BOWIE
STATE UNIVERSITY
— 1865 —

RACING TO REAFFIRMATION

BOWIE STATE UNIVERSITY
2021 SELF-STUDY

Self-Study Design Plan

Submitted to the Middle States
Commission on Higher Education

May 2019

Bowie State University

Dr. Aminta H. Breaux
President

President's Cabinet

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Ms. Cassandra Robinson
Director of University Relations and Marketing

Contributing Authors

Ms. Gayle Fink
Assistant Vice President for Institutional Effectiveness and MSCHE Institutional Liaison

Bowie State University MSCHE Reaffirmation of Accreditation Steering Committee

Bowie State University is a member of the University System of Maryland
Dr. Robert L. Caret, Chancellor

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Institutional Overview

Established in 1865, Bowie State University (BSU) is the oldest historically black institution (HBI) of higher education in the state of Maryland. Also, it is one of the oldest HBIs in the nation. The institution has evolved from a normal school into a comprehensive university that offers a wide array of undergraduate, graduate, and professional programs. As a member of the University System of Maryland, Bowie State is a comprehensive university that provides 21st century learners with a strong foundation for success with a well-rounded academic experience, an inclusive environment, and hands-on learning opportunities.

Bowie's mission statement was revised in 2018 as part of the strategic planning process and as required by the Maryland Higher Education Commission – the State's postsecondary education coordinating board. Building on its rich legacy as a training ground for teachers since 1865, the university continues its commitment to providing access to a high-quality education and cultivating emerging leaders who are prepared to succeed in an ever-changing world.

> 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.

Bowie State's mission statement serves as the guidepost for our campus community. The FY 2019-2024 Racing to Excellence Strategic Plan provides a framework for determining how successful the University is in achieving its mission. Below are the Vision, Core Values and Goals in the Racing to Excellence Strategic Plan.

Vision
> Bowie State University will be widely recognized as one of the nation's best public comprehensive universities that is a model for academic excellence, innovation, and student success.

Core Values
> Innovation - Bowie State University aspires to infuse innovative practices into academic and administrative functions by encouraging students, faculty, staff, and administrators to utilize best practices and pursue new opportunities.

> Accountability - Bowie State University expects each member of the University community to be responsible and accountable for the outcomes of their efforts and actions.

> Integrity - Bowie State University students, faculty, staff, and administrators demonstrate high ethical standards in their interactions with one another and the larger community.

Inclusivity - Bowie State University is intentional about creating a community that encourages involvement, respect, and connection among students, faculty, staff, and administrators regardless of differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age and disability.

Excellence - Bowie State University expects students, faculty, staff, and administrators to demonstrate outstanding levels of performance by fostering a stimulating learning and work environment.

Strategic Goals
1. *Achieve academic excellence supported by curricular as well as co-curricular experiences* - Bowie State University will achieve academic excellence through quality teaching, learning, and research; high-demand innovative academic programs; high-impact student activities; and strategic partnerships.
2. *Promote a holistic and coordinated approach to student success* - Bowie State University will honor its rich heritage and culture by promoting access, affordability, and completion through resources and opportunities that empower students to succeed at every level of learning.
3. *Encourage academic and administrative innovation to meet student needs* - Bowie State University will engage in academic transformation initiatives which encourage increased levels of student success and we will regularly evaluate administrative processes and leverage new approaches to improve the student experience.
4. *Enhance our campus culture of diversity, inclusion and civic engagement* - Bowie State University will embrace, promote, and support a community of cultural inclusivity, diversity and accountability by ensuring that faculty, staff, and students develop a mindset of accountability in teaching, learning, support programs, and extra-curricular campus experiences designed to enhance collaboration and engagement.
5. *Ensure long-term viability of BSU* - Bowie State University will create a unified understanding of the elements that define the unique qualities of its value to attract a culturally diverse student body and actively engage alumni, friends, and partners to address critical needs of Prince George's County and the surrounding region. We will leverage fiscal resources from public and private sources to advance strategic priorities that create a sustainable future for the university, the county, and the state of Maryland.

