mean with all institutions participating, but within the standard deviations for each of the assessments. These initial results provided insights and additional information on how to strategize with impactful interventions to improve student learning and increase proficiency levels over time. Findings from the 2012-2016 GEIR assessments are on the CAPA website [**III.5.4**]. Some interventions included course redesigns in both mathematics and English as well as improved tutoring and academic support services.

In 2016, the iSkills assessment was removed from the testing schedule because Educational Testing Services (ETS) eliminated the iSkills assessment from their testing inventory. In its place, BSU adopted a new assessment instrument: Survey for the Assessment of Information Literacy Skills (SAILS). The ETS HEIghten Outcomes Assessments replaced the CLA+, which is reflected in the General Education Program (GEP) Assessment Schedule from 2016-present. The HEIghten assessments offered written communication, critical thinking, quantitative literacy, civic competency and engagement (CCE), and intercultural competency and diversity (ICD). These assessments align with both the university's core competencies as well as its core values and provide more flexible options with assessment instruments.

Between fall 2016 and spring 2021, 984 freshmen were assessed using six different tools to measure the general education core competencies and institutional core values including civic engagement and cultural inclusivity. Similarly, 507 graduating seniors were assessed using the same assessment tools for a grand total of 1,491 students completing either the SAILS assessment, Proficiency Profile, or a HEIghten Outcomes assessment. For the next assessment cycle, the Proficiency Profile will be eliminated and replaced with the HEIghten Outcomes assessment for quantitative literacy, written communication, and critical thinking. The assessment schedule for the next five years is provided in Exhibit **III.5.3**.

The next five years of core competencies and core values assessments will focus on civic engagement and intercultural competency for freshmen and seniors in order to better understand their interest and involvement following the national election process, public policy issues, and the current social justice movement. The written and critical thinking HEIghten Outcomes assessments for freshmen and seniors will allow the institution to compare initial results from selected pilot studies and course redesigns described in Standard V.

GEIR assessment results are shared each year with campus constituents during the biannual Bowie State Faculty Institute, at the spring Grants Expo, and with faculty senate committees and college/departmental meetings. Pilot studies, course redesigns, or other interventions are implemented depending on the findings, goals of the institution and/or colleges/departments, and staffing/funding for academic transformation initiatives. The mapping of GEIR assessment instruments to the GEIR/institutional competencies and most recent GEIR assessment results and actions are discussed in Standard V.

General Education Committee – Review of GEIR Policies and Procedures
In collaboration with other faculty committees, the GEC reviews policies and procedures relevant to the GEIR, recommends policy changes to improve the GEP, revises institutional learning outcomes as needed, and provides campus leadership regarding the initial approval of new and revised general education courses.

One of the most significant policy reviews and changes championed by the GEC was the elimination of the English Proficiency Exam (EPE) as an institutional requirement for graduation. The committee worked over the course of several years to remove the EPE and implement a test-out plan for remaining undergraduate students. The impetus for the dissolution of the EPE was based on multiple factors including data collected on key written communication standardized assessments that showed student proficiency levels with the core competency. Other rationale for the cessation of the EPE included the following: major barrier for graduation clearance, different approaches to writing within the disciplines, alleviation of the existing burden on the University Testing Center, exam induced and worsened test anxiety, and most importantly the EPE was not a reliable tool for measuring student writing proficiency.

The Academic Standards Committee accepted the proposal to remove the EPE requirement, and it was officially eliminated from the institutional graduation requirements in fall 2017. This obsolete, cumbersome, and labor intensive requirement for graduation was a welcomed change by students, faculty, and administrators. The dissolution of the writing requirement aligned Bowie State's requirements with the other USM schools, which do not require an English Proficiency Exam.

In 2015, the GEC facilitated an audit of general education course syllabi to assess the GEIR competencies depth and breadth across disciplines. The GEC developed an assessment tool that collected GEIR competencies information and syllabi alignment to best practices in undergraduate education. The GEC rubric and summary report for 63 general education course syllabi was shared with campus constituents and is provided in Exhibit **III.5.5**. The submission of general education syllabi was voluntary for faculty members, and the committee received approximately 50% of them. The GEC members conducted internal peer reviews of the 63 submissions with at least three reviews completed per syllabus. The analysis confirmed that the five GEIR core competencies were being taught and evaluated across the general education courses and also provided a roadmap for faculty professional development topics such as student learning outcomes, development of common syllabi, and assessment of student learning.

To better understand how students were being engaged in online learning and how GEIR core competencies were being taught and assessed during the pandemic, the Provost's Office required all faculty members to submit general education syllabi in order to conduct a second GEIR syllabi audit using the same GEC evaluation rubric from 2015. The Provost's Office signed a contract with edBridge Partners, LLC to provide an independent, external review of the 129 general education syllabi collected by conducting two reviews per syllabus using the same rubric from the initial audit in 2015. The spring 2021 findings were compared with the 2015 results and found that best practices in undergraduate education were maintained during the pivot to online learning.

The summary report, including external observations and recommendations, is available in Exhibit **III.5.6**. Overall, the recent external syllabi audit confirmed positive growth in key target areas achieved over the past five years, provided recommendations for future consideration, and emphasized the collective feat executed by faculty to pivot to online teaching and to maintain an active learning environment with extensive engagement opportunities and assessment of student learning.

When comparing the 2015 and 2021 syllabi summary reports, the following findings were notable. As seen in Exhibit **III.5.6, p.5** both the primary and secondary general education core competencies assessed in 2021 were more evenly distributed between written communication, critical thinking, and scientific and quantitative reasoning, as opposed to written communication being both the primary and secondary competency assessed in 2015. This change may be attributed to more syllabi being collected especially in the math and science disciplines, the elimination of the English Proficiency Exam in 2017, and/or the campus-wide sharing of national standardized assessment results that indicated a need to further develop students' critical thinking skills across the disciplines. In 2021, both primary and secondary critical thinking assessments totaled 69%, the highest of any core competency for either year. Written communication totaled 64% in 2015, and critical thinking was only 51% for the same year. As to be expected with the majority of courses being offered online during the pandemic, oral communication only accounted for 10% of both primary and secondary assessments in the past year as opposed to 23% in 2015.

In 2015, traditional face-to-face courses accounted for 80% of all GEIR courses. The pandemic caused a seismic shift in AY 2020 - 2021 with 84% of the GEIR courses being offered online, both asynchronously and synchronously. Even with a complete reversal of modality in 2021, the efforts of CAPA, CETL, and the GEC to encourage adoption of common syllabi for GEIR courses were noticeable with a 21% increase from 2015 (43%) to 2021 (64%). Similarly, professional development initiatives in two key areas offered by CAPA and CETL, as well as the efforts of two faculty senate committees, GEC and the Committee for the Assessment of Student Learning and Experience (CAStLE), had an impact on the rubric ratings related to course learning outcomes (2015 = 93%; 2021 = 99%) and assessment of student learning (2015 = 85%; 2021 = 86%). Considering that faculty had two days to convert to teaching online in March 2020, it was very encouraging to see an increase in these results related to course learning outcomes and assessment of student learning.

For the 2021 syllabi audit, all but one of the best practice criteria scored above 70% with four at 85% or higher and seven between 85% and 73%. With future audits, a benchmark of 80% for all criteria would be a realistic goal. The criterion related to the instructor beliefs and assumptions scored at 60%, which correlated to the same criterion with the lowest score (64%) in 2015. Having collected anecdotal feedback from faculty related to this specific criterion, it may be eliminated as a criterion in future audits because the instructor's beliefs are often shared verbally with students at the beginning of the course as opposed to in writing within the course syllabus.

Additional observations and recommendations from the 2021 syllabi audit that are priorities for the university include the standardized format for a GEIR common syllabus template that includes academic policies and procedures within all course syllabi and the alignment of course assignments with student learning outcomes. Both of these priorities will require collaboration between academic leadership, faculty senate committees, as well as CAPA and CETL.

In summary, the student learning experience at Bowie State is designed, delivered, and assessed by the highly qualified faculty who balance teaching, research, scholarship, and service in their roles as academic leaders, mentors, and researchers. The institution provides both undergraduate and graduate students ample resources, tutoring services, opportunities to support student academic success, and successfully transitioned these to online formats during the pandemic. All of the GEIR core competencies are regularly assessed using national standardized assessments, annual assessment reports, programmatic reviews, and internal and external surveys. As intended, the GEIR, as well as the graduate programs, expands intellectual experiences for students and prepares them with the essential skills to become future professionals and productive, engaged citizens.

Periodic Assessment of the Effectiveness of Academic Programs
As an institutional member of the USM, Bowie State is required to complete scheduled periodic reviews of all academic programs and certificates every seven years and submit reports for review by the Board of Regents [**III.8.1**]. The BSU Program Review Manual [**III.8.2**] provides to academic leadership and faculty the structure and resources for completing the review process. The manual was updated in fall 2020 and is accessible on the CAPA website.

Preparation for program review begins with the Assistant Vice President for Assessment meeting with deans, department chairs, and faculty members to examine the program review expectations that include guiding principles, outcomes, timelines and responsibilities, internal and external reporting requirements, and the standard reporting template. These Q and A sessions typically occur two years in advance of the submission deadline in order to allow for sufficient time to conduct a quality internal and external academic review.

The program review process generates valuable information regarding the effectiveness of academic programs, general education courses, the assessment of student learning outcomes, and recommendations that aid in advancing the program. Two recent examples of how program effectiveness was improved within the College of Arts and Sciences include the rebranding and renaming of the English department as well as the marketing and recruitment plan for the bioinformatics program, which was struggling with low enrollment/productivity.

As a result of the program review process, the Department of Language, Literature, and Cultural Studies (LLCS), formerly known as the Department of English and Modern Languages (EML), changed its name from EML to reflect its existing practice and the expanding expertise of LLCS instructors. LLCS has been rapidly evolving to better address the need for students to graduate on time and to bring in curricular reform to better reflect the university's Strategic Plan goals. The department revised the core curriculum, with more flexible electives, to allow students to specialize in their chosen fields and increase the number of students graduating in a timely manner. In addition, LLCS has systematically improved the quality of its program offerings through course redesign, assessment of student learning outcomes, and the creation of new courses.

Similarly, the Department of Natural Sciences found that the bioinformatics program was not meeting enrollment projections as anticipated, which was significantly impacting the success of the relatively new

program. Upon completion of the program review, a marketing and recruitment action plan was developed, in conjunction with the Office of the Provost that included collaborating with four local community colleges to offer students graduating with an associate degree and an interest in biology to be offered scholarships to Bowie State. This outreach initiative includes a faculty mentorship program, liaisons in enrollment management and financial aid, and opportunities for students to engage in the campus culture of their future institution [**III.8.3**].

Both examples demonstrate how periodic program reviews impact the growth and improvement of BSU academic programs. The USM program reviews submitted to the Board of Regents for the past four years are provided in the Exhibit **III.8.4**.

Overall, academic program reviews examine the effectiveness of all approved programs and certificates and are a vital component of the institutional assessment structure that ensures a continuous improvement process within the Division of Academic Affairs. This rigorous program review process is essentially a comprehensive self-study for each academic discipline that occurs over an 18–24-month timeframe, which includes both internal and external reviewers. Along with programmatic improvements, the periodic academic review process has identified the divisional need for a new formal structure to transform low enrollment/productivity programs and the need to revise the process for proposing new academic programs.

Third-Party Partnerships - Not applicable

Summary and Conclusion
In conclusion, the three institutional priorities - academic excellence, student success, and institutional viability – are advanced by the faculty through the design and delivery of the student learning experience at Bowie State. The commitment of qualified, productive faculty, along with improving academic programs, advancing innovative programs, and supporting student learning experiences, strengthens academic excellence at the university. Several new programs have been approved at the university and are evidence of faculty driving academic innovation. The faculty have shown year after year that their commitment to teaching, research, and scholarship have been steadfast even during the pandemic. The faculty transitioned to a predominately virtual instructional environment, integrated new instructional technologies, and remained as committed as ever to their students' success.

Additionally, the availability of learning resources, academic support services, and research opportunities enhance the student academic experience and ensure student success. The GEIR assessment structure, periodic program review, and general education core competencies assessment support continuous improvement of academic programs, courses, and the general education program learning outcomes for all undergraduate students.

In regard to institutional viability, the university's recent approval to offer online educational programs provides opportunities for growth with both faculty and students that was not afforded to them prior to the pandemic. This paradigm shift occurred quickly and out of necessity, but will ultimately expand the educational opportunities for students and contribute to the institution's viability. The participation in the TMCF pilot study is another example of how the university is committed to transforming academic programs to meet the needs of the student population.

Points of Pride
- The university provides quality undergraduate and graduate education.
- Bowie State faculty are academically qualified and reflect the diversity of the institution's student population. Faculty are actively engaged in research, scholarship, and service.
- Bowie State faculty and academic support services met the challenges of the pandemic and went above and beyond to support students during this difficult time.
- The university offers various academic support services that address the needs of diverse learning styles and abilities.
- The GEIR assessment structure includes both direct and indirect measures that support the improvement of the student learning experience.
- The university is committed to supporting online academic programs as evidenced by the various external approvals.

Recommendations for Standard III
- The university should support the expansion of academic programs identified to be fully online with academic, administrative, student, and technical infrastructures so that the institution can provide a quality educational and student learning experience and can adhere to NC-SARA guidelines and best practices for online education.
- The university should continue to evaluate faculty salary issues through a transparent process that balances faculty and administration concerns, develop an action plan to address findings, and establish a cycle for faculty salary review and adjustment, if warranted.
- The Division of Academic Affairs should develop and implement a process to ensure that adjunct faculty have the opportunity to be appointed to adjunct faculty II status in accordance with BSU policy.
- The Division of Academic Affairs should develop a pre-submission process for new academic programs to ensure that new academic program development aligns with the strategic direction of the university and that appropriate human and fiscal resources are allocated to support program development, implementation, and long-term program viability.
- The Division of Academic Affairs should implement a common syllabus template that includes the criteria for best practices in undergraduate education.

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.

Evidence of meeting Requirements of Affiliation found in Standard IV:
- Requirement 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
- Requirement 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Each goal of the university's current strategic plan has at its core a roadmap for strategic focus on activities that will transform the nature of academic, co-curricular, and administrative activities for students. Academic program innovation and faculty are discussed in Standard III. The administrative and co-curricular student experience activities described below demonstrate Bowie State University's compliance with the requirements of Standard IV as well as the Requirements of Affiliation 8 and 10.

Bowie State University honors its historical mission by enrolling a diverse student body and building on its legacy of providing access to a high-quality education. In each of the past four fall semesters, the university has enrolled over 6,000 students. In fall 2020, 85% were undergraduate students (5,354) and 15% were graduate level (896). The undergraduate student body is generally female (62%), African-American (82%), and are younger than 24 years of age (84%). Fifty percent are from Prince George's County, 39% are from elsewhere in Maryland, nine percent are from out-of-state and two percent are foreign [**IV.1.1**]. One-third of undergraduate students are first-generation and approximately half of the students receive a Pell grant. Pre-pandemic, approximately 1,400 students lived on campus.

The fall 2020 graduate student population was 69% female and 73% African-American. Forty-four percent lived in Prince George's County, 39% were from another Maryland county, eight percent were from out-of-state, and nine percent were foreign.

The university takes pride in its support of the U.S. Armed Forces. Bowie State's Army Reserve Officer Training Corp (ROTC) program averages between 85-95 cadets each semester who learn management and leadership skills necessary to be successful in the Army as well as in any non-military career. The ROTC program received the 2019-2020 MacArthur Award by U.S. Army Cadet Command for excellence in cadet performance both academically and within the mission of the program. Bowie State's U.S. Department of Veterans Affairs Yellow Ribbon Program supports 10 veterans and/or dependents. In FY 2021, over 110 enrolled students had support from Veterans Affairs benefits. In an effort to preserve the legacy of slain Bowie State alumnus Second Lieutenant (LT) Richard Collins III, the state of Maryland launched a $1M annual scholarship fund to help support ROTC students at Maryland HBCUs [**IV.1.2**]. Second Lieutenant (LT) Collins was killed in spring 2017 by a University of Maryland, College Park student just days before he was to graduate.

Supporting the Student Experience – Building a Better Infrastructure
Enrollment Management Division
In July 2018, the university established the Enrollment Management Division as a separate Cabinet-level unit thus meeting Objective 2.1 of the strategic plan. The Vice President and the Assistant Vice President of Enrollment Management lead the Office of Admissions, New Student Orientation (NSO), Office of Financial Aid, and the Office of the Registrar. Previously, NSO reported to Student Affairs, and the other units reported to the Provost and Vice President for Academic Affairs. In fall 2019, Graduate Admissions transitioned to the Enrollment Management Division from Academic Affairs. After five months of analyzing the structure of the Graduate Admissions Office, the Vice President of Enrollment made a recommendation to revamp the office by embedding recruiters into each college to enhance recruiting and processing collaboration between staff and faculty. In the summer of 2021, the newly constructed Graduate Admissions team came together after a year of recruiting employees to serve in the new positions.

In an attempt to enhance communications throughout the new division and across campus, two teams were created to dismantle business silos. The Core Enrollment Management Team was created to engage the entire university community in discussing, evaluating, and developing courses of action pertaining to onboarding, completion, retention, and graduation. Examples of projects explored by this team include: analyzing data from cancellations for non-payments, streamlining the student onboarding experience, making earlier housing assignments, and eliminating institutional and financial aid obstacles that impact retention rates.

The second team created was the Enrollment Management and Department of Information Technology Team. The members of this team worked closely to identify issues that were impeding efficient and effective business workflows within the division and interconnected departments. The team also worked together to resolve technical problems that negatively affect academic success for students at Bowie State University. During the initial year, the team focused on leveraging technology to communicate effectively and efficiently with new and returning students. Formal and informal feedback from students and staff indicated that communication was a long-standing challenge. During the initial year, projects such as document imaging, earlier financial aid setup, and use of various communication tools such as Blackboard Connect and Microsoft Bookings were undertaken. Enhancing business processes and workflows utilizing technology and enhancing communications continue to be division goals as technology evolves.

The work of both of these teams led to the creation of a Call/Contact Center that would assist students with admissions, financial aid, academic records, and student account issues via phone and email. The center, officially launched in March 2021, proactively contacts student groups identified for targeted communication and fields student inquiries. In addition to the center, chatbots are available on the admissions website to provide students with real-time information. Student inquiry data from the call center and chatbots are collected and used to help the university make better decisions with assisting students [**IV.6.1**].

The Strategic Enrollment Management (SEM) Plan guides the annual goals of the division, including modest increases to admissions criteria over time, reducing processing time for admitting students, awarding financial aid through new technology and business processes, and enhancing external partnerships [**IV.1.3**]. The division engages in continuous improvement within and across units and processes to achieve annual strategic and SEM goals. Below is a description of how the division and its partners have improved admissions, financial aid, transfer enrollment, and registrar processes.

Registrar
The Registrar's Office is responsible for ensuring privacy and protection of student records in accordance with the Family Educational Rights and Privacy Act (FERPA). To protect student privacy and records, the university requires: all official electronic correspondence be sent to the student via the Bowie State email account, students to present photo identification when requesting information and services in person, and students to submit the "Consent for Access to Educational Records" form to grant records access to a third party. The USM and BSU policies on student privacy rights conform to FERPA requirements and are detailed in the Institutional Federal Compliance Report [**IV.3.1**].

Over the past three years, the Registrar's Office has upgraded its use of AdAstra to enhance classroom scheduling and utilization. The undergraduate and graduate catalogs were also converted from static PDF documents to fully online searchable tools. The office implemented Parchment to efficiently process requests for transcripts.

Admissions
Since 2016, the university partners with EAB (formerly Education Advisory Board) to recruit undergraduate students based upon a profile established by the university. In 2018, the EAB partnership expanded to include BSU's undergraduate and graduate admissions form and admissions analytics. The Vice President of Enrollment Management, in consultation with leadership, establishes annual targets for high school GPA (for first-time freshmen) as well as in-state and out-of-state recruitment targets. The Admissions Office and University Relations and Marketing team reviews EAB recruitment materials to ensure that there is accurate and consistent prospective student information between EAB and BSU staff. The EAB partnership leverages recruitment resources and targeted marketing beyond what was available with internal resources. Prior to 2016, BSU received approximately 2,800 first-time student applications. Over the last three fall admissions cycles, over 11,400 applications were received with 45% of those eligible for review. EAB admissions analytics provide actionable information that allows for adjustments within the recruitment cycle [**IV.1.4**].

First-time and transfer student admissions criteria are guided by USM III-4.0 Policy on Undergraduate Admissions [**IV.1.5**]. Minimum qualifications include a high school diploma or equivalent, a C or better high school grade point average, a nationally-standardized examination (SAT or ACT), and minimum college readiness core of high school courses – English (four years), biological and physical science (three years), social science/history (three years), mathematics through at least Algebra II (four years), and two years of a language other than English. Institutions are allowed to establish more rigorous standards as long as the criteria are published on the website or available in print. BSU adheres to COMAR requirements for the awarding of non-traditional credit [**IV.1.6**]. Because of the health and safety requirements of the pandemic, BSU applied for and received a waiver for the nationally-standardized examination for the fall 2020 and fall 2021 classes. Information is shared later in this standard regarding the process for placing students in credit-level English and mathematics courses.

USM III-4.0 Policy on Undergraduate Admissions and COMAR [**IV.2.1**] establishes the minimum transfer admissions requirements for students transferring in with 12 or more credits: a cumulative GPA of 2.0 for all attempted college-level work. If the transfer applicant has completed 29 or fewer credits, the student also must meet the first-time freshmen requirements. Students can transfer a maximum of 65 credits from a two-year institution and up to 90 credits from a four-year institution. The last 30 credits of a program need to be taken at the degree-granting institution in accordance with COMAR degree requirements. Articulation agreements,

guaranteed admission agreements, and reverse transfer agreements facilitate the transfer student admissions process. The list of the articulation agreements is on the BSU website [**IV.2.2**].

BSU also adheres to COMAR requirements for transfer student credit evaluations [**IV.1.6**]. COMAR outlines transfer of general education credits as well as those with a two-year degree. To facilitate Maryland community college student transfers, USM hosts the Articulation System for Maryland Colleges and Universities (ARTSYS) [**IV.2.3**]. Through ARTSYS, Maryland community college students can explore course equivalencies, have preliminary transcript evaluations, and search degree requirements at USM institutions.

Master's degree and certificate programs require a bachelor's degree from a regionally-accredited institution and a cumulative GPA of 2.5 or better. Some master's programs have additional requirements that are available on the graduate admissions website [**IV.1.7**]. Each doctoral program has specific admissions criteria. Graduate admissions processing was transferred from the Graduate School to Enrollment Management in 2019 to leverage new technologies and business practices that were recently implemented to support undergraduate enrollment. Despite the volatility of the pandemic, graduate admissions recently hired three new enrollment specialists, one senior enrollment specialist, and one coordinator to facilitate the processing of graduate applications and improve the application experience for graduate students.

In addition to meeting undergraduate or graduate admissions requirements, international students must meet additional requirements including visa eligibility, English proficiency, and financial support documents. It is recommended that international students apply early so that all documents can be reviewed and processed. International student admissions information is on the university's website.

Financial Aid
Bowie State University provides accurate and comprehensive information regarding both undergraduate and graduate tuition, fees, expenses, and financial support options. The university's admissions website breaks down tuition into the components of tuition and mandatory fees, housing/meals, and other fees. These details, based on credit hours taken, are also provided on cost of attendance documents from the financial aid process webpage [**IV.1.8**].

From the admissions webpage, a student can learn about the types of financial aid available (scholarships, grants, and loans), the financial aid process (including details about FAFSA), and a financial literacy link with helpful websites and financial literacy workshops including topics such as scholarships, savings, loans, and credit counseling, as well as budgeting. In FY 2020, the Financial Aid Office awarded over $71M in grants, loans, scholarships, and work-study to over 5,100 undergraduate and graduate students.

During the pandemic and into award year 2022, the Financial Aid Office collaborated with university partners to strategically assist students with federal funds provided to the institution through the Coronavirus Response and Relief Act: Higher Education Emergence Relief Funds (HEERF II) and the American Rescue Plan (HEERF III). Students were awarded approximately $19M in aid beginning in the spring of 2020 and throughout the FY 2021. For the AY 2021 - 2022, the Financial Aid Office developed a last dollar grant to assist students with tuition and fees using these funds. The university anticipates assisting over 2,000 students with this assistance to eliminate balances associated with tuition and fees for the fall and spring semesters resulting in a positive impact on retention and graduation rates.

Financial literacy resources are readily available to support students in making sound educational financial decisions. Financial aid counselors regularly conduct outreach to students with important dates and information via email, Blackboard LMS, and text messages. The university is committed to ensuring that its undergraduate students understand the long-term financial implications with the ways in which they choose to finance their education. The College of Business general education course FINA 222 Personal Finance emphasizes the personal financial planning and budgeting process, requires that students identify the impact of debt and the ratio of debt to income on their credit score, and explains the implications of that credit score on employment, home ownership, and other financing opportunities.

Significant improvements in business practices supported through new technological resources have happened in the past three years. Financial Aid, in collaboration with the Division of Institutional Advancement, implemented new software to enhance the awarding and tracking of $2.4M in institutional scholarship funds. Previously, the institutional scholarship process was manual with awards being made late in summer. Also, changes in the FASFA application availability on October 1st pushed the Financial Aid Office to significantly adjust its federal aid processing schedule. Financial Aid has moved from awarding new students in May to awarding them in March. Continuing students are also packaged in late March/early April allowing for adequate planning for the upcoming academic year.

The business processing strategy in the financial aid office changed to provide new and current students with a better customer experience. This strategy included earlier communications to begin the financial aid process, student resources such as the chatbot that provides 24/7 assistance to inquiries, financial aid TV to provide student-friendly videos, and the Call/Contact Center. These investments work together to provide a streamlined process to improve retention, graduation rates, and a better student experience.

New Student Orientation, Advising, and College-Readiness
New Student Orientation (NSO), the Academic Advising Center (AAC), academic departments, and University Testing Services (UTS) are the primary units for on-boarding new undergraduate and graduate students each summer and in January. New Student Orientation is an event intended to welcome and transition new students to Bowie State University. NSO provides students with the necessary resources and experiences to have a successful first year and full matriculation. During New Student Orientation 2019, the day began with a welcome address followed by campus resource presentations. After students learned about campus resources, the Academic Advising Center explained the registration process, advised students, and then escorted them to computer labs to enroll in their courses.

Because of the pandemic, NSO 2020 was held virtually. Utilizing MS Teams and Zoom platforms, students were able to engage and prepare for their new scholastic journey. Important topics were covered including student life, financial aid, campus police, student accounts, and student conduct. There were approximately 921 freshman and 357 transfer students who registered for NSO in the fall of 2020, totaling 1,278 registered students.

In summer 2021, NSO and advising transitioned to hold sessions separately to provide more flexibility to students. Additionally, the Office of New Student Experiences provided two NSOs immediately prior to the first day of class. The first one was a virtual pre-orientation session, and the second one was an in-person session offered over consecutive days. The pre-orientation was created to provide resources and engagement to keep new students informed and involved before the semester begins and maintain enrollment into the fall semester. Students came together on campus as one class, for three days (or one day for transfer students),

engaging in a host of activities designed to build connections among students and between students and the university. In addition to entertainment and intellectually enriching events, students engaged in campus tours, attended FERPA training, learned about Title IX, reviewed the student code of conduct, and participated in other BSU traditions. Thirty-two NSO leaders served as guides and mentors for the first-year students during NSO and throughout the academic year.

Freshmen Advising and Registration
The Academic Advising Center (AAC) provides all new undergraduate students with essential academic, course registration, and payment information. All new student advising has been virtual since the pandemic began in March 2020. All matriculated new students receive a list of upcoming advising and registration dates with detailed instructions for preparing for their advising and registration session. Students are provided a first-semester course schedule based on their major, as approved by the major department, with instructions on how to register for courses. On Advising and Registration Day, students begin their virtual advising by viewing a short presentation with a brief history of the university, costs, academic regulations, academic majors, information on academic colleges, and the university structure. They also receive information on the attendance policy and an introduction to the Finish in Four Initiative where students are encouraged to take/pass 15 credits each semester to finish their college education in four years.

Students are divided by alphabetical order into multiple virtual advising rooms to meet with an academic advisor. An advisor provides students with hands-on instruction in navigating the registration process and addresses any questions. One-on-one appointments are also available after the session to ensure all students are registered for the correct courses and are taking 15 credits.

The process currently used by the Academic Advising Center is entirely automated, allowing all of the student services departments to assist students with major changes, admissions holds, and other administrative processes prior to students reaching the advising and registration process. The Departments of Computer Science, English, Computer Technology and Social Work advise their new majors upon arrival to the university and collaborate with the AAC to meet with each of their students.

These communities of first-year students with similar majors have the same course schedule during the first semester. This scheduling allows first-year students to develop natural study groups, promotes a sense of belonging, and increases their academic and social integration, which aligns with best practices in retention and student persistence. The summer 2021 new freshmen advising presentation is included in [**IV.1.9**].

Transfer Advising and Registration
Transfer student advising is a collaborative process with the academic departments. The Academic Advising Center (AAC) coordinates sessions for onboarding transfer students with assistance and participation of faculty advisors from the academic departments. Much like the freshman program, new students must register for one of the advising dates with systematic instructions for preparing for their advisement. Once students select an advising and registration date, they receive the four-year academic plan for their major and instructions on how to view their transfer credit evaluations. On Advising and Registration Day, new transfer students view the same presentation as freshmen before breaking out into rooms based upon the number of credits transferred. All students under 60 credits meet with AAC full-time advisors. Students with 60 credits or greater, are sent into virtual advising rooms with their major faculty advisors or departmental representatives to finalize their course schedule. The summer 2021 Transfer Advising Presentation is included in [**IV.1.10**].

Assessing College-Level English and Mathematics Readiness
At Bowie State, the responsibility for selecting placement tools rests with the Departments of Language, Literature and Cultural Studies (LLCS) and Mathematics. Prior to the pandemic, these departments selected Accuplacer to determine college-level readiness for initial English and mathematics credit courses and established the Accuplacer scores necessary for credit-level placement consistent with the scores established by Maryland community colleges. All first-year students were required to take a placement test before registering for classes. Students who demonstrated insufficient preparation for the rigor of a college curriculum were placed into English 100, and/or Math 90 or 99. Grades earned in developmental courses are calculated into the student's semester GPA; however, the credits earned for developmental courses do not count toward graduation nor cumulative GPA. Both the LLCS and mathematics departments participated in a USM sponsored placement pilot project. The project included guest lectures from other institutions using innovative approaches to placement and shared research findings. Participation in the project was fortuitous in that it gave these academic departments a framework to support changes in placement processes and procedures resulting from the pandemic.

State health and safety restrictions prevented new fall 2020 students from taking the Accuplacer exam on campus. The LLCS determined that all new students would enter directly into ENGL101 – Expository Writing. The department decreased the size of each section to allow faculty to be able to provide more one-on-one assistance and provided online tutoring assistance through the Smith Vidal Literacy and Language Center.

The Department of Mathematics used a mixed methods approach to evaluating college readiness. High school GPA levels and SAT score ranges were established for each major. These levels were also consistent with the College and Career Readiness Guidelines for placement into credit-level courses as established by Maryland Association of Community Colleges. The department reviewed transcripts for new transfer students to determine math placement.

Both academic departments continued these practices for fall 2021 incoming students except for math placement for transfer students. New transfer students without math transfer credits are required to take the Accuplacer exam through remote proctoring. UTS contracted with Accuplacer's partner Examity to remotely proctor the math placement exam. If a student is flagged for a potential issue, UTS reviews the video of the exam to determine if the flag was in violation of UTS testing protocols.

Course-level assessment was conducted in English 101 to determine if direct placement into credit-level work had an impact on student success. The AY 2020 - 2021 analysis found that the overall English 101 course success rate was slightly lower than in previous semesters. The Department of Mathematics also found slightly lower student success rates in developmental courses. It was unclear if remote instruction was the primary factor or if the unprecedented demands and stress of the pandemic impacted student performance. Both departments adjusted their tutoring services to include evening and weekends in addition to working with course coordinators to ensure that tutoring services information was included in syllabi and in Blackboard course shells.

Academic Support Systems
After courses have begun, the AAC has several high-touch points for students, averaging more than three meetings per student per year. Students are required to see an academic advisor each semester, prior to registration for classes for the subsequent semester. The AAC manages more than 10,000 appointments per year. Students can make and manage these appointments online through iCan, a university-sponsored platform

powered by Starfish. During these meetings, the academic advisor provides comprehensive advising in the area of progression to graduation, financial aid, student account information, grades, satisfactory academic progress, major, courses successfully completed, remaining courses needed in General Education, and courses required by the major. After every advising session, students receive advising notes that are texted to their phones. Furthermore, advisors store notes from the session, which can be accessed by a future advisor working with the student.

Freshman Seminar 101 (FRSE 101) is a three-credit course and an institutional requirement for graduation. This first-year course helps students acclimate to life at the university, assists them with developing various academic skills and time management, and teaches them how to use resources and services on campus. Since 2018, most of the academic departments have assumed the responsibility for teaching FRSE 101 with their new freshman majors so that they learn about the academic requirements and the department earlier in their academic program.

After students have completed 60 credits, undergraduate students transition to a faculty advisor within their program. Each college and academic department establishes student advising protocols and systems. Upper division students continue to participate in mandatory faculty advising before registration periods. The four college-based retention coordinators assist students in resolving academic, financial, and personal barriers to academic success by monitoring student achievement, infusing student success strategies into courses, and serving as a student advocate. Retention coordinators tailor their activities to the needs of college programs. Core activities include supporting New Student Orientation (pre-pandemic), co-facilitating student academic progress workshops, developing new student guide books, facilitating discipline specific student co-curricular activities, training student ambassadors, and using data to identify students at academic risk to provide early interventions and walk-in support services. Retention coordinators also manage social networking sites to keep students abreast of dates/activities and promote a sense of connection.

The One Step Away Initiative (OSA) is designed to assist near-completers with re-enrollment and graduation. The program stemmed from the state initiative to have over 55% of Maryland residents ages 25-64 earning at least an associate's degree by 2025. The OSA initiative was launched in 2013 through a grant from MHEC supports undergraduate students who had at least 90 credits at the time they stopped out and were in good academic standing. The OSA program provides academic, personal, and financial advising and support, textbook vouchers, school supplies, access to laptops/tablets, as well as any special requests such as housing, transportation, or meals for near-completer students. To date, OSA has successfully graduated over 50 students.

Engaging Students – Creating Community through Student Services and Traditions
Division of Student Affairs
In addition to the academic support services highlighted earlier in Standard III, the Division of Student Affairs (DSA) provides co-curricular experiences that challenge, support, and enhance the holistic development of all students. The division is comprised of 12 offices and/or programs that embody a commitment to service excellence in its efforts to foster student success by promoting intentional opportunities for overall student development at both the undergraduate and graduate levels.

The DSA includes Counseling Services, Office of Residence Life, Henry Wise Wellness Center, Office of Student Conduct and Community Standards, Alcohol, Tobacco, and Other Drug Prevention Center, Department of Public Safety, and the Office of Student Life. The Office of Student Life has four units – the Office of

Student Leadership, the Office of Student Activities, the Office of Greek Life and Community Service, and the Office of Multicultural Programs and Services. A summary of these units is in Exhibit **IV.4.1**.

During FY 2019, the DSA engaged in a divisional strategic planning process, the goal of which was to further define university strategic plan goals and objectives within the context of the varied units within Student Affairs. A team of members from each unit served as the leaders for the division's strategic plan. Focus groups, unit meetings, and divisional retreats were used to gather staff feedback. The work resulted in the DSA FY 2020 – FY 2025 Strategic Plan included in [**IV.4.2**]. Below is a list of DSA division goals and their linkages to the university strategic plan. In addition, DSA committed to creating a healthier life for students by embracing the Substance Abuse and Mental Health Services Administration's (SAMHSA) Dimensions of Wellness (intellectual, emotional, social, physical, artistic, creative, and spiritual).

Table IV.1 – Division of Student Affairs Strategic Plan Linkages to University Strategic Plan

Division of Student Affairs Strategic Plan Goal	Racing To Excellence FY19-FY24 Strategic Plan Goal/Objective
Civic Engagement - Student Affairs will provide opportunities for students to be positive and engaged citizens in their local, national, and global communities.	Goal 4 / Objective 4.5 – Civic responsibility
Learning & Development - Student Affairs will provide co-curricular experiences for student growth and development.	Goal 2 / Objective 2.6 - Holistic student development
Diversity & Inclusion - Student Affairs will foster an equitable environment of inclusion and appreciation of diversity through education and advocacy.	Goal 4 / Objective 4.1 - Community of inclusion
Wellness - Student Affairs will cultivate an environment that promotes the eight (8) dimensions of wellness: financial, spiritual, emotional, intellectual, physical, social, occupational, and environmental.	Goal 2 / Objective 2.6 - Holistic student development
Institutional Connectedness - Student Affairs will nurture a sense of university connectedness that promotes belonging, pride, and commitment to BSU core values.	Goal 5 / Objective 5.2 Engaged employees committed to student success
Comfortable & Safe Environments - Student Affairs aims to provide a supportive and safe campus community.	Goal 5 / Objective 5.7 Sustainability and facilities development

During the fiscal year 2020, the university engaged in a national search for a new Vice President for Student Affairs (VPSA) that culminated in the new VPSA beginning in the summer of 2020. The VPSA began working with the division to make deliberate alignments between DSA programming and division goals. Exhibit **IV.4.3** contains a listing of fall 2020 DSA programming linked to DSA goals and dimensions of wellness. After the welcome to campus activities at the beginning of the semester, the division grouped activities by days of the week – Mindful and Motivational Mondays, Thoughtful and Tasty Tuesdays, Wellness Wednesdays, Throwback Thursdays, Feature Fridays, and Service Saturdays and Sundays.

Throughout the 2020-2021 academic year, approximately 170 programs were offered in each semester to engage the limited number of students in the residence halls as well as the remote student population. Over two-thirds of the programming was in-person – an incredible accomplishment given the pandemic and health

and safety protocols required to maintain campus operations and student engagement. During the fall 2020 semester, 731 students lived on-campus and 667 in spring 2021.

To further engage students living on campus this past academic year, DSA and Academic Affairs faculty and staff collaborated to create three new living learning community programs linked to the Black Lives Matter Movement, entrepreneurship, and civic engagement. The Social Justice Living Learning Community focused on creating and sustaining an environment that supports social change and gaining additional knowledge of the human experience through thought-provoking exchanges of ideas in order to examine attitudes and prejudices which undermine human dignity. The Entrepreneurship Living and Learning Community served as a real world innovation hub to inspire students to create, innovate, network with peers, and immerse themselves in the entrepreneurship ecosystem. The Civic Engagement Living Learning Community provided students with the tools to become active citizens and to offer informed solutions to societal issues in their communities.

The inaugural DSA Co-Curricular Programming Report, FY 2021 summarizes the number and types of programs by DSA goal and dimensions of wellness [**IV.4.4**]. Several recommendations focusing on data collection / assessment, DSA structure, and post-pandemic collaborations were offered by DSA staff. FY 2021 marked the early development of a DSA assessment process. DSA staff continuously collected, discussed, and used data to inform change.

Further pandemic related accomplishments of DSA and other university employees are outlined in the COVID-19 Addendum at the end of the self-study. The VPSA became the Cabinet-level champion for the pandemic response just two weeks after joining the university. The Henry Wise Wellness Center served as the clearinghouse for campus, county, and state responses to the pandemic and as of August 2021 had administered over 49,000 COVID-19 tests with only 185 positive results since spring 2020. Staff of the Department of Public Safety are posted at campus entrances and enforce current protocols. The Office of Residence Life ensured that the dimensions of wellness were attended to for on-campus students. Counseling Services offered an extensive array of virtual workshops and one-on-one sessions to help students develop coping strategies. While the pandemic response was truly a campus effort, a significant portion fell on DSA staff who rose to the challenge by leading the student on-campus experience and attending to their wellness.

Intercollegiate Athletics and Recreation, Cheerleading, and Marching Band
Bowie State University's athletics and recreation, cheerleading, and marching band have a long and rich history of adding value to the overall student experience. The Bowie State University Department of Intercollegiate Athletics and Recreation provides programming founded on athletic and academic excellence, degree completion, good citizenship, and growth in character. The 13 Division II athletic teams (five men's and eight women's) are very competitive in the Central Intercollegiate Athletic Association (CIAA). The women's bowling team won consecutive championships 2015-2019, the men's basketball team was the 2017 champion, and the football team won consecutive championships in 2018-2019. Student fees are the sole funding support for intercollegiate athletics. The department manages human and fiscal resources in accordance with institutional, NCAA, and CIAA operating principles and guidelines, which include mandatory training on sexual misconduct and hazing. Even though cheerleading is state-supported, it follows similar academic and training protocols of intercollegiate teams.

Despite a year without competition, BSU coaches and staff worked with student-athletes to support each other and continue to contribute hours of community support. In addition to practices in accordance with health and safety guidelines, coaches made welfare home visits and held team and individual virtual meetings weekly.

Guest speakers, activities with other institutions, participation in virtual conferences, and community service helped to maintain team spirit during the pandemic. The university is looking forward to hosting athletic events during the upcoming year including being the host institution for the 2022 CIAA Basketball Tournament in Baltimore.

The focus of excellence, student success, good citizenship, and personal growth permeate the recreation programming. Throughout the pandemic, recreation and intramurals were provided in-person (when allowed) and virtual fitness classes, game nights, open play, intramural basketball, and special events to support faculty, staff, students, and the larger community. The aquatic facility has reopened and offers swim lessons, aquatic workouts, open swim times, and testing for ROTC combat survival test training. During the summer 2021, Bowie State participated in the World's Largest Swim Lesson with over 40 campus and community participants in the event. The university started an eSports team during the pandemic to engage students who can use their gaming skills in team competitions.

The University Symphony of Soul (SOS) Marching Band serves as the cornerstone of football half-time events as well as various community events. In 2018, the university investigated allegations of hazing within the SOS band. The investigation confirmed that hazing was prevalent within the SOS and that band administrators were aware of the activity. The findings led to a change in band director leadership, a one-year probation for off campus performances, student participation in an academic enrichment program, and a revitalization and realignment program to reform the practices within SOS and to integrate anti-hazing training into band culture. A new band director was hired, and annual hazing awareness training continues to occur. No further incidents of hazing or violations of the student code of conduct have been reported.

Periodic Assessment of the Student Experience
Both the Divisions of Enrollment Management and Student Affairs engage in continuous improvement to enhance services and activities. In the past three years, the Enrollment Management units have implemented numerous technologies to enhance processing and communication with students [**IV.6.1**]. The Division of Student Affairs has a comprehensive array of student services and is planning on implementing Anthology (formerly Campus Labs) to further divisional efforts to assess co-curricular student learning. During AY 2020 - 2021, DSA staff collected weekly statistics about programming and activities [**IV.6.2**].

A Nutrition Lounge was created directly from a student's request to have a quiet place on campus that allowed students to heat up lunch and fit in studying. The Nutrition Lounge has become not only a relaxing area for commuter students, but an opportunity to address student food insecurity. The lounge contains a pantry that stocks a variety of free cleaning supplies, non-perishable foods, and personal care products. Sponsored by the Food Lion Feeds Program and the Capital Area Food Bank, the Nutrition Lounge has received an additional grant from Safeway to support nutrition and mental health.

Intercollegiate athletics assess student academic achievement after each term [**IV.6.3**]. The department also conducts compliance-related evaluations annually. Recently, an internal evaluation found inconsistencies with certification and squad list management and equipment management. After reviewing the findings with coaches and staff, the department implemented new software and protocols to enhance compliance protocols and better manage apparel and equipment.

In addition to student demographics, the university seeks insight into its student body through the administration of multiple surveys throughout the student life cycle. These include the following: Beginning College Survey

of Student Engagement (five years); National Survey of Student Engagement, (three years); Noel-Levitz Student Satisfaction Inventory (three years); course evaluations (each semester); BSU Graduating Student Survey (each semester); and beginning in 2019, the BSU First Destination Alumni Survey (annually). Results of the national standardized surveys and internally developed surveys are provided to academic and student affairs units for indirect assessment of their areas.

Summary and Conclusion

The evidence provided above suggests that Bowie State University recruits and admits students whose abilities are congruent with the institution's mission and educational offerings. Bowie State's commitment to the institutional priority of student success is framed in the strategic plan Goal 2 Promoting a Holistic and Coordinated Approach to Student Success and its core values of excellence, innovation, and accountability. Many strategic objectives have been completed and are now in a continuous improvement status. Specifically, the Division of Enrollment Management was created, a comprehensive NSO experience is now in place, and admissions and financial aid processing have undergone significant technological and process improvements. The Division of Student Affairs is deliberate in its programming and focuses on all facets of student wellness and engagement. Intercollegiate athletics, the SOS marching band, cheerleading, and all student affairs activities follow institutional policies, procedures, and principles while enhancing the student experience.

Points of Pride
- Bowie State University's Division II athletic programs emphasize a strong student-athlete model, while programs like the marching band and Greek-life exemplify the richness in HBCU traditions.
- The creation the Division of Enrollment Management signified the importance of strong collaboration and consistency with efforts of student recruitment, admissions, financial support, and on-boarding as well as proper maintenance of academic records to foster long-term student success and institutional viability.
- The extraordinary of the Division of Student Affairs efforts during the pandemic allowed the university to welcome students back to campus safely.
- Bowie State University's ROTC program received the 2019-2020 MacArthur Award by the U.S. Army Cadet Command for excellence in cadet performance both academically and within the mission of the program.

Recommendations for Standard IV
- The university should continue to integrate online student service appointments as the standard post-pandemic operating procedures to provide access and increase student services during and after normal business hours.
- The Division of Student Affairs should continue to expand its student outcomes assessment strategies with the use of technology and professional development to enhance co-curricular experiences.

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

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

Evidence of meeting Requirements of Affiliation found in Standard V:
- Requirement 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
- Requirement 9: The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instruction modality.
- Requirement 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Since the 2011 MSCHE decennial self-study and visit, Bowie State's assessment of educational effectiveness progressed from internally-developed recommendations for improvement to national recognition for campus assessment initiatives. The 2011 visiting team agreed with the self-study recommendations to create an assessment focused leadership position that would support the University Student Learning and Assessment Committee (USLAC) in facilitating a culture of assessment among faculty in a peer-to-peer structure.

In the past 10 years, the culture of assessment has grown strong roots at Bowie State because of key assessment structures, processes, and practices at the university. In particular, accredited and non-accredited program assessment, general education assessment practices, periodic program reviews, and institutional assessment are the four pillars that uphold continuous improvement practices within academic affairs and student support services. This evolution of Bowie State's decentralized assessment process led by a part-time staff member into a centralized, structured process led by a full-time administrator yielded positive outcomes for the institution.

These positive outcomes were recognized in 2018 when the university received the Excellence in Assessment (EIA) designation from the National Institute for Learning Outcomes Assessment (NILOA) [**V.5.1**]. The EIA award recognized Bowie State's systematic and sustainable assessment structures, the use of national standardized assessments conducted over eight years to inform practice and course redesigns within the general education program, the pilot studies and participation with external partners regarding assessment initiatives, and the faculty development resources and opportunities that have grown to be standard operating practices.

Systematic and sustainable assessment structures are the backbone of Bowie State's assessment processes. The driving force behind the comprehensive assessment practices are two Faculty Senate committees – the General Education Committee and the Committee for the Assessment of Student Learning and Experience (CAStLE), formerly known as USLAC. The change in name from USLAC to CAStLE was made to more accurately reflect the commitment of the institution to assess not just student learning outcomes from an academic perspective but from the student learning experience as a whole.

CAStLE is comprised of administrators, assessment coordinators (staff), and faculty assessment coordinators (FACs) who meet monthly to advance the assessment agenda on campus. FACs are appointed by their departmental chairperson for a two-year term and receive one course release for serving in the position. The

FACs course release began in 2012 to allow the FACs to collaborate with departmental faculty on the annual academic program assessment report(s), develop, monitor, and update the five-year academic program assessment plans, and enhance the culture of assessment within the academic department.

The conceptual framework for assessment at the university is presented below in Figure V.1.

Figure V.1 Framework for Sustainable Academic and Institutional Assessment
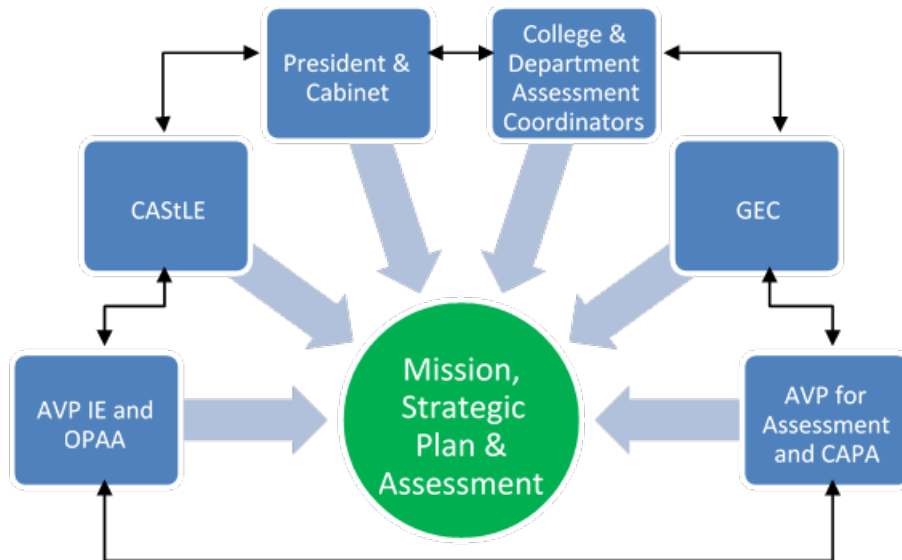
Within the Division of Academic Affairs, the Office of Planning, Analysis, and Accountability (OPAA) and the Center for Academic Programs Assessment (CAPA) are responsible for institutional assessment and academic programs assessment. The offices work collaboratively to advance institutional and academic assessment initiatives as well as support current assessment practices. The well-established assessment structures at the university reinforce the continuous improvement process for academic programs, curriculum changes, student support services, the general education program, and institutional learning goals. Additionally, OPAA and CAPA provide data, feedback, and support to all accredited programs throughout their self-study processes.

By reviewing the institution's assessment transformation from one of infancy 10 years ago into one entering maturity, the current self-study process identified two critical components in the current academic and institutional assessment framework that would further develop the culture of assessment into its full maturity – the consistent engagement of college deans and department chairs in assessment leadership decisions and technology for an assessment warehouse to collect, store, manage, and disseminate data. The need for an assessment warehouse to collect and analyze data is matched with the required personnel needed to train faculty and staff in using the designated technology.

Within every academic program, established student learning outcomes are written and assessed, and as stated in Standard III, institutional level learning outcomes are aligned with the general education core competencies. Exhibit **V.1.1a-d** contains all programmatic student learning outcomes by college. The programmatic student learning outcomes are reflective of the mission and goals of the designated programs and are responsive to current market demands.

The evidence to support Bowie State's adherence to Standard V criteria is presented in the following sections: accredited and non-accredited programmatic assessment, general education assessment, assessment professional development and resources, internal and external program review, institutional assessment, and periodic assessment of the effectiveness of current assessment practices.

Accredited and Non-Accredited Program Assessment
Since 2012, members of CAStLE have been responsible for producing both the annual assessment report and the five-year assessment plan for their respective program(s). The past four years of annual assessment reports, arranged by college are provided in **V.2.1a-d**. Additionally, the most recent five-year assessment plans are provided by college in **V.2.2a-d**.

The annual assessment reports are peer reviewed using a rubric created by and approved by CAStLE members [**V.2.3**]. This feedback is collected and shared with the FACs to support continuous programmatic improvement, to allow for transparency of practice, and to share best practices in assessment across the colleges. The FACs only review annual assessment reports outside of their designated college. The summary of the rubric ratings for 2016-2020 are provided in **V.2.3**.

This process of peer review of assessment results among faculty, staff, and administrators serving on CAStLE has built trust in the process because it is entirely separate from faculty evaluations. The assistant vice president for assessment serves on the committee and is responsible for coordinating this peer review every year through CAPA. When comparing the first four years (2012-2015) of annual assessment report results with the next five years (2016-2020), the findings reflect the anticipated/expected longitudinal improvement of academic assessment across the four colleges.

The 75% benchmark for college means, and the 75% benchmark for each academic year were mostly achieved in the recent five-year data analysis. This key performance indicator is evident within the College of Arts and Sciences where steady progress occurred in the undergraduate programs that offer general education courses. The goal to improve assessment practices within these programs was achieved, and this assessment goal demonstrates the university's commitment to continuous improvement within the general education offerings.

Although some variations with individual academic programs were expected with inter-rater reliability and changes in academic programs and leadership, the majority of non-accredited programs made steady progress toward the 75% goal, and all of the accredited programs maintained their levels of assessment as well as their specialized accreditations. This is a strong indicator that the culture of assessment impacted academic programs as intended, both individually and collectively in the departments/colleges.

Having maintained an annual program assessment reporting and review process since the previous MSCHE Self-Study has been an invaluable tool in growing a culture of assessment at the university. Moving forward, and with the benchmarks achieved, the shared governance groups are evaluating this structure and how it can be improved by involving deans/chairs, appointing a smaller internal review team, and revising the assessment report rubric.

One of the key performance indicators of assessment results guiding continuous practice is the evolution of the five-year plans since the last MSCHE accreditation. All academic programs are required to submit five-year assessment plans [**V.2.2a-d**] that are regularly reviewed and updated. Five-year assessment plans provide a

conceptual framework and a roadmap for academic departments to follow in regard to their assessment initiatives.

Required components of the five-year plans include program goals, student learning outcomes, a comprehensive curriculum mapping, and year-by-year assessment goals and objectives. When the initial five-year assessment plans from 2010 are compared to the current plans, the level of sophistication and advancement in assessment initiatives are evident. Faculty provide input and feedback on the plans, which have been instrumental in developing departmental commitment and establishing and planning long-term, assessment objectives for academic programs. By having a robust assessment structure that includes a faculty-led assessment committee with peer review, required annual assessment reports, and five-year assessment plans, faculty and administrators are better equipped to make and implement changes to advance the academic program goals.

Accredited Programs
The institutional assessment structure allows accredited programs to utilize the assessment activities and results to document the institution's commitment to assessment, to demonstrate the ongoing assessment of student learning outcomes, and to showcase the assessment resources that support accredited programs.

At Bowie State, 19 programs are accredited, with two new accreditations received in 2019 for mental health counseling and school counseling. A complete listing of accreditations maintained by the institution are provided in Exhibit **III.1.1**. Specialized accreditation self-studies are supported by OPAA and CAPA as well as the Office of the Provost. All accredited programs are in good standing, and the most recent accreditation correspondences and recommendations by external specialized accreditation agencies are provided in the evidence file with brief summaries, by college, outlined below.

College of Arts and Sciences
The College of Arts and Sciences computer science and computer technology programs are accredited by the Accreditation Board for Engineering and Technology (ABET) as well as National Security Agency's National Centers of Academic Excellence in Cybersecurity (NCAE-C) designation. Both programs are scheduled for their respective ABET team visits in November 2021. The ABET self-study for each of these programs is in Exhibit **V.3.1a-b**. Both programs completed NCAE-C reviews in 2020-2021 and are in the process of being recertified by the National Security Agency.

College of Business
The College of Business undergraduate and graduate business administration programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP) through 2025. After the 2019 visit, ACBSP placed "notes" requesting periodic updates on how the business unit systematically uses customer feedback, evidence of multiple MBA assessment cycles, and implementation of an annual program review process. The most recent ACBSP response to the notes is contained in Exhibit **V.3.2**.

The Master of Public Administration program is accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA) through 2026. NASPAA identified three areas for improvement – review of program mission and goals to remain responsive to community needs, systematic processes for using data for program improvement, and evidence of multiple cycles of collection using the revised student learning outcome assessment processes [**V.3.3**]. Progress on these areas are included in the NASPAA annual report. The College of Business website contains additional information for each of these accreditations.

The College of Business accreditations are supported by the Office of Assessment and Accreditation (OAA). Established in 2020, the OAA is staffed by the Coordinator of Assessment and Accreditation and a data analyst responsible for creating processes and documentation to ensure the maintenance of accreditations within the College of Business and to collaborate with OPAA and CAPA to support college and institutional evidence-based decision making.

College of Education
The Council for the Accreditation of Educator Preparation (CAEP) reaffirmed the accreditation of nine College of Education programs through 2027. They are the following:
- Bachelor of Science in Early Childhood/Special Education
- Bachelor of Science in Elementary Education
- Bachelor of Science in Secondary Education Tracks
- Master of Arts in Teaching
- Master of Education in Reading Education
- Master of Education in Special Education
- Master of Arts and Certificate of Advanced Study in School Psychology
- Master of Education in Elementary and Secondary School Administration
- Doctor of Education in Educational Leadership

The 2021 CAEP review identified two areas for improvement – secondary education programs direct inclusion of state and content standards in signature assessments and evidence of graduate program collaboration for mutually beneficial clinical practice with P-12 partners [**V.3.4**].

One such example of assessment impacting programmatic change in an accredited program occurred after the CAEP 2020 self-study visit in the College of Education with the revision of their continuous improvement process with the iSuccess Quality Assurance System shown below.

Figure V.2 iSuccess Quality Assurance System (2020)
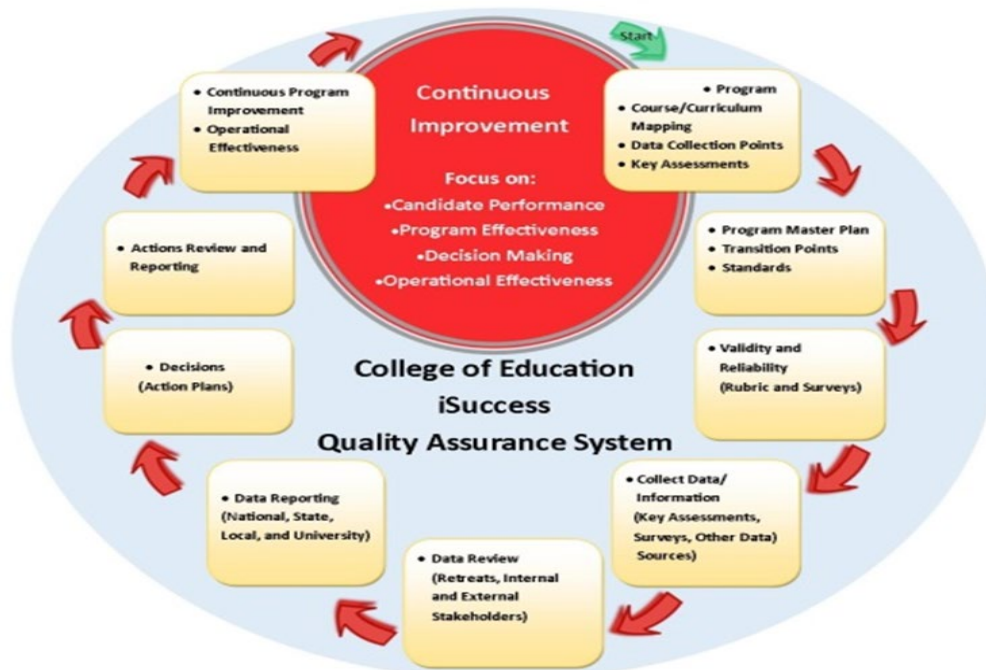
In comparison with their previous iSuccess Quality Assurance System for continuous improvement, the revised system enhances operational effectiveness outcomes using measurable and achievable educational outcomes. Both accredited and non-accredited programs are able to transform, in both small and large ways, their program goals, curriculum, and student engagement in co-curricular departmental activities.

Additionally, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) affirmed both mental health counseling and school counseling through 2025. The 2019-2020 CACREP Annual Program Evaluation Report (revised 5/12/2021) is provided in [**V.3.5**]. The Board of Directors of CACREP met July 8-10, 2021, for the purpose of making accreditation decisions. At this meeting, the Board reviewed the Special Interim Report submitted by the Department of Counseling at Bowie State University. This report was required to address standards cited in the Mid-Cycle Review letter, which specifically addressed standards related to the accreditation of the clinical mental health counseling and school counseling specialty areas. Based on its review of the report and supporting documentation, the Board of Directors accepted the report and continued accreditation of the specialty areas through the remainder of the accreditation cycle ending March 31, 2025.

The College of Education accreditations are supported by the Center for Assessment, Accreditation, and Retention (CAAR). Established in late 2010, the CAAR is staffed by the associate director of accreditation and compliance and the assessment support specialist. CAAR staff members are responsible for creating and enhancing processes and operations associated with the comprehensive collection of data for analysis and reporting to ensure the maintenance of accreditations within the College of Education and for collaborating with OPAA and CAPA to support the college-instituted, evidence-based decision making.

College of Professional Studies
The bachelor's and master's nursing programs in the College of Professional Studies are accredited by the Accreditation Commission for Education in Nursing (ACEN). The bachelor's program was reaccredited through 2027; however, there were areas of non-compliance and areas needing development especially in regard to first-time pass rates on the National Council Licensure Examination (NCLEX).

Personnel changes in departmental and college leadership resulted in a lack of stability in the Bachelor of Science in Nursing (BSN) program over the past several years. Now under new leadership at both the department and college levels, the Department of Nursing developed an action plan to specifically address the areas of concern [**V.3.6**]. The oversight from ACEN and the Maryland Board of Nursing perpetuates consistent progress with the action plan, encourages additional resources to support student learning, and provides an accreditation consultant as a resource for faculty. Similarly, the university prioritized the hiring of additional nursing faculty, approved an assistant chairperson position, and provided additional administrative support from the Office of the Provost.

Multiple interventions have been implemented during AY 2020 - 2021 with annual updates on student learning and NCLEX pass rates expected each summer. Furthermore, the Simulation Resource Center, a state-of-the-art nursing training facility, created summer training and practice sessions to provide additional practice for students before they take the NCLEX exam. With the additional resources, training, and support, the BSN program is expected to eliminate its non-compliance issues.

The master's in nursing program was reaffirmed through 2027 by ACEN. Similar to the undergraduate program, there were areas of non-compliance and areas needing improvement centering on alignment between

learning outcomes, assessment approaches, and the consistent use of assessment results for program improvement [**V.3.7**].

The bachelor's in social work program has been fully accredited since 1971 and was reaffirmed by the Council on Social Work Education (CSWE) without stipulations through 2026. The success of the full program accreditation directly reflects the department's assessment plan designed to provide continuous program improvement. Over the past four years, the department has used assessment data to inform curriculum and programmatic changes. The programmatic changes have had a significant impact on how the department provides training and knowledge for the next generation of social workers. The social work department prepares competent generalist practitioners for high quality human services upon graduation and/or advanced-level social work programs [**V.3.8**].

With nearly half of BSU's programs accredited by external organizations, the institution has prioritized the support for faculty and staff serving within these programs in the following ways: college-level accreditation support centers within the Colleges of Education and Business, self-study budget allocations for all specialized accreditations through the Office of the Provost, consulting contracts, and funding to support self-study data collection and report writing.

Non-Accredited Programs
The assessment of non-accredited programs at the university is an on-going, sustainable, and systematic process that is a part of the campus culture. As referenced above, the annual assessment reporting and peer feedback process drives continuous programmatic improvement. The student learning assessment activities continue to improve over time within non-accredited programs. Five-year assessment plans guide assessment practices in all programs.

As part of the self-study process, faculty assessment coordinators were asked to review their annual assessment reports and compile assessment points of pride for their respective academic programs. The exercise underscored the advancement in academic assessment over time and how teamwork and collaboration contributed to the growth in assessment knowledge and practice at the university, and ultimately, contributed to a national Excellence in Assessment (EIA) designation. The assessment points of pride are provided in the evidence file and organized by college [**V.3.9**]. Examples of points of pride from non-accredited programs are provided below to demonstrate the impact assessment practices are having on academic programs and improvements in general:

College of Arts and Sciences
- As a result of systematic assessment, the learning objectives of the biology, bioinformatics, and chemistry programs offered by the Department of Natural Sciences have been revised and updated to conform to national standards. All learning objectives are measurable and are written from the standpoint of the student learner.
- In the Department of History and Government, the HIST 115 general education course redesign resulted in an annual course pass rate generally over 70% from AY 2016 to AY 2020.

College of Business
- The management information systems program increased the breadth, depth, and application of assessment activities and results to lead, inform, and support program initiatives. The department is

guided by its five-year assessment plan, and assessment is a core component in determining the department's effectiveness.
- The human resource development program revised program learning outcomes to ensure alignment with course learning outcomes.

College of Education
- As part of the continuous improvement process within the sport management program, the framework of the internship program was modified to include both the theory/knowledge and the application/performance of sport management that more accurately reflects the program curriculum and assessment of student learning outcomes.
- Guided by student feedback and regional demand, the Department of Teaching, Learning and Professional Development will launch their first English to Speakers of Other Languages (ESOL) Endorsement Program in fall 2021 in order to meet the increasing demand of teachers to work with English language learners.

College of Professional Studies
- The child and adolescent studies programmatic assessment helped faculty to make better use of writing assignments and research assignments across 100-400 level courses in order to improve students' critical thinking and writing skills.
- The faculty in the Department of Psychology increased their commitment to curriculum mapping and advanced their intentional efforts to identify strategies that support student confidence in research and oral and written communication.

General Education Program Assessment
Over the past eight years, all general education core competencies, the institutional core value of inclusivity, and the mission component of civic engagement were assessed at least once if not multiple times at the freshmen and senior levels. The summary findings for the specific assessments, such as the Proficiency Profile, Collegiate Learning Assessment (CLA+), Standardized Assessment of Information Literacy Skills (SAILS), and iSkills, are located on the CAPA website. The most recent findings for critical thinking, writing, and information literacy are highlighted in this section and followed by intercultural competency and civic engagement findings. The specific national standardized assessments utilized to measure student proficiency are mapped to the general education core competencies and provided in Exhibit **V.2.4**.

In general, BSU students consistently perform at or above the mean, and within the standard deviation, on all assessments when compared to sister institutions. Although BSU freshmen are typically at or just below proficiency levels, BSU seniors show significant gains with key indicators on several standardized assessments. Assessment results are consistent with student academic performance, and changes are made within the curriculum and course delivery as appropriate. BSU utilizes multiple assessment measures such as standardized tests, annual academic programs assessment report findings, and program reviews to critically understand student learning and proficiency levels. This triangulation of assessment practices offers insight and direction for academic transformation and overall program improvement. According to the feedback received from the three NILOA EIA external reviewers, Bowie State's utilization of multiple national standardized assessments and participation in external assessment pilot studies is commendable.

The Standardized Assessment of Information Literacy Skills (SAILS) assessment measures information literacy skills of freshmen and senior students in the following eight areas: (1) developing a research strategy, (2)

selecting finding tools, (3) searching, (4) using finding tool features, (5) retrieving sources, (6) evaluating sources, (7) documenting sources, and (8) understanding economic, legal and social issues. The results for BSU students were compared to students at benchmark institutions and national institutions. More than 200 universities administer the SAILS assessment. The summary of results for the SAILS assessment are provided below with the complete report available in Exhibit **V.2.5**.

Overall, the SAILS assessment included three individual score comparisons and four cohort group comparisons for Individual and Cohort Performance – BSU vs. Benchmark and National Freshmen and Senior Students for fall 2016, and performance outcomes for BSU Freshmen vs. Senior cohorts for AY 2017- 2018 and AY 2019 - 2020. Two of the cohorts contained both BSU freshmen and seniors, which provided the most detailed data; therefore, this comparison focuses on analyses of these two cohorts. In AY 2017 - 2018, the areas where the BSU freshmen students performed the strongest were: (1) using finding tool features, (2) developing a research strategy, and (3) selecting finding tools. The strongest areas for BSU senior students were: (1) using finding tool features, (2) understanding economic, legal and social issues, and (3) developing a research strategy.

When comparing the BSU freshmen cohort to the BSU senior cohort in AY 2017 - 2018, the senior cohort performed better than the freshmen cohort in all eight SAILS skill areas in terms of the average scores. The difference in freshmen to senior scores was particularly notable: understanding economic, legal and social issues had an increase of +49 points between the BSU freshmen and senior cohorts; using finding tool features had an increase of +34 points between BSU freshmen and senior cohorts; and documenting sources had an increase of +29 between the BSU freshmen and senior cohorts.

In contrast to the AY 2017 - 2018 assessment, the BSU seniors in the AY 2019 - 2020 cohort did not perform as well as the BSU freshmen in that same cohort. The senior average score in this cohort, in six out of the eight skill areas, was lower than that of the freshmen average score. In four of six areas, the drop was substantial — 25 points or more, which was for (1) searching, (2) selecting finding tools, (3) developing a research strategy, and (4) retrieving sources. The only areas where the BSU senior cohort scored higher than the BSU freshmen cohort were in the areas of documenting sources (+49 for seniors) and understanding economic, legal and social issues (+26 for seniors).

This phenomenon has been observed at BSU with a different assessment previously. CAPA administered the Collegiate Learning Assessment (CLA+) to test for the critical thinking skills of freshmen versus seniors. In that assessment, which was conducted in 2014-2015, 2015-2016 and 2016-2017, the senior cohort performed better than the freshmen cohort in the areas of analysis and problem-solving, effective writing, and writing mechanics. However, in 2015-2016 the freshmen cohort scored higher than the senior cohort. Therefore, this anomaly has been observed before with lower scores in the senior cohort, which were attributed to a variety of factors including remote vs. in-person proctoring of the assessment and sample size of the test-taking population.

One consideration with drawing conclusions from the BSU cohort data for the SAILS assessments is the relatively small sample size (fewer than 200 students) when compared to the benchmark cohort and the national cohort, both of which had much larger sample sizes as well as the remote proctoring that occurred for this particular cohort. Therefore, in the future, CAPA intends to target specific departments and groups of freshmen and seniors in order to get larger sample sizes and conduct the SAILS assessments at the proctoring lab on campus instead of offering remote proctoring.

All of the recent pilot studies that BSU participated in focused on one or more general education core competencies, and summary findings are provided below with more in-depth analysis provided in the complete reports.

ETS Writing and Critical Thinking Study: The purpose of this study was to explore writing achievement and its role in success at four-year postsecondary institutions. Two assessment instruments within the HEIghten Assessment Suite were used to measure written communication skills and critical thinking skills. Both sets of data showed that the majority of BSU freshmen students scored within a few points of the national mean for the proficiency level of 160. Similar results were found with the critical thinking assessment with the majority of students scoring at the higher developing level range or lower proficient level range as indicated in Table V.1. These results correlate with other assessments that measure written communication and critical thinking skills [**V.2.6**].

The mean scaled scores for critical thinking and writing for the above groups of BSU freshmen and senior students versus the comparison group were very close, with both groups of BSU students scoring at the top of the *developing* category, and the comparison students scoring at the low end of the *proficient* category as seen in Table V.1 below:

Table V.1 HEIghten Assessment Scores for Critical Thinking and Writing, 2017-2018

CRITICAL THINKING	Developing (150-161)	Proficient (162-172)	Advanced (173-180)	Mean
BSU Freshmen (n=74)	85%	15%	0	156.8
BSU Seniors (n=88)	86%	14%	0	156.5
Comparison (n=2,520)	48%	42%	10%	162.2

WRITING	Developing (150-161)	Proficient (162-172)	Advanced (173-180)	Mean
BSU Freshmen (n=92)	66%	34%	0	159.7
BSU Seniors (n=76)	86%	14%	0	157.4
Comparison (n=2,162)	48%	43%	9%	162.9

All three groups scored slightly higher in writing compared to critical thinking. The BSU freshmen scored slightly higher than the BSU seniors in both critical thinking and writing. Both BSU groups scored lower than the comparison groups both in critical thinking and writing; however, the scores were close for all groups.

HEIghten Civic Competency and Engagement Study: The purpose of this study was to investigate the level of civic competency and engagement of college students. A brief summary of the findings is found below with the complete report provided in the Exhibit **V.2.7**.

While the BSU freshmen group started far behind their national comparison group, the BSU seniors scored ahead of their national comparison group. Many factors may have contributed to this large difference in the participation rates of BSU freshmen vs. BSU seniors; however, one can surmise that civic activities and opportunities for engagement on the university campus may well have contributed to this large increase. The national comparisons for both are provided in Table V.2.

Table V.2 HEIghten Civic Competency and Engagement (CCE) Assessment:
Comparison of BSU Freshmen and Seniors to National Comparison Group

Civic Activity (Top Three BSU *freshmen* activities)	BSU Freshmen % Participation	National Comparison Freshmen % Participation
Participation in activities to help protect the environment	23%	61%
Volunteered to do community service	15%	80%
Signed petition about social/ political issue	15%	56%

Civic Activity (Top Three BSU *senior* activities)	BSU Senior % Participation	National Comparison Senior % Participation
Participation in activities to help protect the environment	72%	66%
Volunteered to do community service	91%	81%
Signed petition about social/ political issue	77%	53%

HEIghten Intercultural Competency and Diversity Study: The purpose of this study was to examine student values regarding diversity and measure their intercultural competency and experiences. A brief summary of the findings is found below with the complete report provided in Exhibit **V.2.8**.

The Intercultural Competency and Diversity (ICD) assessment gives students a particular intercultural scenario. The students then analyze the situation and identify the action/response that provides the solution that is the most appropriate response. The ICD assessment measures the overall areas of analyze and act as well as approach, both of which have subcategories:

b. Analyze and Act - the ability to take in, evaluate and synthesize relevant information without the bias of preconceived judgments and to translate thoughts into actions. The average score for BSU test-takers was proficient for analyze and act. The subcategories for analyze and act are: (a) self-awareness (b) cultural knowledge application (c) suspending judgment/perspective-taking (d) social monitoring (e) emotional regulation, and (f) behavior regulation.

c. Approach (self-reported) - the overall positivity with which an individual views and responds to cross-cultural interactions. The average BSU score was neutral to high at 95%- the same as the national group. The sub-categories for approach are:
   • Positive Cultural Orientation - the evaluation of cross-cultural situations as favorable. In this case, the BSU students scored 11.9 and the national comparison students scored 12.0 on a scale of 9-15.
   • Cultural Self-Efficacy - the belief that one can successfully engage in cross-cultural situations. Here, the BSU students scored 12.0 and the national comparison students scored 12.1 on a scale of 9-15.

All in all, the Intercultural Competency and Diversity (ICD) assessment scores demonstrated that BSU students are competent in areas of cultural competency and are confident in their interactions with people from other cultures. The assessments conducted most recently with written communication, critical thinking, information literacy, civic engagement, and intercultural competency have provided valuable insight for future practice at the institution.

As part of the annual assessment reporting process, CAPA regularly reviews the rubric results for the annual assessment reports in the general education disciplines for comparison from year-to-year. A summary of the past five years is provided in Table V.3

Table V.3
Five-Year Comparison of Assessment Rubric Ratings in General Education Disciplines AY 2016-2020

Academic Program	2015-16	2016-17	2017-18	2018-19	2019-20	Difference
College of Arts & Sciences						
Biology	67%	67%	67%	67%	78%	11%
Communications Media	89%	94%	94%	89%	100%	11%
Computer Science	84%	94%	89%	100%	94%	10%
English	78%	83%	83%	89%	89%	11%
Fine Arts	72%	78%	89%	94%	100%	28%
History & Government	83%	78%	72%	72%	83%	0%
Mathematics	67%	67%	67%	72%	83%	16%
Theater Arts	83%	83%	72%	72%	89%	6%
College of Business						
Business/Economics	100%	94%	94%	100%	100%	0%
College of Professional Studies						
Child/Adolescent Studies	100%	100%	94%	94%	100%	0%
Psychology	100%	100%	100%	94%	100%	0%
Sociology	83%	83%	78%	72%	83%	0%

After reviewing the assessment activities in general education disciplines from 2015-2020, the desired outcomes were achieved in the College of Arts and Sciences where the majority of general education courses are offered. Furthermore, the overarching goal was to sustain quality assessments within the three colleges and to see an improvement in the culture of assessment within the programs that support the GEIR. Over the five-year period, the results showed a growth and maturity in the use of faculty-driven assessment within the programs.

In conclusion, the comprehensive assessment of general education core competencies is supported through the institutional structures, resources, and various internal and external programmatic reviews. The general education assessment practices have improved over time as a result of the established culture of assessment on campus and the dedication of faculty members.

Based on assessment findings, recommendations for improved practices and interventions were suggested to faculty members and academic leadership. One example is the process and funding for implementing course redesigns in both general education and core courses. As a result, multiple course redesigns have occurred across the colleges to improve student learning in the general education course offerings [**V.3.10**]. Both accredited and non-accredited programs actively assess student learning outcomes and programmatic goals and have made significant strides since the initial five-year assessment plans were established in 2010. This sense of achievement and commitment are evident in the points of pride [**V.3.9**] documents compiled by each college as well as the 2018 EIA designation.

Assessment Professional Development and Resources
The culture of assessment at the university has been built by dedicating significant resources to support assessment activities and faculty development. In 2012, the Center for Academic Programs Assessment (CAPA) was created to cultivate assessment resources and to advance faculty development opportunities for the campus. Through Title III funding, assessment coordinator staff positions are funded. These staff positions support essential functions in CAPA (general education assessment coordinator and program administrative specialist), and also within the colleges (assessment coordinator staff positions per college).

CAPA's operating budget is provided through Title III funding and the following resources exist for faculty members and staff who serve in assessment coordinator roles. A brief description of the assessment resources and professional development opportunities are provided below:

Faculty Professional Development: Throughout each year, CAPA supports professional development for faculty and staff by offering both internal and external opportunities for learning more about assessment practices. Every September, CAPA sponsors at least 10 faculty and staff to attend the Drexel Assessment conference in Philadelphia. This is a tradition that many faculty and staff look forward to each year. During the pandemic, CAPA was able to sponsor 25 faculty members to attend each of these three virtual conferences: Drexel Assessment Conference, Association for the Assessment of Learning in Higher Education (AALHE), and NILOA.

In August 2019, CAPA sponsored a professional development assessment day for faculty and staff with over 50 faculty and staff in attendance. The day included a keynote speaker from NILOA, break-out sessions, and best practices in assessment seminars. Additionally, faculty institutes occur every August and January and frequently feature assessment-related sessions. Faculty were surveyed regarding the professional development sessions and were highly satisfied with the overall experience.

Furthermore, Bowie State sponsored a USM Assessment Convening in 2018 with over 160 faculty and staff attending from various institutions across the state of Maryland. The day consisted of two keynote speakers from NILOA and professional development sessions throughout the day. BSU had nearly 50 faculty attend the event.

Faculty Assessment Fellows (FAFs): Since 2018, applications for FAFs have been solicited through CAStLE and three faculty members have served in the campus role as a mentor to other faculty. Each FAF receives $5000 for one year of service. The FAF not only serves as a mentor, but also revises the FAF handbook, contributes to the *Assessment Times* newsletter, attends the assessment conference in Philadelphia every September, participates in selecting the next FAF, and conducts an individual assessment project, such as culturally relevant assessment. The FAF is also encouraged to present on a variety of assessment topics during departmental/college meetings and during faculty institutes.

Faculty Assessment Awards: Every other year, CAStLE members review the annual assessment report rubric results to recognize quality efforts in academic programs assessment. Both undergraduate and graduate programs are reviewed with recognition at the developing, intermediate, and advanced/sustained levels. The awards are presented at the August faculty institutes by the Provost and Vice President for Academic Affairs and are featured on the CAPA webpage.

Virtual Instruction, Training, and Assessment Lab (VITALab): Through Title III funding, CAPA has created a computer and resource lab for faculty and staff. The lab allows for small groups or individuals to work on the development of assessment tools, proctoring of standardized assessments, and other tasks as needed.

Resource Library/eBooks: CAPA maintains a resource library for faculty and staff in the VITALab with over 100 books and journals. Anyone can sign out a resource book and if faculty or staff members request a personal copy, CAPA purchases it for them. In the past three years, a common read assessment book has been selected for the year. Faculty and staff have been given the hard copy textbooks and three eBooks as professional development tools and references for their personal use. The book topics ranged from improving student learning outcomes to teaching effectively online.

NILOA Assessment Update Newsletter Subscription: Every year, the NILOA newsletter is purchased and provided to all CAStLE members. It provides updates on national assessment research and pilot studies, articles and resources, and upcoming professional development opportunities. BSU was featured in the January 2019 edition [**V.5.2, p.6**].

CAPA Webpage: Since fall 2013, the webpage for CAPA has provided summary reports on national standardized test results for BSU, resources and services for faculty, and opportunities for professional development and recognition. The CAPA website is also linked to other campus offices such as OPAA that provide additional information associated with assessment.

CAPA Assessment Times Newsletter: Every fall and spring semester, CAPA produces a newsletter that highlights assessment initiatives, news, and upcoming events. The newsletters are distributed during faculty institutes and CAStLE meetings. They are also disseminated to faculty via email, then posted to the CAPA website. Faculty are invited to contribute submissions for the front-page spotlight article that highlight faculty-led assessment projects.

Internal and External Program Reviews
For more than 20 years, the University System of Maryland (USM) has required each constituent institution to conduct, on a seven-year cycle, a review of every instructional program at the institution. The review of academic programs is directly linked to the university's student learning outcomes assessment program by serving as a comprehensive process that examines both administrative and curricular components of programs. The program review process incorporates the findings from annual program assessment reports and links programmatic outcomes back to the university's mission and strategic planning goals.

As discussed in Standard III, there are three requirements for a program review: internal self-study, external program review, and a USM summary of findings report. Periodic program reviews are coordinated by the Office of the Provost and CAPA. The academic program review process and training are started two years prior to the submission deadline. All faculty members and chairpersons have access to the handbook [**III.8.2**] as a resource guide as well as the assistance and guidance from the assistant vice president for assessment. The purpose of the reviews is to conduct a comprehensive investigation of the effectiveness of the program, to identify opportunities for innovation, to develop action plans as necessary for program improvement, to invigorate the curriculum, and to pinpoint factors that may be hindering program and/or student success. Internal program reviews include all constituents associated with the program: students, alumni of the program, staff, faculty, and administrative leaders.

After feedback is received from external professional reviewers, the internal and external feedback and evidence are shared with key stakeholders, and an action plan is developed to guide the program over the next five years. Highlights of the summary reports submitted to the USM include how programs are assisting students in improving their learning, improving the curriculum, reviewing the effectiveness of academic programs, and revising student support services to further student success [**III.8.4**]. The schedule for all program reviews are provided in **III.8.1**.

Institutional Assessment

The long-established institutional assessment practices aim to demonstrate correlations between the educational goals of the institution and academic programs as well as the mission and core values established as part of the most recent strategic plan. As described earlier, all educational goals, program learning outcomes, and institutional learning outcomes are clearly identified. Furthermore, the institutional learning outcomes are in alignment with the institution's general education program core competencies: written and oral communication, scientific and quantitative reasoning, critical thinking, information literacy, and technological competency. The institutional learning outcomes are triangulated by reviewing assessment results from national surveys for student engagement and satisfaction, national standardized assessments, and internal assessment of student learning outcomes conducted through accredited and non-accredited programmatic assessment.

Led by the Office of Planning, Analysis and Accountability (OPAA), several key surveys are routinely scheduled to collect information regarding student satisfaction, engagement, and experience. These surveys include the National Survey of Student Engagement (NSSE) and Noel-Levitz Student Success Inventory (SSI). The results are shared with key stakeholders. An internally developed student course evaluation, a graduating student survey, and two graduate follow-up surveys are the indirect measurement instruments. Internally developed instruments are administered annually. NSSE and SSI are administered on a staggered three-year cycle.

The NSSE multi-year report for 2014, 2017, and 2020 is provided in Exhibit **V.3.11**. Overall, engagement indicators reflect a slight decline for freshmen and seniors over the three survey administrations. However, the small sample size precludes generalizing to the population. OPAA has tried multiple strategies to increase response rates but has had limited success.

The SSI asks students to indicate their levels of satisfaction and importance on all aspects of the student experience including academic advising effectiveness, campus climate, campus life, campus services, instructional effectiveness, recruitment and financial aid effectiveness, registration effectiveness, safety and security, and student centeredness. Exhibit **V.3.12, p.19** shows consistent levels of satisfaction with the items related to instructional effectiveness. Students expressed lower levels of satisfaction with timely faculty feedback on academic progress than the other items.

The graduating student survey asks students about growth in the general education competencies and in "soft skills" necessary for successful employment. Exhibit **V.3.13** provides a multi-year summary of graduating student perception of academic growth in these two areas. Over 90% of fall 2020 graduating students indicated highest levels of agreement with the growth in technological/computer skills and problem solving skills. The other general education competencies all had levels of agreement over 80%.

Further institutional assessment results show that student engagement and appreciation of diversity and efforts of inclusion are core values that are positively experienced and reinforced for students on campus. Two national

assessments, the Educational Testing Services' (ETS) HEIghten assessments on Intercultural Competency and Diversity (ICD) and the Civic Competency and Engagement (CCE), showed that student engagement increased significantly from the freshmen to senior year. The findings from the CCE assessment correspond to the initiatives for student engagement that include the Social Justice Alliance and the Get Out the Vote Campaign during the national election in 2020. To further investigate these findings, a second assessment for freshmen and seniors is scheduled for AY 2021 - 2022 to continue to explore student civic engagement. SSI campus climate satisfaction levels with campus commitment to diversity showed a statistically significant difference between the two years [**V.3.12, p.19**].

In addition to survey findings, OPAA provides data to academic programs to support assessment and evaluation. Standard data reports include enrollment and degrees by major, mid-term grade analyses, end of term grade distributions, student credit hour generation and programmatic retention, and graduation rates. All of these reports are generated within OPAA without either a data warehouse or an institution-wide reporting tool. Goal 3 of the strategic plan calls for the development of a data warehouse with reporting capabilities to provide actionable and readily available information to support student success. Just this past summer, the university purchased Oracle Analytics Cloud and a cloud-based data warehouse to support this objective. OPAA will be working with the Division of Information Technology, academic departments, and data owners over the next year to begin rolling out student success reports down to academic program level.

Assessment by Third-Party Providers - Not applicable

Periodic Assessment of the Effectiveness of Assessment Processes
Three periodic assessments of the effectiveness of campus assessment processes occurred in the last three years: two external reviews and one internal review. An essential component of assessment must include periodic review of current practices, and in 2018-19, the institution conducted an internal review through the appointment of an accreditation and assessment taskforce that was co-chaired by the assistant vice president for assessment and the dean of the college of professional studies. The taskforce included faculty, staff, and administrators from all four colleges, the graduate school, and selected administrative and student services offices from across campus. The Provost charged the task force with critically reviewing the current assessment structure, personnel, funding and resources, academic and non-academic assessment, and specialized accreditations.

This internal review produced several key observations and recommendations. The culture of assessment was a grassroots movement that involved faculty and administrators. Without faculty leading the charge and advocating for the importance of assessment, campus buy-in would have been difficult if not impossible. Although professional development opportunities were available, more extensive activities were desirable. The following initiatives were implemented based on the recommendations from the task force, which included additional professional development, leadership support for accredited programs, and additional assessment personnel.

- *Faculty Assessment Fellows* (FAF) were funded to work directly with CAPA to mentor other faculty, conduct departmental assessment studies, such as culturally relevant assessment practices, and to further assessment knowledge through professional development opportunities. Each FAF is compensated for one or two years of service to the Division of Academic Affairs where he/she works directly with faculty members to improve assessment practices at the course, program, and college level, offer training sessions to campus members, and develop/revise the faculty assessment handbook. The first FAF was selected in summer 2019, and two additional fellows were chosen in summer 2020 [**V.5.3**].

- *Participation and funding were increased for faculty assessment coordinators* to attend the annual, three-day assessment conference hosted by Drexel University every September. In the past, only a couple of staff attended the conference; however, additional funding was secured through Title III, and CAPA now coordinates a team of eight or more faculty and staff to attend each year. The faculty and staff are fully funded and approximately $18K is dedicated to supporting this professional development opportunity every year.
- *A professional development day dedicated to assessment* was offered by CAPA in August 2019 that included a keynote speaker, break-out sessions, and sharing of best practices. This full day of training was open to any faculty or staff member or administrator who wanted to attend and each participant was provided multiple assessment resources including a common read textbook. Feedback from the 50+ participants regarding the training day was very positive and used for planning the August 2020 training.
- *Funding to hire assessment consultants to support specialized accreditation* self-studies was secured for computer science and graduate nursing programs for AY 2019 - 2021.
- *The creation of a Council for Accredited Programs* was recommended to lead and support specialized accreditation self-studies.

This internal review was essential to understanding the needs of faculty on campus, identifying new initiatives for implementation, and appreciating the progress that had been achieved with assessment practices on campus.

Not only did Bowie State participate in an internal review of assessment processes, but it also participated in two external review processes. One was conducted through the Excellence in Assessment (EIA) application process facilitated by NILOA. The external feedback received from the three EIA reviewers provided the 2019-2021 MSCHE Self-Study Steering Committee with invaluable insight as they prepared for reaffirmation. It also provided faculty and assessment administrators the opportunity for self-reflection and recognition of how much was accomplished in the last eight years. This acknowledgment is a point of pride that has energized faculty to expand their assessment knowledge and activities.

The external reviewers recognized several strengths including faculty-led assessment, external partnerships, and a strong assessment structure. They also confirmed that the assessment action plans designated for the next five years contained legitimate and attainable goals. The initiatives planned are designed to continue supporting faculty as they develop new strategies to improve student learning, to strengthen institutional assessment practices, and to continue building internal and external collaborative relationships that prioritize best practices in assessment.

Recommendations for consideration were reviewing how students are engaged as internal stakeholders and increasing transparency of assessment results on the webpage. Updates to the CAPA webpage were completed, and an institutional end-of-program survey is currently in the pilot stage and planned for dissemination via capstone courses in fall 2021 with full implementation planned for spring 2022.

Finally, the second external review process was facilitated in the fall 2020 semester by Grigsby and Associates, LLC for selected Title III federally funded grant activities. Academic Programs Assessment activities and results were reviewed and given a 4.75 rating out of a maximum of 5. The feedback confirmed the findings from both the EIA reviewers and the internal self-study conducted. The operating budget as well as two staff members for CAPA are funded through Title III. The recommendations for the next five-year grant proposal for Title III will be taken under advisement [**V.5.4, p.22**].

Summary and Conclusion

In conclusion, the three institutional priorities - academic excellence, student success, and institutional viability – are advanced through various educational effectiveness assessments at Bowie State. The academic programs assessment, periodic program review, and general education core competencies assessments support continuous improvement of academic programs, courses, and the general education program. Course and programmatic improvements guided by assessment results, as well as faculty development, directly impact teaching and learning, online course delivery, and student support services within academic affairs.

Additionally, institutional assessments, both internal and external standardized assessments and surveys, provide insight into who BSU students are and what the institution can do to better support student success from a holistic perspective. These results are shared across divisions and with the President's Cabinet.

Recognized by NILOA as an EIA designee was an external validation of the immense progress that Bowie State had achieved with its grassroots faculty-led assessment of student learning outcomes. The collaborative efforts were highlighted in the article published in the NILOA newsletter and was a significant point of pride for the faculty and institution as a whole. BSU was the first HBCU in the nation to receive this designation, and the first four-year institution in Maryland to be recognized for excellence in assessment.

In regard to institutional viability, the reaffirmation of specialized accreditations is critical for maintaining enrollment and the university's reputation. The leadership and support that drive the assessment of educational effectiveness bolster the three institutional priorities and are essential in the Race to Excellence for Bowie State.

Points of Pride
- Bowie State received the Excellence in Assessment (EIA) designation in 2018.
- A faculty-led assessment culture informs practice and improves academic programs and initiatives.
- BSU prioritizes participation in external pilot studies focused on core competencies.
- The CAStLE and CAPA provide the foundation for a vibrant campus culture of assessment.
- Two of the four colleges at the university have centers for assessment and accreditation that support specialized programs.
- CAPA provides extensive faculty assessment resources and professional development opportunities.

Recommendations for Standard V
- The Division of Academic Affairs should create a university-wide Council for Accredited Programs (CAP) to reinforce continuity, planning, communication, budgeting, leadership, and accreditation self-study support.
- The CAStLE members should revise the annual assessment report review process and corresponding rubric by involving higher levels of academic leadership and a designated team of internal reviewers to improve interrater reliability.
- The Center for Academic Programs Assessment (CAPA) should seek funding for two colleges to develop additional centers for assessment and accreditation.
- The institution should adopt software/technology to support campus assessment and data warehouses.

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.

Evidence of meeting Requirements of Affiliation found in Standard VI:
- Requirement 8: The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.
- Requirement 10: Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.
- Requirement 11: The institution has documented financial resources, funding base, and plans for financial development adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.

Bowie State University's strategic plan provides the primary framework for decision making at the university and advancing the university's mission. Bowie State's financial planning and budgeting process ensures alignment of resources with BSU strategic plan, goals, and priorities. This process allows for both long- and short-range planning, assessment, and development of objectives with measurable outcomes.

Planning Process
The planning process at Bowie State University is a combination of annual and long-range planning at both the institutional and divisional levels. With the completion of the university's Racing to Excellence FY19-FY24 Strategic Plan, division heads engaged in multi-year divisional planning to support the achievement of the objectives of the strategic plan. All divisions, with the exception of Academic Affairs, have in place multi-year strategies that guide divisional and institutional improvement over time [**VI.1.1**]. The Academic Plan will be undertaken in fall 2022 to outline multi-year activities supported by the coalition lawsuit settlement described in the following section.

Annual institutional and divisional goals are generated from assessment and evaluation results. Each division head requests academic, support, and administrative units to prepare annual goals, objectives, and expected outcomes for the upcoming year. These unit level initiatives are then consolidated and prioritized at the division level. The unit level initiatives in turn inform the divisional annual goals [**VI.2.1**]. The divisional goals then inform the institutional level goals that are included in the President's annual performance review [**VI.2.2**].

Throughout the budget year, unit managers are held accountable for achieving their goals in a thorough and timely manner. This assessment takes place in staff meetings and is annually reported during the Mid-Year Evaluation and the Annual Evaluation through the use of the Performance Management Process instrument. Progress on annual divisional and institutional goals and a review of key performance indicators (KPIs) occur during January and June Cabinet retreats. If necessary, additional goals are added to address current needs. The university's KPIs discussed during the June 2021 Cabinet retreat arranged by each strategic plan goal are in Exhibit **VI.2.3**. The sources of the KPIs are mandatory reports, internal and external surveys, and BSU unit information.

Financial Planning and Budgeting Process
Budgeting process
As a public institution within a system of universities, Bowie State's planning and budget development follows external processes of the USM, the Executive Branch, and the Maryland General Assembly. The university's state funding allocation is therefore directly impacted by priorities within the USM as well as competition from other state agencies.

While the President has the ultimate authority and responsibility for the university's budget, the Vice President for Administration and Finance (VPAF) has day-to-day budget development and management responsibility. Budget development begins with resource allocation guidance by the University System of Maryland and the Department of Budget and Management (DBM), typically in late summer. The guidance includes broad budget parameters and mandatory cost increases. In this process, tuition revenues are projected using the enrollment levels reflected in the institution's 10-year enrollment projections reported to USM [**VI.3.1**]. The USM Board of Regents tuition policy provides guidelines for establishing tuition levels for the various student categories. Although tuition and fees are a significant portion of the institution's revenue budget, other revenue sources are also included in the external budget request (e.g., room and board, athletic fees, lab fees, and parking fines). Historically, projections for these revenue sources are based on the prior year's actual revenues plus minimal inflationary growth.

The budget request is first submitted to the USM in September/October for feedback and adjustments as needed. Budgets are then forwarded to DBM for further review and adjustment. In late December/early January, the Governor's proposed budget for the USM is forwarded to each institution. During its legislative session (January-April), the Maryland General Assembly reviews, comments on, and adjusts, if necessary, the proposed budgets of all state agencies. Any adjustments by the Maryland General Assembly must be approved prior to being incorporated into the Governor's proposed budget.

Bowie State's internal budget process begins in late February and is developed in collaboration with division managers. The internal budget process starts with the university's Office of Budget and Finance making any necessary revisions to the revenue estimate included in the external budget. The budget office then develops baseline budgets for each department, which reflect current year budgets plus anticipated salary and wage increases, financial aid scholarships, auxiliary enterprises, federal funding, and operating-cost inflation.

Development of the baseline budget for personnel costs is a joint effort between the Offices of Budget and Finance and Human Resources. The budget office provides human resources with a report summarizing the regular positions that are currently budgeted in each department or unit, including the Position Identification Number (PIN). PINs are associated with positions that include full benefits. For contractual personnel, the baseline budget is developed based on the current contractual employee contracts and any newly approved contractual obligations. After the baseline personnel costs are finalized and inflationary adjustments are made to operating costs, the preliminary working budget is compared to the Governor's budget. Unrestricted funding that exceeds the anticipated working budget can then be allocated for new initiatives or priorities.

In late spring, the Office of Budget and Finance holds sessions during which divisional vice presidents are given baseline budgets for the departments or units in their respective areas. These budget sessions provide an opportunity for the budget office to explain the budget preparation process for the upcoming year and to distribute forms for the departmental or unit budget request. During the same timeframe, unit heads and divisional vice presidents work cooperatively to prepare budgets for their areas which are informed by the

divisional planning process discussed earlier in this standard. Division vice presidents have the flexibility to realign and adjust budgets for departments or units within their divisions; however, the baseline total budget for each respective division cannot be exceeded.

In April, divisional vice presidents submit their budget requests to the Office of Budget and Finance, where the requests are assembled and compared against the baseline budgets and the prior year's revised budget. The divisional budget requests are a product of annual unit level goals and multi-year divisional strategic goals.

All budget requests have to be linked to the strategic plan. The Vice President for Administration and Finance submits to the President the divisional budget summaries for the entire institution. Concurrently, the President's Cabinet also discusses any new priorities or initiatives for the institution. Budget decisions by the President on advice from the Cabinet may be revised due to adjustments made to the Governor's allowance by the Maryland General Assembly. This process may also require revisions in the departmental and divisional budgets or institutional priorities. After the budgets are finalized, the approved budgets are returned to the Office of Budget in June/July for entry into the university's Financial Records System (PeopleSoft). Those approved initiatives are shared with the campus community during Town Hall meetings along with being available on the Office of Budget and Finance website. The VPAF regularly briefs the Cabinet on fiscal matters throughout the year. The Cabinet evaluates progress on annual planning goals and revenue and expenditures during its mid-year and end-of-year retreats. The complete budget process is available on the budget office website [**VI.5.1**].

An enhancement to the budgeting process would be a tracking system for all budget requests so that the requestors or other interested parties can see the progress of the budget request through the decision hierarchy, decisions made at each level (approve/deny/modify), rubrics or metrics used to make the decision, feedback to the requestor on why the request was denied/modified, and recommendations for future requests.

Aligning Resources with Priorities and the University's Strategic Plan
Strategic planning is a collaborative process that establishes a vision and an ambitious agenda for moving the university forward with a strong focus on enhancing graduation, retention rates, addressing critical workforce shortages, improving its stewardship, and overall institutional effectiveness. Bowie State is committed to engaging internal and external stakeholders in planning strategic initiatives to facilitate institutional improvements. The approved initiatives are linked to the mission, vision, and strategic plan of the university, thereby ensuring inclusiveness and alignment. Those approved initiatives are shared with the campus community along with being available on the Office of Budget and Finance website. Also on the website is a dashboard that shows revenue and expenditure activity for the current fiscal year. The dashboard is updated monthly [**II.8.2**].

Below are the FY 2019 and FY 2020 university initiatives linked to strategic goals followed by Table VI.1 for FY 2021. Beginning last fiscal year, each division was allocated funding to support division identified initiatives linked to the strategic plan. Over the past three fiscal years, approximately $8.5M has been directed to support strategic plan goals.

Table VI.1 FY 2019- 2021 Division Initiatives Linked to the University Strategic Plan

Division	Fiscal Year	Budget	Strategic Plan Goal	Strategic Initiatives
President's Office	2019	$112,725	5	Communications and visual images staff
	2020	$491,000	4, 5	Strategic engagement staff, brand campaign launch and expanded advertising, disability compliance officer
	2021	$90,000	4, 5	Diversity, equity & inclusion efforts; marketing efforts
Academic Affairs	2019	$2,300,000	1, 3	Faculty positions, support for specialized accreditations, technical staff, Entrepreneurship Academy operating funding, graduate assistantships, regional center program support, continuing education programming and administrative support, CETL activity support
	2020	$688,000	1, 2	Student and faculty success initiatives, workforce development initiatives (building capacity for veterans, cyber security certificate, enhancing Business Entrepreneurship concentration)
	2021	$1,230,000	1, 3	FPAC XR Hub/Studio, contingent I positions, Academic Computing, computers & software for Ed & CTEC, PGCPS dual enrollment, upgrades for TV/Radio Station, College of Business/Professional Studies/Arts & Sciences, grant writers
Enrollment Management	2019	$115,000	2	Staff, events, and marketing collateral, professional development and training, Parchment software
	2020	$130,000	2	Contact Center staff, recruitment material, business process/international/transcript evaluation improvements
	2021	$300,000	2	Viewbook, Advantage Design, YouVisit
Student Affairs	2019	$101,000	2	Campus Safety and Counseling staff positions
	2020	$83,000		Counseling case manager
	2021	$550,000	2, 3	Support living learning campus-wide strategy, mentoring and collaborative programming, wellness support, and engagement software
Administration & Finance	2019	$101,500	5	Facilities, grounds and human resources staff
	2020	$140,000	5	Payroll and facilities staff
	2021	$1,670,000	3, 5	Economic development efforts, Administration building lobby upgrade, ELLC new retail space, technology upgrades
Institutional Advancement	2019	$151,000	5	BSU Campaign feasibility study and campaign support and planned giving initiative
	2020	$98,000		Stewardship manager
	2021	$60,000	5	Campaign expenses
Information Technology	2019			
	2020	$100,00	3	Oracle/MDREN, Microsoft, Adobe Enterprise License Support
	2021	$150,000	3	Technology upgrades (Telecommunications)
Total		**$8,561,225**		

Financial resources

Prior to FY 2021, Bowie State University's funding consisted of current year unrestricted and restricted funds. Included in the unrestricted portion of the revenue are, primarily, the state appropriation, tuition and fees, and sales and services of auxiliary enterprises. Other revenue includes interest income, indirect costs, and sales and services of educational activities. The tables below show trends in unrestricted revenues and expenditures (Table VI.2) and statement of revenue, expenses, and changes in new assets (Table VI.3). In each of the past four fiscal years, the university has operated within budget and contributed funds to the institution's fund balance managed by the USM (Table VI.2). The three most recent audited financial statements further demonstrate prudent fiscal management.

Table VI.2 - Unrestricted Revenue and Expenditures FY 2018 – FY 2021

Unrestricted **Revenue** Category	Actual			
	FY 2018	FY 2019	FY 2020	FY 2021
Tuition and Fees	$44,066,672	$46,024,361	$46,290,733	$46,697,572
State General Funds	$44,812,578	$46,013,664	$48,077,890	$46,728,531
Auxiliary Services	$23,598,871	$24,019,581	$22,695,216	$20,353,417
State/Federal CARES Act Funds	$0	$0	$1,003,444	$1,073,979
Other Revenues	$2,607,240	$2,876,800	$2,862,403	$851,166
Total	**$115,085,361**	**$118,934,406**	**$120,929,686**	**$115,704,665**

Unrestricted **Expenditure** by Program	Actual			
	FY 2018	FY 2019	FY 2020	FY 2021
Instruction 01	$29,655,365	$33,061,167	$34,617,830	$35,718,221
Research 02	$0	$0	$0	$0
Public Service 03	$72,884	$202,166	$137,176	$135,927
Academic Support 04	$9,412,274	$10,022,771	$10,531,104	$9,901,314
Student Services 05	$6,895,050	$7,548,153	$8,253,213	$8,210,688
Institutional Support 06	$16,427,053	$19,721,951	$20,508,480	$18,809,089
Operation & Maint. of Plant 07	$22,786,646	$15,680,943	$16,846,251	$15,462,319
Auxiliary 08	$21,946,834	$23,960,646	$22,649,609	$20,316,514
Scholarships & Fellowships 17	$5,450,043	$6,138,229	$6,104,991	$6,263,141
Total	**$112,646,149**	**$116,336,026**	**$119,648,653**	**$114,817,213**

+/- (Transfer to Fund Balance)	$2,439,212	$2,598,380	$1,281,033	$887,452

Source: Budget Office

Table VI.3 – Statement of Revenue, Expenses, and Changes in Net Assets Summary
FY 2018- FY 2020

	FY 2018	FY 2019	FY 2020
Operating Revenues	$60,221,550	$63,370,019	$64,221,312
Operating Expenses	$118,938,578	$123,477,461	$132,748,702
Non-operating Revenues (Expenses)	$57,790,466	$59,298,011	$67,455,329
Other Revenues	$8,353,137	$1,210,399	$1,088,085
Increase (decrease) in net position	$7,426,575	$400,968	$16,024

Source: Audited Financial Statements

During FY 2021, additional short and long-term funding streams were added to traditional sources that will significantly increase future revenues. Federal funds providing pandemic assistance provided near-term assistance to the university and its students. Over $6.6M in federal Coronavirus Aid, Relief, and Economic Security Act (CARES) was authorized and spent to defray expenses associated with the pandemic including lost revenue, expenses associated with technology, faculty/staff training, student support activities, and federal aid grants to students. Approximately $38M in federal Higher Education Emergency Relief Fund (HEERF) funds were also received that will be expended by spring 2022 in accordance with federal guidelines. As of August 2021, approximately $28.8M was expended - student aid (30%), pandemic health and safety requirements (21%), auxiliary unit reimbursement (14%), student debt relief (14%), technology (11%), academic preparedness (5%), and security (4%) [**VI.4.1**].

Beginning in FY 2023, Bowie State University will receive additional state funds resulting from legislation passed during the 2021 Maryland General Assembly session to settle *The Coalition for Equity and Excellence in Maryland Higher Education, et al. v. Maryland Higher Education Commission, et al.* lawsuit alleging that the state hurt Maryland HBCUs by letting other state colleges duplicate programs that once attracted a diverse student body to HBCUs. Bowie State, along with Morgan State University, Coppin State University, and the University of Maryland Eastern Shore will be provided $577M over a 10-year period to fund scholarships and financial aid support services, faculty recruitment and development, expanding and improving existing academic programs including online programs, development and implementation of new academic programs including online programs, academic support, and marketing. The FY 2023 additional funds are estimated to be over $15.5M and approximately $9M annually from FY 2024-FY 2032. The HBCUs will be required to report annually on the uses of funds as well as development and on-going costs for new academic programs.

The university also received its largest gift in its history in FY 2021 - $25M from philanthropist and author MacKenzie Scott. This gift significantly advanced the strategic goal of ensuring the long-term viability of the institution, enabling investment in student financial support, advances in academic excellence and innovation, and substantial increases in the university endowment. The projected $900,000 endowment annual return will fund student scholarships, faculty research incentives, entrepreneurial activities, endowed chairs, campus facilities infrastructure, divisional operational funds, institutional advancement major donor and constituent cultivation, and operational support for athletics and recreation. Aside from the Scott gift, the Division of Institutional Advancement raised $4.7M in private and corporate funding. Alumni giving participation rate was 5.6%, the first increase in five years. All of these efforts contributed to a one-year endowment growth from $7M to $33M. The university's Campaign for Excellence has been in the quiet phase since 2018 and will have its public launch in December 2021 and end in December 2025. The fund raising goal of the public phase is $15.5M.

Because of the unprecedented infusion of anticipated funds to the university from the lawsuit and from the endowment, the Cabinet approved shifting its annual planning and budgeting process to one that occurs on a two-year cycle. This change occurred at the June 2021 Cabinet retreat. Plans are still in the development phase at this time and additional information will be available during the site visit.

Facilities, Infrastructure, and Technology Enhancement
The university recognizes that the physical teaching and learning environment has a significant impact on enrollment growth. The university's Facilities Master Plan 2020-2030 was approved in June 2021 by the USM Board of Regents and will serve as the guidepost for future projects [**VI.6.1**].

BSU's campus is approximately 300 acres, with much of its land in its natural wetlands/riparian state. There are 23 state-owned buildings on campus, which collectively total approximately 1,535,000 gross square feet and contain approximately 920,000 net assignable square feet. The various academic, administrative, and auxiliary buildings range in age from the 104-year-old Goodloe House to the four-year old Center for Natural Sciences, Mathematics, and Nursing (CNSMN). In addition to CNSMN, BSU opened a new $79M Fine and Performing Arts building in 2012. The 123,000-square-foot building includes a 400-seat main theatre, 200-seat Black Box Theater, 200-seat recital hall, art gallery, classrooms, laboratories, and offices. A new Student Center was opened in 2013 offering dedicated conference space, a variety of eateries, the University Bookstore, and various student life offices.

In August 2021, the university opened the co-ed Entrepreneurship Living Learning Community (ELLC) – a residential and experiential learning space focused on creating an inclusive and engaging community where students can create, innovate, network with peers, and immerse themselves in the entrepreneurial ecosystem. The ELLC houses the Entrepreneurship Academy, the Bowie Business Innovation Center – an independent 501(c)(3) entity, the Small Business Development Center, the Women's Business Center, as well as makerspaces. The university is presently in its third year of planning funds for the replacement of the Martin Luther King Communication Arts and Humanities Building with groundbreaking anticipated in 2022.

The USM Board of Regents monitors the facilities replacement funding levels in its Dashboard Indicators – Indicator #52 - facilities renewal as a percent of replacement value. The Board set the benchmark of 2.0% for all USM institutions. Between FY 2014-2019, Bowie has exceeded the benchmark twice. Even in times of budgetary constraints, the university continues to allocate 1.3 – 1.6% to address renewal, replacement, and deferred maintenance issues. These allocations have allowed the university to make considerable progress in providing facilities consistent with institutional needs and in accordance with the institution's planning documents. Funding for capital and infrastructure improvements come from the State Capital Improvement Program, academic revenue bonds, auxiliary funds, and the Maryland ADA access program. A listing of recent capital and facilities renewal projects is in Exhibit **VI.6.2**.

The new Facilities Master Plan identified technology infrastructure upgrades as critical to the future needs of the university. The Plan states that the technology infrastructure project should include upgrades to and expansion of the campus fiber network equipment and related software. In addition, a new data center is recommended as well as partial-to-extensive re-cabling in several buildings.

The Division of Information Technology (DoIT) supports and maintains the technology infrastructure and services for the campus community. DoIT provides technical support and services for applications, communications, and technologies for the academic and administrative environment including PeopleSoft

Financials, Campus Solutions, Human Resources, email, network wired and wireless access, just to name a few. Additionally, the division provides access to and maintains the Open Computer Laboratories located in the basement of the Thurgood Marshall Library. DoIT is comprised of the following service units: enterprise application support, enterprise functional support, enterprise support services, information systems and application security, IT strategy and planning, systems engineering, and networking and telecommunications.

The FY 2019-2024 DoIT Strategic Plan [**VI.6.3**] recognizes that technology is one of the critical factors for the long-term viability of the institution. Five goals are included in the plan: 1) deliver a stable, reliable, and easily accessible information technology infrastructure, 2) facilitate faculty, staff, and student success through innovative use of technology, 3) sustain a secure information technology infrastructure, 4) document and implement policies, protocols, and procedures that increase operational effectiveness and efficiency by leveraging technology and streamlining business processes, and 5) provide and assert strategic information technology leadership. In the past two fiscal years, DoIT completed a significant PeopleSoft upgrade that separated human resources from student/academic information, expanded wireless access to the stadium, supported enrollment management business automations and technology enhancements, planned technology for the ELLC, and implemented various security protocols.

DoIT was pivotal to the continuity of operations and instruction during the pandemic. The Bulldog Laptop Loaner Program was created and provisioned approximately 1,000 students with Dell loaner laptops, Verizon Hotspots, as well as webcams and headsets to support academic success in a predominately online environment. A virtual lab environment accessible through Blackboard was built to support specialized software typically available in on-campus specialized labs. Microsoft Teams and ZOOM were available to all employees to facilitate communication and virtual meetings. Over 200 laptops were loaned to employees to support telework. Technology training videos, FAQs, and documentation were made available to support 24/7 technical assistance. PeopleSoft changes were implemented to address modifications in business processes and to award CARES student funds.

Annual and Periodic Independent Audits
As a public institution, Bowie State University participates in multiple audits, which include an annual independent financial statement audit, an annual MHEC audit, NCAA audits every three years, and annual audits conducted by the USM Office of Internal Audits. The Office of Legislative Audits, Department of Legislative Services conducts agency audits approximately every four years. The most recent report (May 2021) is included in Exhibit **VI.7.1** as well as Bowie State's action plans to address the seven findings. Annual financial audits [**II.8.1**] and Integrated Postsecondary Education Data System (IPEDS) Finance report [**VI.7.2**], and the most recent intercollegiate athletics program independent audit [**VI.7.3**] are also included in the evidence inventory. Enrollment reporting is also independently audited annually in accordance with MHEC guidelines. The findings of the audits assist the university in forming institutional financial viability and identifying opportunities to address any concerns or findings cited in the audits.

Periodic Assessment of Planning, Resource Allocation, Institutional Renewal and Resources
In addition to the internal planning reviews and financial and other audit processes, the USM Board of Regents monitors institutions on a series of dashboard indicators aligned with the USM strategic plan. Indicators focusing on student access, affordability, attainment, faculty, economic development, workforce development, funding, and stewardship are reviewed annually by the Board and are included in each president's annual review by the USM Chancellor. Most indicators are benchmarked against funding peers established in conjunction with MHEC or by the Board. The USM Dashboard for Bowie State is included in Exhibit **VI.9.1**.

Unfortunately, the indicators are drawn from sources that have a one- or two-year lag time for publicly available information. Many of Bowie State's student-focused indicators have shown upward trends in the past two years.

USM, MHEC, DBM, and the Maryland General Assembly annually review the Managing for Results Report (MFR). The MFR contains 27 indicators of institutional effectiveness developed by BSU and the USM. The indicators are directly linked to four of the university strategic plan goals. Benchmarks are provided for each indicator with benchmark attainment evaluated annually (for progress) and every five years (for goal attainment) [**VI.9.2**]. Before the MFR is submitted, data are discussed with appropriate BSU staff, Cabinet members, and the President. Data from the MFR are included in Department of Legislative Services Bowie State budget analysis. BSU budget testimony includes additional detail on the MFR indicators if requested in the budget analysis.

There are many compliance and financial reports required by local, state, and federal agencies that are a part of the continuous assessment of BSU's effective use of institutional resources. Additional reports include, but are not necessarily limited to, the Annual Performance Report for the federal Title III grant program, a series of unit record and aggregated data reports to the USM and MHEC in areas such as enrollment, degrees, financial aid, course success, employees, distance education, cultural diversity, and student learning outcomes assessment.

The Office of Planning, Analysis and Accountability (OPAA) and the Center for Academic Programs Assessment (CAPA), both of which report to the Provost, also have primary responsibilities for continuous assessment of university operations. Both offices develop surveys, collect, store, analyze, and report data in formats that strategically assist administration, faculty, and staff in making concrete decisions relative to the utilization of, and planning for, university resources. Standards III and V include examples of educational assessment supported through CAPA.

OPAA and CAPA's Institutional Effectiveness Framework document [**VI.9.3**] guides the work of assessing achievement of strategic goals and core values through data collection and the gathering of student, faculty and staff, and graduate feedback. Many of the items in the framework have been described throughout the self-study. Over the past five years, the university has directed its institutional effectiveness efforts to data and analyses intentionally focused on improving student success, one of the three institutional priorities, with the explicit goal of improving retention and graduation rates. Below is a summary of the recent student success initiatives informed by data.

Data to Support Retention Coordinator and AAC Activities – Since the last self-study report, each academic college has hired a retention coordinator to aid in the transition between the Academic Advisement Center (AAC) and advisement in the college. The retention coordinators collaborate with the academic departments to promote retention activities, work with students experiencing academic difficulties, analyze data to identify areas for improvement, offer professional development training, teach freshmen seminar sections, and work with the AAC to promote a smooth transition to departmental advising. In 2016, the retention coordinators, OPAA and AAC developed a set of data files and reports so that these offices could have data sets on student demographics and academic achievement levels. The data files also serve as a tracking mechanism for the retention coordinators throughout the semester and academic year. Data includes a listing of students (by College or AAC) and their faculty advisor, a list of student demographic data, current GPA, credits earned, and expected graduation dates. After mid-term, the retention coordinators and AAC receive reports on students failing at least one course. At the end of each term, the Office of the Registrar sends out information on

students who are on academic probation. After registration for the next term opens, OPAA also shares reports on students who have not registered to these offices for follow-up communications. These data files have been used to identify and assist students in academic difficulty earlier in the term with various support services tailored to student needs.

Survey Data to Support Pandemic Planning – Beginning in spring 2020, OPAA in collaboration with the COVID-19 response planning groups surveyed students, faculty, and staff on various issues related to the pandemic. The Student Well-Being Survey (spring 2020) asked about the student experience pivoting to remote instruction, technology needs, mental health concerns, and feedback on the university's initial COVID-19 response [**VI.8.1**]. Findings led to the creation of the Bulldog Loaner Laptop program, the refinement of online academic support services, and mental health programming for the fall 2020 semester.

Faculty feedback was also gathered to inform fall 2020 planning. Faculty were asked about their comfort levels with teaching on-campus if current social distancing and health and safety protocols were in place and about instructional technology and technology needs to continue to be successful teaching online. Findings from this survey informed summer 2020 faculty development programming and supported changes in course scheduling as well as planning for hybrid courses for a limited number of freshmen living on-campus in fall 2020.

Students, faculty, and staff provided feedback that was gathered in October 2020 to guide planning for the spring 2021 semester. One of the issues explored was the possibility of changing the timing of the spring semester by starting later /ending earlier without a spring break or incorporating wellness days throughout the semester in lieu of a spring break. The university accepted the overwhelming community response to keep the spring 2021 schedule as stated in the academic calendar.

Over 1,000 students, faculty, and staff responded to the fall 2021 planning survey administered mid-spring 2021. At this point, the university was interested in gathering feedback on its proposal to offer in-person, hybrid and online classes, factors impacting the return to campus, and interest in being vaccinated. Masking regardless of the lifting of restrictions was favored by the respondents as was offering a variety of course modalities [**VI.8.2**]. Just a couple of weeks later, USM made a formal announcement to require all students and employees returning to campus to be vaccinated. Student feedback has been gathered since that time to estimate pre-fall 2021 student vaccination levels and vaccine hesitancy for those fall 2021 students not in compliance with the USM vaccination policy [**VI.8.3**]. These targeted surveys have contributed significantly to guiding campus responses to the ever-changing pandemic impact on BSU.

Analysis of Pandemic Impact on Fall 2020 to Spring 2021 Return Rate – For each enrollment period, OPAA produces a weekly enrollment tracking dashboard to keep Cabinet members informed of progress toward enrollment targets. Fall enrollment targets are aligned with enrollment projections. Spring enrollment targets are set on historical fall to spring student return rates - typically 93% or greater. Given the stress of the pandemic, the university set the target for spring 2021 at 91%. However, the fall 2020 to spring 2021 return rate did not meet this level. As of the spring 2021 enrollment freeze, the undergraduate return rate was 86% while the graduate rate exceeded the target. Further analysis of fall 2020 non-returning students showed that over 800 undergraduates, 100 graduate students, and 47 continuing education students did not re-enroll. Of those undergraduates not returning, 190 were new first-time freshmen, 89 new transfer students, 106 seniors, and the remainder returning students [**VI.8.4**].

Non-returning students were contacted in order to better understand the reasons for not returning to BSU. The majority indicated that the stress of the pandemic, employment, and care of family members prevented them from returning. Students were encouraged to enroll in second eight-week classes and fall 2020 balance forgiveness was awarded during the summer to allow them to return in fall 2021. The personal touch and fiscal efforts appear to have been successful in bringing students back this fall. Preliminary fall 2021 enrollment information indicates the second year retention rate of the fall 2020 freshmen cohort is at least 70%. Overall enrollment levels match fall 2020 levels at the end of the drop-add period.

Summary and Conclusion

The evidence provided above suggests that Bowie State University's planning processes, resources, and structures are aligned with each other and sufficient to fulfill its mission and goals and to continuously assess programs and services. The university's administrative structure described in Standard VII and its publically available budget development are well-defined and demonstrate clear assignments of responsibility and accountability. Short- and long-term increases in funding help ensure the long-term viability of the institution. Funding from the endowment and from the lawsuit will significantly expand academic programming, support current program renewal, and provide additional support to students. These new funding sources present opportunities for revised multi-year planning and budgeting strategies. Bowie State's use of stakeholder feedback and data has identified opportunities for improvement and informed institutional decision-making.

Points of Pride
- Bowie State planning and budgeting processes, resources, and structures are aligned to mission and strategic plan goals.
- Bowie State manages its restricted and non-restricted funds effectively.
- Increased capital and facilities renewal projects have enhanced the campus environment.
- Bowie State has several mechanisms to ensure accountability internally and externally to the citizens of Maryland.
- BSU experienced the highest endowment in its history with the tremendous levels of new funding in FY 2021 because of the $25M gift from MacKenzie Scott and other corporate and private giving.

Recommendations for Standard VI
- The university should consider implementing a standardized, technology supported unit/division budget development process that would enhance the efficiency and effectiveness of fiscal planning and promote greater transparency by documenting the review and decision making processes.
- The university should seek new strategies to enhance transparency of the new multi-year planning and budgeting processes to ensure efficient and effective prioritization and alignment of all resources.
- The university should continue to support technology infrastructure upgrades.

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

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

Evidence of meeting Requirements of Affiliation found in Standard VII:
- Requirement of Affiliation 12: The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation, systems, religious sponsorship, and corporate ownership). The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished.
- Requirement of Affiliation 13: A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict-of-interest policy 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. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body.

Bowie State University's systems of governance, leadership, and administration complies with state of Maryland laws and regulations. The University System of Maryland Board of Regents, BSU's external governing body, provides general policies, procedures, and guidelines while internal shared governance bodies and administration conduct the operations of the university. Being acutely aware of its responsibility to the students, faculty, staff, and the community, BSU's leadership team fully embraces the philosophy of collective and transparent decision-making to 1) improve institutional effectiveness and long-term institutional viability, 2) advance its historic access-focused mission while embracing current needs, and 3) continuously improve its academic programs and supporting administrative process. The evidence provided below demonstrates that BSU meets this standard of accreditation and its five criteria, as well as Requirements of Affiliation 12 and 13 by upholding the principles of shared governance and by striving to achieve the Racing to Excellence, FY19-FY24 Strategic Plan goals.

The University System of Maryland, Board of Regents – BSU's Governing Body
Bowie State University discloses on its website, in its academic catalogues, and other publications that it is one of 12 academic institutions within the University System of Maryland (USM). In accordance with Maryland law, the 21-member Board of Regents (BOR) oversees the USM academic, administrative, and financial operations; formulates policy; and appoints the USM chancellor and the presidents of its 12 institutions [**VII.2.1**]. All BOR members, including two students, are appointed by the governor, president of the senate, and the speaker of the house.

The BOR has the authority to:
- Set educational policy and adopt mission statements.
- Establish goals consistent with the roles and missions approved for institutions.
- Establish guidelines for admission standards consistent with the roles and missions approved for the institutions.
- Set tuition and mandatory fees.

- Evaluate and approve short- and long-range plans.
- Evaluate and approve institutional budgets.

In accordance with the Annotated Code of Maryland, Education Article, Title 12-106, the BOR also has the responsibility for the review and approval of new academic programs and program modifications, as well as for the stewardship of USM's physical and financial assets.

Maryland public ethics law prohibits participation in matters by board members or employees where the board member or employee or certain relatives of the board member or employee have a specific interest in matters involving business entities, and/or have employment, contractual, creditor, or potential employment relationships. In addition, absent an exception, a board member or employee may not be employed by or have a financial interest in an entity regulated by the board, an entity that is negotiating or has entered into a contract with the board, or hold any other employment that would impair impartiality and independent judgement. USM BOR Policy I-7.00 Policy on Public Ethics of the Board of Regents further delineates ethical responsibilities in matters before the Maryland General Assembly [**VII.2.2**].

The BOR appointed Chancellor is the Chief Executive Officer for the USM and the Chief of Staff for the Board of Regents [**VII.2.2, p.3**]. Duties of the Chancellor include advising the members of the BOR on system-wide policies, conducting system-wide planning, assisting the various USM institutions and the three USM regional centers to achieve their respective missions and educational goals in accordance with their performance plans, and ensures that the BOR policies and mandates are administered fairly and appropriately.

Within the USM, there are several advisory councils that provide guidance to the Chancellor and members of the Board of Regents on issues, policies, and procedures [**VII.2.2, p.5**]. The groups are as follows: Council of University System Presidents, University System of Maryland Student Council, Council of the University System Staff, Council of the University System Faculty, and Alumni Relations Council.

Maryland Higher Education Commission – State Coordinating Board
As a higher education institution operating in Maryland, Bowie State must comply with regulations, policies, and procedures of the Maryland Higher Education Commission (MHEC). This independent state agency is responsible for the planning, supervision, and coordination of Maryland's postsecondary education system. The 12-member Commission is responsible for establishing state-wide policies for public and private colleges and universities and for-profit career institutions. The Maryland Governor, with the advice and consent of the State Senate, appoints the 11 members of the Commission; the Chair of the Student Advisory Council of the Commission is the 12th member and has the power to vote. The Commission has four statutory advisory councils, and the various members meet periodically to review/discuss matters, weigh issues of general importance, and make recommendations to the Maryland Secretary of Education. Commission responsibilities include the State Plan for Postsecondary Education, new colleges and universities, academic programs, mission statements, desegregation plan, operating and capital budget recommendations, funding guidelines and peer performance, capital budget priorities, student financial aid administration, data collection, and accountability [**VII.2.3**].

Chief Executive Officer (CEO) as President of the Institution
The selection of a USM university president follows BOR guidelines and bylaws. After reviewing the Chancellor's recommendations, which are based on appropriate credentials and wealth of professional experience, the BOR appoints all institutional presidents. As such, the president is responsible to and evaluated

by the Board of Regents through the Chancellor. BOR policies, guidelines, and bylaws provide for presidential authority and autonomy that allow for the institution's president to fulfill the responsibilities of the office including the full authority to develop and implement institutional plans, recruit and fully staff the institution, identify and allocate resources as necessary, and direct the institution toward attaining the goals and objectives as set in the institution's mission [**VII.3.1**].

BSU President and Cabinet – Transparent Leadership and Governance
Bowie State's President, Dr. Aminta H. Breaux, and the Cabinet are responsible for the university's administration, governance, and leadership in consultation with or advice from the shared governance groups within and outside of the institution. Dr. Breaux began serving as the tenth president in July 2017, bringing more than 30 years of diverse higher education leadership experience to the position. President Breaux is presently in her fourth year at Bowie State.

The BOR enables presidents to discharge their duties effectively and be in a viable position to fulfill the responsibilities as the chief executive officer. Presidents have the authority and resources to recruit the most qualified, professional, and competent academic leaders and administrators from within and from outside of the university, in sufficient number, and for specific functions. President Breaux, in concert with and assistance from the members of the Cabinet, the college deans, academic departmental chairs, and other administrative personnel, has the primary responsibility for establishing institutional policies, procedures and protocols, as well as for assessing the institution's efficiency and effectiveness.

The institution has an organizational and administrative structure that enables it to provide quality educational products and services that facilitate learning and research/scholarship as well as foster improvement and support the institution as a highly-functioning organization. Bowie State University's administrative structure is clearly defined and documented with unambiguous functions, stipulated powers, and well-established reporting relationships [**VII.4.1**]. As the CEO, the President hires and appoints highly qualified, credentialed, seasoned leaders and professionals to serve in various cabinet positions and to advise and assist her in fulfilling the roles and responsibilities of the following positions: Provost and Vice President for Academic Affairs, Executive Vice President and General Counsel/Chief of Staff to the President, Vice President for Administration and Finance, Vice President for Enrollment Management, Vice President for Information Technology, Vice President for Institutional Advancement, Vice President for Student Affairs, Vice President for Intercollegiate Athletics and Recreation, and the Director of University Relations and Marketing. The Cabinet aids the President in decision making and meets weekly to discuss campus-wide issues, items of importance to the advancement of the university, and cross-divisional initiatives.

BSU's Policy on Interim Selection and Recruitment of Administrators – VII-1.01 is consistent with the USM's policy, recruitment, and appointment procedures for recruiting and hiring university administrators [**VII.4.2**]. In cases of vice presidential searches, a private search firm may be used to assist the institution in developing the pool of qualified candidates and in working with the Office of Human Resources and shared governance groups to constitute the appropriate search committee members for the process. The search committee selects and interviews candidates and then recommends three to five candidates to the President for the final decision and appointment. The President conducts both the mid-year and annual evaluations to assess and ascertain the level of performances of the Cabinet members under him/her. Information generated from these evaluations are used to enhance their future unit performance.

BSU's Internal Shared Governance – Built on Shared Responsibility

Bowie State University's system of governance allows it to realize the institution's stated mission and educational goals in ways that benefit the institution, its students and faculty, and all the other constituencies it serves. Being acutely aware of its full responsibility and accountability to students, employees, alumni, and Maryland citizens, Bowie State's President and Cabinet embrace the philosophy of participatory democracy and collaborative decision-making as the best approach to promote and improve institutional effectiveness, achieve its mission and educational excellence, promote academic integrity, and continue to build on its enduring historic legacy as the oldest historically black academic institution of higher learning in Maryland. The dynamic and interactive relationship between the various governing bodies demonstrates that Bowie State University upholds the principles of shared governance and mutual responsibility, with each member deeply committed to working within this framework to address and advance the priorities of the university and its constituencies.

USM Board of Regents Policy on Shared Governance in the University System of Maryland (I-6.00) provides fundamental principles of shared governance within USM institutions and serves as the guidepost for BSU's interlocking system of student, faculty and staff affinity groups, and the President's Cabinet [**VII.1.1**]. The BSU University Council brings together Faculty Senate, Staff Council, the Student Government Association, the Graduate Student Association, and senior administrators to discuss issues affecting the campus community and to recommend policies and procedures involving relationships among and between the administration and the shared governance groups. The University Council has six committees that focus on university-wide issues: Traffic, Parking and Safety; Space, Building and Grounds; Fiscal Affairs; Governmental Relations; Wellness; and Information Technology [**VII.1.2**].

Each shared governance group has its own roles, structure, and responsibilities. The primary purpose of the Faculty Senate, as outlined in its constitution and bylaws, is to "enable the faculty of BSU to perform its functions and to carry out its responsibilities as the professional teaching body at the University." The senate makes recommendations directly to the Provost and/or President on matters of primary faculty responsibility, including academic policies, procedures, and standards; curriculum, course content and instruction; research and scholarship; faculty appointment, retention, promotion and tenure; and the development of policies that affect faculty welfare. Other recommendations include the selection and appointment of department chairs and administrators, mission and budget priorities, and issues that affect the ability of students to complete their education. A member of Faculty Senate also serves on the Council of University System Faculty [**VII.1.3**].

The Faculty Senate membership includes one representative and one alternate elected from and by the full-time faculty of each academic department and two tenured representatives elected at large from and by each college. Faculty Senate chair, vice chair, and secretary officers are elected by Faculty Senate in accordance with the constitution and bylaws. The Standing Committees of the Senate include Faculty Constitution; Faculty Elections; Faculty Evaluation; Faculty Grievance; Faculty Welfare; Academic Standards and Policies; Appointment, Rank and Tenure; General Education; Graduate Council; University Curriculum; and Assessment of the Student Learning and Experience.

All full-time tenure, tenure-track, contractual faculty, and librarians are members of the plenary body known as the Faculty Association. Faculty Senate officers also serve as officers of the Faculty Association. Faculty Association meetings are called when issues of significant importance need to be shared and feedback collected from all full-time faculty and librarians.

The Staff Council is charged with making recommendations to the University Council on issues affecting staff, communicating staff concerns to the President, informing employees of activities of the Staff Council and USM related actions, and providing a BSU liaison for the Council of University System Staff. The Staff Council represents all non-union BSU staff, including exempt, non-exempt, and Contingent II employees, with each university division having voting representation. Standing committees of Staff Council address its constitution and bylaws, staff policy review, professional development, elections and nominations, scholarship fund management, environmental impact, and events [**VII.1.4**]. Staff represented by either The American Federation of State and County Municipal Employees or sworn police officers represented by the Maryland Classified Employees Association follow the policies and procedures for their respective collective bargaining unit memorandum of understanding.

The Student Government Association and Graduate Student Association represent undergraduate and graduate students' concerns, needs, and interests as well as social, academic, and professional opportunities. Each organization is supported by a staff advisor and has its own constitution, bylaws, and operating budget. Members of these student organizations are appointed by their respective associations to serve on the University Council and on identified committees of the Faculty Senate, including the Academic Policies and Standards and the Curriculum Committees [**VII.1.5 and VII.1.6**].

Common themes across all shared government groups are documented processes for elections (including those for leadership), constitutional and bylaw review processes, open meetings, minutes, and periodic meetings with the President and other senior leaders. To facilitate the sharing of information and for effective communication, the President and/or Cabinet members are often invited to attend the open meeting portion. The constituent groups may invite members of the President's Cabinet as ex-officio members to participate and serve as liaisons for the President. The President and the VPAF meet with collective bargaining units as necessary to address concerns. The President and Provost meet periodically with the BSU chapter of the American Association of University Professors on topics of mutual interest.

External feedback is also important to advancing the university. The President consults on a regular basis with the Bowie State University Board of Visitors, who provide feedback and external community perceptions on university initiatives, strategic direction, and plans. The BSU Foundation Board identifies philanthropic opportunities by keeping a pulse on these activities in the region. The BSU National Alumni Association provides the President an opportunity to share current directions and initiatives so that alumni can be effective ambassadors for the university. Additional external feedback is collected through interactions with political leaders, service on state, local and national boards, and participation in community events.

An emergency alert system, email messaging, regular events, community town hall meetings, and video messaging are the primary communication strategies the President uses to keep the campus informed of initiatives, issues, funding, successes, and emergencies. Cabinet members reinforce campus-wide communication in divisional staff meetings with the expectation that senior division staff share the information with employees. The institution's website and social media accounts are the vehicles for external audiences.

Despite the multitude of challenges faced during the pandemic between April 2020 and December 2020, the university successfully completed three national cabinet level searches. The Provost and Vice President for Academic Affairs, the Vice President for Student Affairs, and the Vice President for Information Technology were hired to lead their respective divisions and provide critical leadership during an unprecedented time in higher education. With all Cabinet positions filled, President Breaux and the leadership team were able to

continue achieving the strategic plan goals as well as address the specific challenges of offering a high quality education during the pandemic.

During the past academic year, the Division of Academic Affairs piloted a hybrid learning environment for freshmen, was approved to offer online programs, planned for expanded programming at regional centers, and provided faculty and student academic support systems virtually. The Division of Student Affairs led pandemic planning. Over 80% of students, faculty, and staff indicated satisfaction with pandemic communications, and at least 70% expressed satisfaction with testing protocols and daily health monitoring [**VI.8.2**]. The Division of Information Technology extended the virtual lab environment to support instruction, developed a technology loaner program, completed a substantial upgrade of PeopleSoft and expanded its helpdesk services. The Division of Enrollment Management admitted and on-boarded two classes of new students virtually as well as awarded new financial aid funds to all eligible students. The Division of Administration and Finance updated facilities to meet pandemic health and safety standards and pivoted most internal support services to a virtual environment.

Having a complete leadership team allowed Bowie State University to maintain normal business operations, provide high-quality educational opportunities in a virtual environment, and explore new and innovative initiatives to further advance the strategic plan.

Periodic Assessment of Leadership, Governance and Administration
The strategic plan identified two critical units that needed to be established to support student success and diversity and inclusion efforts. As described in Standard IV, the Division of Enrollment Management was created to coordinate and streamline recruitment, admissions, financial aid, and registrar functions. The Office of Multicultural Services and Programs was also created to enhance student, faculty, and staff awareness and appreciation of all aspects of diversity. These strategic objectives were included after analysis by the Strategic Planning Committee.

Prior to the beginning of each fiscal year, the President shares with the USM specific goals the institution anticipates achieving that year. The President provides a mid-point update and a final report as part of the USM Chancellor's annual review of each president. The Chancellor and the Board of Regents conduct an in-depth review of presidents after three years in accordance with the Policy on the Multi-Year Review of USM Presidents [**VII.5.1**].

In accordance with BSU human resource policies, the President conducts extensive reviews of Cabinet members and direct reports annually. Each Cabinet member completes personnel reviews of their direct reports that include an analysis on the attainment of division and unit goals.

Summary and Conclusion
The evidence provided demonstrates that Bowie State University is governed and administered in a manner that allows the institution to realize its stated mission and goals in a way that effectively benefits the institution, its students, and other constituents it serves. Bowie State is governed by the USM Board of Regents and has an internal governance structure that is clear, articulated, and transparent. The President's Cabinet and the University Council shared governance bodies work together to meet the university mission and address current realities. Assessment of leadership structures occurs periodically through shared governance group self-evaluation. Annually, the President and Cabinet members undergo reviews that inform divisional changes as necessary.

Points of Pride
- The university's leadership fully supports the philosophy of shared governance.
- Administration seeks the input of shared governance groups on major decisions.
- All cabinet positions are filled with permanent appointments enabling all divisions to operate fully and contribute to the achievement of the strategic plan goals.

Recommendation for Standard VII
- The university should assess the University Council committee structure to determine if the committee structure effectively supports current and future challenges facing the university, its employees, and the institution's mission.

CONCLUSION

As the oldest HBCUs in Maryland, and one of the ten oldest in the country, Bowie State University provides high-quality and affordable educational opportunities for students with ambitions to achieve and succeed. A supportive academic environment empowers students to think critically, make new discoveries, value differences, and emerge as leaders in a highly technical, rapidly changing global society. Recognized by MSCHE for its Self-Study Design Plan, the university embarked on a self-study process that confirmed by virtually all significant institutional measures—enrollment, retention and graduation, student learning assessment, financial well-being, strategic planning, and academic innovation—that Bowie State is successfully delivering on its mission as an engaged, inclusive, student-oriented university with a longstanding commitment to serving diverse students in the region.

For nearly two years, the coronavirus pandemic wrought unprecedented challenges upending traditional educational practices at institutions of higher learning worldwide. Bowie State University was no exception as students, faculty, staff, and administrators were forced to learn, teach, serve, and manage under a triple threat of a global disease, racial discrimination, and economic depression. It was under these exceptional circumstances that Bowie State conducted its self-study while simultaneously executing a gargantuan effort to respond to all campus-wide issues related to the pandemic.

Throughout the report, Bowie State clearly demonstrated compliance with the MSCHE Standards for Accreditation. Furthermore, the self-study identified strengths and produced key recommendations for each standard that will guide future strategic planning processes and campus initiatives throughout the next five years. The strengths and recommendations are highlighted below:

Key Strengths
- The Racing to Excellence FY19–FY24 Strategic Plan guides the university's efforts to meet its mission, vision and goals. The three institutional priorities - academic excellence, student success, and institutional viability – are advanced by the faculty through the design and delivery of the student learning experience and by staff through the support of the student learning experience.
- Bowie State's core value of inclusion is demonstrated through its focused efforts to ensure the campus is welcoming all types of diversity.
- Bowie State faculty are committed to student academic success and incorporate various instructional strategies and modalities to meet student needs. The faculty are active in research, scholarship and service – key components that support a vibrant academic community.
- The general education and academic program assessment structures include both direct and indirect measures that support continuous improvement of the student learning experience. Administrative leadership and faculty drive the assessment of educational effectiveness and bolster the three institutional priorities.
- The creation of the Enrollment Management Division signified the importance of strong collaboration and consistency among efforts of student recruitment, admissions, financial support, and on-boarding as well as proper maintenance of academic records to foster long-term student success and institutional viability.
- A faculty-led assessment culture informs practice and improves academic programs and initiatives.
- Planning and budgeting processes, resources, and structures are aligned to the mission and strategic plan goals. The shift to a multi-year budget cycle will enable the institution to efficiently and effectively use future increases in funding.

- The university's leadership fully supports the philosophy of shared governance, and the administration seeks the input of shared governance groups on major decisions.

Self-Study Recommendations
Standard I
- In the next strategic planning process, the strategic planning committee should recommend specific goal-level metrics and targets as well as a communication strategy so that progress on goal attainment can be transparent to the campus community.

Standard II
- The units responsible for faculty and staff hiring practices, grievance procedures, and conflict of interest processes should establish a mechanism to ensure that policies and procedures meet current best practices. This process should include an external review by experts in the field.

Standard III
- The university should support the expansion of academic programs identified to be fully online with academic, administrative, student, and technical infrastructures so that the institution can provide a quality educational and student learning experience and can adhere to NC-SARA guidelines and best practices for online education.
- The university should continue to evaluate faculty salary issues through a transparent process that balances faculty and administration concerns, develop an action plan to address findings, and establish a cycle for faculty salary review and adjustment, if warranted.
- The Division of Academic Affairs should develop and implement a process to ensure that adjunct faculty have the opportunity to be appointed to adjunct faculty II status in accordance with BSU policy.
- The Division of Academic Affairs should develop a pre-submission process for new academic programs to ensure that new academic program development aligns with the strategic direction of the university and that appropriate human and fiscal resources are allocated to support program development, implementation, and long-term program viability.
- The Division of Academic Affairs should implement a common syllabus template that includes the criteria for best practices in undergraduate education.

Standard IV
- The university should continue to integrate online student service appointments as the standard post-pandemic operating procedures to provide access and increase student services during and after normal business hours.
- The Division of Student Affairs should continue to expand its student outcomes assessment strategies with the use of technology and professional development to enhance co-curricular experiences.

Standard V
- The Division of Academic Affairs should create a university-wide Council for Accredited Programs (CAP) to reinforce continuity, planning, communication, budgeting, leadership, and accreditation self-study support.
- The CAStLE members should revise the annual assessment report review process and corresponding rubric by involving higher levels of academic leadership and a designated team of internal reviewers to improve interrater reliability.

- The Center for Academic Programs Assessment (CAPA) should seek funding for two colleges to develop additional centers for assessment and accreditation.
- The institution should adopt software/technology to support campus assessment and data warehouses.

Standard VI
- The university should consider implementing a standardized, technology supported unit/division budget development process that would enhance the efficiency and effectiveness of fiscal planning and promote greater transparency by documenting the review and decision making processes.
- The university should seek new strategies to enhance transparency of the new multi-year planning and budgeting processes to ensure efficient and effective prioritization and alignment of all resources.
- The university should continue to support technology infrastructure upgrades.

Standard VII
- The university should assess the University Council committee structure to determine if the committee structure effectively supports current and future challenges facing the university, its employees, and the institution's mission.

In conclusion, the evidence, points of pride, and examples presented in this self-study centered on the ways in which Bowie State meets the criteria for each of MSCHE's seven standards. The evidence and examples were organized around systematic and purposeful efforts to demonstrate the achievement of the three institutional priorities of student success, academic innovation, and institutional viability as well as the goals of the university's strategic plan. The university is eager to engage with the MSCHE Evaluation Team during the virtual site visit and anticipates receiving valuable feedback that will assist Bowie State University to continue its Race to Excellence.

COVID-19 ADDENDUM

This is an overview of the Coronavirus (COVID-19) Response Plan initiated by Bowie State University (BSU) since the onset of the pandemic. The purpose of this overview is to demonstrate how the institution remained steadfast in its continuity of operations, delivery of the student learning experience, and administrative leadership. The adherence to each MSCHE standard was maintained throughout the pandemic planning process and campus implementation. A summary of the actions taken during the three phases is provided below.

Bowie State University (BSU) was been committed and innovative in its efforts to combat the COVID-19 virus. The administration dedicated numerous resources including the Higher Education Emergency Relief Fund (HEERF) established by the Coronavirus Aid, Relief, and Economic Security Act or CARES Act funds to execute emergency management and contingency planning as well as, maintain university business operations and continuity. A COVID-19 workgroup was established to develop and implement flexible and adaptive policies, procedures, and communications for all aspects of the university operations (e.g., governance, student services, student learning outcomes, etc.) to keep abreast of the recommendations and mandates issued by the Governor of the state of Maryland, the University System of Maryland (USM), and the Prince George's County local government mandates. The university kept the BSU community informed with weekly updates, social media, town halls, dedicated webpages including a dashboard that reported the number of tests administered, positive cases, and vaccination compliance numbers. The measures identified helped to inform and assist with the administrative leadership with data-informed decision making for strategic campus operations.

Spring 2020: Initial Pandemic Response
Since January 2020, Bowie State, the USM, and the state of Maryland have been monitoring the spread of the coronavirus. In late January, BSU's University Relations and Marketing sent out a community announcement to the students, faculty, and staff with information regarding COVID-19 and Centers for Disease Control and Prevention (CDC) guidance. One month later, the campus limited travel abroad programs in response to CDC and U.S. State Department requirements. On March 6, 2020, Maryland Governor Larry Hogan declared a State of Emergency. In response to this declaration, USM asked institutions "to inventory and test their capacity to have employees telework and to carry on all instructional activities electronically." USM also directed campuses to reduce large gatherings whenever possible.

In response to the state of Maryland actions and USM guidance, BSU cancelled classes on Thursday, March 12th and Friday March 13th to aggressively prepare for remote instruction beginning on March 23, 2020. To assist with the temporary transition to distance education, BSU's four college deans organized Blackboard training sessions for all faculty who were not teaching classes online. During these two days, in-person training sessions were offered for each academic department. Online and open sessions were also available to ensure that everyone (including part-time faculty) could receive the necessary training to continue instructional delivery online. In addition, faculty-to-faculty support and academic computing resources were directed to assist faculty with instructional materials and virtual labs in order to maintain continuity of instruction and to meet course expected learning outcomes. The USM provided learning resources through the Kirwan Center for Academic Innovation's Remote Teaching@USM website.

During spring break (March 14 – March 22, 2020), faculty worked diligently to prepare their courses for remote instruction. Faculty were asked to include at least the following in each Blackboard course: course syllabus, faculty contact information, virtual office hours, course materials, assignments, attendance, and required to use the Blackboard gradebook feature. Department chairpersons and deans were tasked with ensuring that

instruction met these standards. The Office of Planning, Analysis and Accountability monitored Blackboard courses and student activity weekly and shared information with academic departments and student support units.

To ensure academic integrity, faculty were given access to SafeAssign and Turnitin. Both products compare submitted assignments against a set of academic papers to identify areas of overlap between the submitted assignment and existing works. A report is provided to both students and faculty about matches found between a student's submitted paper and existing sources. The report is then used to review assignment submissions for originality and create opportunities to identify how to properly attribute sources. Additionally, the University Testing Services (UTS) office trained both faculty and students on the use of Respondus Lockdown Browser for course assessments. UTS also explored other secure options for assessment of students with Chromebooks.

Experiential learning courses utilized a variety of approaches to meet course outcomes. The undergraduate and graduate nursing programs employed simulation as an alternative to face-to-face clinical/practicum experiences. Examples of these simulated modalities included unfolding case studies, virtual simulations, and tele-health (graduate students only). In an effort to increase their knowledge of simulation and available resources, faculty participated in numerous webinars conducted by simulation experts and vendors e.g., Shadow Health, ATI, and Lippincott.

The Maryland State Department of Education (MSDE) in its March 30, 2020 memorandum provided clinical internship options for teacher preparation programs. Students were able to meet internship requirements through continued work with teacher mentors to support online instruction. The College of Education programs used other permitted substituted processes as outlined in the Code of Maryland Regulations (COMAR) to ensure that graduating students maintained their path to completing their degrees. In the College of Arts and Sciences, science labs and art studio courses shifted to online resources. Applied music classes incorporated Blackboard Collaborate to continue instruction with individual students.

On March 19th, BSU announced that remote instruction would be extended through the end of the spring 2020 semester. The Interim Provost and Vice President for Academic Affairs sent an email letter to all students outlining steps students should take to be successful during the temporary transition to distance education which emphasized that students should complete the Blackboard Student Orientation course and would be required to login into Blackboard during regularly scheduled class times for live or recorded lectures, activities, and/or assignments.

To further support students, the Division of Academic Affairs established a virtual Remote Learning Academic Help Desk to triage student challenges. During the first week of remote learning, approximately 100 students reached out to covid19academics@bowiestate.edu with challenges related to lack of technology and/or wireless network technology (Wi-Fi) access, contacting professors, academic advising, and other administrative issues. The Help Desk tracked each initial inquiry to final resolution.

Academic Support Services continued to provide assistance to students. Disability Support Services maintained learning support with registered students. The Academic Advising Center established protocols for virtual advising. Counseling Services continued to provide assistance to students in distress. The Career Services office helped students who were involved in co-op or internship experiences to complete their course/degree requirements. Staff were in email and teleconference communication with students in specialized programs

(examples include: Honors, TRIO, Scholars Studio, Entrepreneurship Academy) so that students could maintain both academic standards and personal health during these stressful times.

On March 30, 2020, Governor Hogan issued a "Stay-at-Home" executive order that required BSU to provide students with Wi-Fi and computer access in Thurgood Marshall Library computer lab Monday – Friday 8am-5pm. The Library shifted to on-line services. Academic online tutoring was available through SMARTHINKING, a 24/7, online student service, that provided writing review services as well as tutorial support in mathematics and statistics, sciences, business, and computer science and computer technology. BSU's Writing Center established remote student support. Other on-campus tutoring services refined continuity of operation plans that began with availability the week of April 6th.

The "Stay-at-Home" order lasted throughout the remainder of the spring 2020 semester. Weekly emails were sent to students, faculty, and staff updating them on campus resources and Bowie State's pandemic response. The university implemented a pass/fail credit grading option, to address student concerns about possible negative impact COVID-19 protocols would have on grades. BSU held its first virtual graduation in June 2020.

Summer 2020 – Spring 2021: Limited Campus Density
The campus-wide planning efforts, under the direction of the BSU COVID Coordinating Team brought forward recommendations for limited campus density for the fall 2020 semester. The team was comprised of a broad cross-section of campus members, including representatives of key operational units and all shared governance groups. The COVID coordinating team recommended a low-density hybrid model to provide first time students the opportunity to reside on campus while attending a limited number of courses in person.

The Hybrid First-Year Intensive Model focused on offering in-person classes primarily for first-year students. Bowie State recognized the importance of an effective transition for first-year students to the collegiate educational and co-curricular experience. Success in the first year is critical to students' academic and personal development. The direct engagement with faculty, along with immersive co-curricular activities, are important in nurturing their ability to persist at the university. All classes transitioned to fully remote instruction after the Thanksgiving break.

The requirements for physical distancing in the residence halls also necessitated a substantial reduction in the number of residential students. In alignment with the Hybrid First-Year Intensive instructional model, the university housed first-year students on-campus and adhered to health and safety protocols in place at that time. The residential population was compromised of first time students with some accommodations being made for targeted upper-class students with special circumstances. BSU staff, primarily from the divisions of Student Affairs, Administrative and Finance, and Information Technology provided programming and maintained the campus so that students could have a limited freshmen living on campus experience. Ongoing COVID-19 testing of residential students and staff and protocols for positive test results enabled the campus to be a safe environment.

The COVID-19 testing strategy was designed to aggressively monitor faculty, staff, and students regularly on campus as well as members of the community who could be periodic visitors. All individuals coming to campus were, and are currently, required to adhere to daily symptom screening through the Point-and-Click app and participate in twice-weekly COVID-19 testing. The combination of symptom screening and a negative test result generates a green badge in the app, which is used as a pass for admittance onto the campus at entrance

checkpoints. The green badging system is also used to gain access to residence halls, classrooms, the student center, activities and athletic events.

Administrative and student support units provided predominately virtual services during the fall 2020 term. Faculty professional development was provided to enhance the virtual instructional experience. Shared governance groups continued virtually. Increased numbers of campus constituents participated in Town Hall meetings. Students, faculty, and staff were surveyed to collect feedback for planning and decision making. Virtual administrative and student support services continuously improved as technology solutions were implemented and administrative protocols were adjusted.

During AY 2020 - 2021, significant progress was made to better position the university in terms of its overall mission and immediate future with online education. The university received approvals from MSCHE, USM, MHEC, and NC-SARA to offer fully online programs. Other achievements such as an overall system of master course development shells and a formalized Online Procedures and Policy Manual continued to evolve and improve BSU's ability to begin to offer innovative and highly competitive online programs in spring 2022.

The spring 2021 semester continued with limited on-campus residential students. A small number of classes were held on-campus including several lab-intensive courses. Ongoing testing continued for on-campus students, faculty and staff. The twice-weekly COVID-19 testing regimen continued for on campus employees and students to meet local health and safety requirements. Residential students were in campus housing until the mid-March spring break when instruction switched to predominately online.

In April 2021, the USM announced a vaccination requirement for all students, faculty, and staff returning to campus in the fall 2021. In response to the USM announcement, BSU implemented a three-phase approach for returning to campus: Phase I planning, Phase II implementation and Phase III monitor and quality control. All current and prospective students as well as employees were notified through multiple communications of the vaccination requirement and the expectations for returning to campus in August. Facilities enhancements included workplace personal protective equipment and air purifiers, building HEPA filters and UV lighting, and indoor misting and sanitation schedules, floor markers, and signage promoting social distancing.

Summer 2021- Fall 2021: Return to Campus
To conclude the spring 2021 semester, BSU celebrated the achievements of its students with a hybrid commencement ceremony that welcomed graduates and their families back to campus for the first time in 14 months. The virtual commencement speaker, Stacey Abrams, delivered a powerful message to the newest BSU alumni. All safety protocols were followed to ensure compliance with state and county guidelines. Beginning in June 2021, consistent with Prince George's County local guidelines, BSU relaxed outdoor masking for all guests, students, and employees for events with fewer than 100 people. All guests, students, and employees were required to mask indoors regardless of vaccination status. Visitors to campus had to follow the same guidelines of masking inside and were able to enjoy a relaxed mask requirement outdoors for events with fewer than 100 people. Vaccinated individuals began testing every 30 days and all individuals must complete the daily symptom monitoring. Staff returned to campus in mid-July adhering to these protocols. In late August, faculty and students returned. Between August 1 and September 17, 2021 the university administered 8,770 COVID-19 tests with 27 positive results. Over 90% of faculty and staff are compliant with the USM vaccination requirement.

The ongoing efforts to encourage all Bowie State students to get vaccinated has yielded significant success. For those with in person classes, BSU achieved an 82% vaccination compliance rate. An additional 451 student with courses exclusively online have also submitted vaccination documentation. Combined, BSU has achieved a 93% vaccination compliance rate for those student seeking to arrive to campus for classes or activities. This is a major achievement toward the goal to protect the health of all students and the entire BSU campus community from the expanding threat of the COVID-19 Delta variant. These students are now prepared to continue in their academic programs uninterrupted and fully participate in all campus activities, including the homecoming events. Each student must continue to complete the daily symptom survey and get COVID-19 tests as required to maintain a green badge in the Wellness Patient Portal.

In conclusion, Bowie State University (BSU) has been proactive in monitoring the ever-changing challenges presented by the COVID-19 pandemic and has instituted a deliberate and monitored transition plan back to campus that maintains health and safety protocols for all campus constituents. Throughout the pandemic, Bowie State maintained continuity of education and operations and adhered to Maryland and Prince George's County health and safety requirements as well as all MSCHE standards as described in this self-study.

TABLE OF ABBREVIATIONS

Abbreviation	Name
AAC	Academic Advising Center
AALHE	Association for the Assessment of Learning in Higher Education
ABET	Accreditation Board for Engineering and Technology
ACBSP	Accreditation Council for Business Schools and Programs
ACEN	Accreditation Commission for Education in Nursing
ACUE	Association of College and University Educators
ADA	Americans with Disabilities Act
ARTSYS	Articulation System for Maryland Colleges and Universities
AY	Academic Year
BOR	Board of Regents
BSN	Bachelor of Science in Nursing
BSU	Bowie State University
CAAR	Center for Accreditation, Assessment and Retention
CACREP	Council for Accreditation of Counseling and Related Educational Programs
CAEP	Council for the Accreditation of Education Preparation
CAPA	Center for Academic Programs Assessment
CARES	Coronavirus Aid, Relief, and Economic Security Act
CAS	College of Arts and Sciences
CAStLE	Committee for the Assessment of Student Learning and Experience
CCE	Civic Competency and Engagement
CESS	College Employee Satisfaction Survey (Ruffalo Noel Levitz)
CETL	Center for Excellence in Teaching and Learning
CIAA	Central Intercollegiate Athletic Association
CLA+	Collegiate Learning Assessment Plus
CNSMN	Center for Natural Sciences, Mathematics and Nursing
COB	College of Business
COE	College of Education
COMAR	Code of Maryland Regulations
CPS	College of Professional Studies
CSWE	Council on Social Work Education
DBM	Department of Budget Management
DoIT	Division of Information Technology
DPS	Department of Public Safety
DSA	Division of Student Affairs
DSS	Disability Support Services
EA	Entrepreneurship Academy
EAB	(formerly) Education Advisory Board
EIA	Excellence in Assessment
ELLC	Entrepreneurship Living and Learning Community
EML	(formerly) Department of English and Modern Languages
EPE	English Proficiency Exam
ETS	Educational Testing Service

Abbreviation	Name
FAC	Faculty Program Assessment Coordinator
FAF	Faculty Assessment Fellow
FERPA	Family Educational Rights and Privacy Act
FRSE	Freshman Seminar
FY	Fiscal Year
GEC	General Education Committee
GEIR	General Education and Institutional Requirements
GEP	General Education Program
GSA	Graduate Student Association
GSDRC	Gender and Sexual Diversity Resource Center
HBCU	Historically Black College and University
ICAI	International Center on Academic Integrity
ICD	Intercultural Competency and Diversity
IPEDS	Integrated Postsecondary Education Data System
IRB	Institutional Review Board
KPI	Key Performance Indicator
LGBTQIA	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex and Asexual/Agender
LLCS	Department of Language, Literature, and Cultural Studies
LMS	Learning Management System
MFR	Managing for Results Report
MHEC	Maryland Higher Education Commission
MSCHE	Middle States Commission on Higher Education
NASA	National Aeronautics and Space Administration
NASPAA	Network of Schools of Public Policy, Affairs, and Administration
NCAA	National Collegiate Athletic Association
NCAE-C	National Centers of Academic Excellence in Cybersecurity
NCATE	National Council for the Accreditation of Teacher Education
NCLEX	National Council Licensure Examination
NC-SARA	National Council for State Authorization Reciprocity Agreement
NILOA	National Institute for Learning Outcomes Assessment
NSF	National Science Foundation
NSO	New Student Orientation
NSSE	National Survey of Student Engagement
OAA	Office of Assessment and Accreditation
OEC	Office of Equity Compliance
OHR	Office of Human Resources
OMPS	Office of Multicultural Programs and Services
OPAA	Office of Planning, Analysis, and Accountability
ORSP	Office of Research and Sponsored Programs
OSA	One Step Away Initiative
PIN	Position Identification Number
ROTC	Reserve Officer Training Corp
SAILS	Standardized Assessment of Information Literacy Skills
SEM	Strategic Enrollment Management

Abbreviation	Name
SMART	Southern Maryland Autonomous Research and Technology
SOS	Symphony of Soul
SURI	Summer Undergraduate Research Institute
TMCF	Thurgood Marshall College Fund
UCC	University Curriculum Committee
URM	University Relations and Marketing
USG	Universities at Shady Grove
USLAC	University Student Learning and Assessment Committee
USM	University System of Maryland
USMAI	University System of Maryland and Affiliated Institutions
USMSM	University of System of Maryland (USM) at Southern Maryland
UTS	University Testing Services
VITALab	Virtual Instruction, Training and Assessment Lab
VPAF	Vice President for Administration and Finance
VPSA	Vice President for Student Affairs

MSCHE EVIDENCE INVENTORY DOCUMENTS

Standard. Criteria. Evidence	Document Name
I.1.1	MHEC Approval of BSU Mission Statement and BSU Mission Statement Report
I.2.1	2013-2018 Bowie State University Strategic Plan
I.2.2	2013-2018 Bowie State University Strategic Plan - End of Plan Analysis
I.2.3	Racing to Excellence FY19-FY24 Strategic Plan
I.3.1	Ruffalo Noel Levitz College Employee Satisfaction Survey - Selected Results
I.4.1	Annotated Code of Maryland Periodic Review of Mission Statements
II.1.1	BSU Faculty Handbook
II.1.2	USM BOR Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity
II.1.3	BSU Policy on Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity
II.1.4	USM BOR Policies on Patents and Intellectual Property
II.2.1	BSU Policies on Non-Discrimination on the Basis of Sexual Orientation and Gender Identity or Gender Expression and Racism and Campus Diversity
II.2.2	BSU Civility Commission Report
II.2.3	BSU Code of Student Conduct
II.3.1	BSU Policy and Procedures on Faculty Grievance
II.3.2	BSU Employee Handbook
II.3.3	BSU Office of Equity Compliance website
II.3.4	BSU Office of the Controller USM Communication Channels for Reporting Fraud
II.3.5	BSU Division of Student Affairs website Customer Service Concerns
II.3.6	MHEC Student Complaint Process
II.4.1	BSU Statement of Ethics
II.4.2	BSU Foundation Board and Board of Visitors Bylaws
II.4.3	USM BOR Policy on Professional Conduct and Workplace Bullying
II.4.4	BSU Policy on Professional Commitment of Faculty
II.4.5	ORSP Conflict of Interest Form
II.5.1	OHR Briefing to Search Committees 2020
II.6.1	URM Strategic Plan
II.7.1	MHEC 2021 Data Book – Tuition and Fees section only (highlighting added)
II.8.1	USM Audited Financial Statements FY 2018-2020
II.8.2	Budget Office Monthly Dashboard June 2021
II.8.3	USM Mandatory Reporting Calendar FY 2022
II.8.4	Bowie State's Institutional Federal Compliance Report
II.9.1	Academic Integrity Policy and Procedures Draft Report
II.9.2	BSU Cultural Diversity Report 2021
III.1.1	Academic Programs by College, Department and Level
III.1.2	COMAR Degree Requirements
III.2.1	Full-time Faculty by Race, Gender and Tenure Status Fall 2020
III.2.2	BSU Policy on Evaluation and the Performance of Faculty

Standard. Criteria. Evidence	Document Name
III.2.3	BSU Faculty Evaluation Instrument Spring 2021
III.2.4	BSU Policy on the Employment of Adjunct Faculty
III.2.5	FY 2013 – FY 2019 Budget Initiatives – New Faculty
III.3.1	Undergraduate Catalog 2020-2021
III.3.2	Graduate Catalog 2020-2022
III.4.1	BSU Online Policy and Procedures 2021 Draft
III.4.2	TMCF and ACUE Excellence in Online Instruction initiative and BSU grant proposal 2021
III.4.3	Listing of Academic Support Units and Provost Direct Reports Services
III.5.1	General Education and Institutional Student Learning Outcomes
III.5.2	General Education Courses
III.5.3	GEIR Assessment Schedule
III.5.4	Center for Academic Programs Assessment website
III.5.5	GEC Rubric and Syllabi Review Report 2015
III.5.6	edBridge General Education Syllabi Review Report 2021
III.6.1	Graduate Faculty Credentials 2020-2022 Graduate Catalog
III.8.1	USM Program Review Schedule
III.8.2	BSU Academic Program Review Manual 2020
III.8.3	Bioinformatics Program Revitalization Plan 2021
III.8.4	BSU Academic Program Review Reports for USM
IV.1.1	BSU Enrollment Factbook 2020-2021
IV.1.2	MHEC Richard W. Collings III Leadership with Honor Scholarship program
IV.1.3	Strategic Enrollment Management Plan
IV.1.4	EAB Admissions Report 2020
IV.1.5	USM Policy on Undergraduate Admissions
IV.1.6	COMAR Transfer of Education Program Credit
IV.1.7	Graduate Admissions Requirements
IV.1.8	BSU Cost of Attendance 2020-2021
IV.1.9	AAC New Freshmen Advising Presentation Summer 2021
IV.1.10	AAC New Transfer Student Advising Presentation Summer 2021
IV.2.1	COMAR Admission of Transfer Students and First-time Students with Advanced Standing
IV.2.2	BSU Transfer Admissions Partnerships
IV.2.3	USM Articulation System for Maryland Colleges and Universities
IV.3.1	BSU Policy on Confidentiality of Student Records and FERPA Guidelines
IV.4.1	DSA Office and Program Summary Spring 2021
IV.4.2	DSA FY 2020-FY 2025 Strategic Plan
IV.4.3	DSA Fall 2020 List of Programs
IV.4.4	DSA Co-Curricular Report FY 2021
IV.6.1	Enrollment Management Accomplishments FY 2019 - 2021
IV.6.2	DSA Consolidated Weekly Report 6-15-2021
IV.6.3	Athletics Academic Report Fall 2020 and Spring 2021
V.1.1a	College of Arts and Sciences Program Student Learning Outcomes
V.1.1b	College of Business Program Student Learning Outcomes

Standard. Criteria. Evidence	Document Name
V.1.1c	College of Education Program Student Learning Outcomes
V.1.1d	College of Professional Studies Program Student Learning Outcomes
V.2.1a	College of Arts and Sciences Annual Assessment Reports
V.2.1b	College of Business Annual Assessment Reports
V.2.1c	College of Education Annual Assessment Reports
V.2.1d	College of Professional Studies Annual Assessment Reports
V.2.2a	College of Arts and Sciences Five Year Assessment Plans
V.2.2b	College of Business Five Year Assessment Plans
V.2.2c	College of Education Five Year Assessment Plans
V.2.2d	College of Professional Studies Five Year Assessment Plans
V.2.3	Annual Assessment Report Rubric and Summary Findings
V.2.4	General Education National Standardized Assessments to GEIR Map
V.2.5	General Education SAILS Summary and Overview 2020
V.2.6	General Education WAVES Critical Thinking and Writing Summary
V.2.7	General Education HEIghten Civic Competency and Engagement Summary Report 2020
V.2.8	General Education HEIghten Intercultural Competency and Diversity Summary Report
V.3.1a	Computer Science ABET Self-Study Report
V.3.1b	Computer Technology ABET Self-Study Reports General Criteria and Cybersecurity
V.3.2	College of Business ACBSP Response 2021
V.3.3	College of Business NASPA Response 2020
V.3.4	College of Education CAEP Action Report 2021
V.3.5	College of Education CACREP Action and 2021 Annual Report
V.3.6	College of Professional Studies ACEN BSN Action and Department Summary 2021
V.3.7	College of Professional Studies ACEN MSN Action 2021
V.3.8	College of Professional Studies CESW Action and Self Study Report 2018
V.3.9	Assessment Points of Pride by College
V.3.10	Academic Transformation Initiative Course Redesign Report
V.3.11	NSSE Multi-Year Report
V.3.12	SSI Comparison Report
V.3.13	Graduating Student Survey Trends
V.5.1	EIA Excellence in Assessment Designation letter 2018
V.5.2	NILOA Assessment Update Feature
V.5.3	Faculty Assessment Fellow Handbook and Application
V.5.4	Title III External Review Report 2019-2020
VI.1.1	BSU Division Multi-Year Plans
VI.2.1	BSU Division Annual Planning Documents FY 2019 – FY 2021
VI.2.2	BSU Institutional Goals FY 2019 – FY 2021
VI.2.3	BSU Key Performance Indicators
VI.3.1	BSU Enrollment Projections for USM
VI.4.1	CARES Related Expenditures Summary August 2021
VI.5.1	BSU Budget Development Process Calendar
VI.6.1	BSU Facilities Master Plan 2020 - 2030

Standard. Criteria. Evidence	Document Name
VI.6.2	Capital and Facilities Renewal Projects FY 2019 – FY 2021
VI.6.3	Division of Information Technology Strategic Plan
VI.7.1	Office of Legislative Audits, Bowie State University Audit Report 2021
VI.7.2	IPEDS Finance Report FY 2018 – FY 2020
VI.7.3	Intercollegiate Athletics Program Independent Audit FY 2019
VI.8.1	Student Well-Being Survey Results Spring 2020
VI.8.2	Fall 2021 Semester Planning Survey of Faculty, Staff, and Students Summary
VI.8.3	COVID-19 Vaccination Compliance Hesitancy Student Survey Fall 2021
VI.8.4	Spring 2021 Enrollment Dashboard and Non Returning Student Analysis
VI.9.1	BSU USM Dashboard Indicator Report
VI.9.2	BSU Managing for Results Report
VI.9.3	Institutional Effectiveness Framework
VII.1.1	USM Policy on Shared Governance
VII.1.2	BSU University Council Bylaws
VII.1.3	BSU Faculty Senate Constitution and Bylaws
VII.1.4	BSU Staff Council Constitution and Bylaws
VII.1.5	BSU Student Government Association Constitution
VII.1.6	BSU Graduate Student Association Constitution and Bylaws
VII.2.1	USM Board of Regents Bylaws
VII.2.2	USM Policy on Public Ethics of Members of the Board of Regents
VII.2.3	MHEC Responsibilities
VII.3.1	USM Board of Regents Guidelines for the Selection of Presidents
VII.4.1	BSU Organization Charts
VII.4.2	BSU Policy on Interim Selection and Recruitment of Administrators
VII.5.1	USM Policy on the Multi-Year Review of USM Presidents