Bowie State University continues to grow and develop in response to state, national, and global workforce needs. BSU offers a comprehensive array of programs with selective programs of doctoral study. Over 6,300 students (fall 2018) are enrolled in one of the university's 22 undergraduate majors (84% of total enrollment), 19 master's degree programs, two doctoral programs, 12 post-baccalaureate certificates, one post-master certificate, and three certificates of advanced study. The undergraduate population is generally traditional college age (86%), African-American (81%), predominately from Maryland (89%) and enroll full-time. New students make up 17 percent of the total undergraduate enrollment. First-time freshmen cohorts have grown by 51 percent over the past five-years (596 fall 2014 to 898 fall 2018) due to changes in the admission's recruitment strategy. Over 75 percent of new freshmen are not

prepared for college level mathematics courses (fall 2018). The fall 2016 second year retention rate was 72 percent and the fall 2012 cohort six-year graduation rate was 42 percent.

Over that same period, the number of new transfer students has remained steady at approximately 575 students with a majority transferring from Maryland community colleges. Generally, three-quarters of new transfer students are retained to their second year (2017 cohort) and over 50 percent graduate within five years.

Over 1,000 students enroll at the graduate level. Graduate students are typically part-time Maryland residents from varying race/ethnic backgrounds. Eleven percent are non-US citizens. Approximately 300 new graduate students start each fall. Typically, 75 percent of new graduate students are retained to their second year and over 55 percent graduate within four years.

The university awarded 1,036 degrees in fiscal year 2018 – 783 bachelors, 245 masters and 8 doctoral degrees. BSU is a top 5 university in Maryland for graduating African-Americans with bachelor's degrees in nursing, biology and computer/information sciences (Diverse: Issues in Higher Education).

Bowie State University is proud of its heritage and is pleased to be named #3 among historically black colleges and universities (BestColleges.com), one of the nation's top 30 HBCUs (U.S. News & World Report) and a best value among Maryland's four-year colleges and universities (The Economist).

Institutional Priorities to be Addressed in the Self-Study

Shortly after President Breaux began her tenure as Bowie's 10th president in July 2017, she articulated her vision for the university and established three strategic priorities: academic excellence, student success and viability of the university. The 2017-2018 Strategic Planning committee reviewed the current plan, examined the internal and external environments, and gathered community input to establish five long-term goals for FY 2019 – FY 2024 as described earlier. Three of the strategic goals – Academic Excellence, Student Success and Viability of the University align with the President's priorities and build upon objectives from previous strategic plans. These three goals will be the priorities address in the Self-Study. The following table shows the alignment between the Standards of Accreditation and Bowie's Self-Study institutional priorities.

Alignment between Institutional Priorities and MSCHE Standards

	I. Mission & Goals	II. Ethics & Integrity	III. Design & Delivery of Student Learning Experience	IV. Support for the Student Experience	V. Educational Effectiveness Assessment	VI. Planning, Resources & Institutional Improvement	VII. Governance, Leadership & Administration
Academic Excellence	X	(X)	X	X	X	X	(X)
Student Success	X	X	X	X	X	X	(X)
Viability of the University	X	X		(X)		X	X

X =Primary focus   (X) =Additional focus

Intended Outcomes of the Self-Study

The Middle States Self-Study process provides an opportunity for BSU to demonstrate that the University meets the Standards of Accreditation and Requirements of Affiliation, and to self-examine what the university does well and where there are opportunities for improvement. This continuous quality improvement approach permeates the following expected outcomes of Self-Study.

1. Demonstrate through evidence how Bowie State University meets or exceeds Standards of Accreditation and Requirements of Affiliation with a focus on how Bowie's institutional priorities align with Middle States standards.
2. Evaluate Bowie's current assessment practices at the program, general education and institutional levels and identify opportunities for improvement in order to ensure that assessment information informs 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.

Self-Study Approach

Bowie State University will utilize a "Standards-Based Approach" to organize the Self-Study report. The application of three institutional priorities of academic excellence, student success and viability of the university will be included in the charge for each standards-based workgroup as described in the next section. The theme for the Self-Study process is *Racing to Reaffirmation* which is a deliberate link to the current strategic plan.

During the self-study process, Bowie State will examine not only the specific requirements of each standard, but also the activities that advance academic excellence, innovation, and student

success - key elements of the strategic plan. Undergoing a productive and inclusive self-study will reinforce the impact Bowie State has on the surrounding community, external partnerships, and its mission to empower a diverse population of students as they prepare for careers, lifelong learning, and civic responsibility. Successfully *Racing to Reaffirmation* is the best way Bowie State can lay a strong foundation for *Racing to Excellence* and achieving the strategic plan goals as well as honoring the rich tradition of horse racing in Maryland and Prince George's County.

Organizational Structure of the Steering Committee and Working Groups

The Reaffirmation Steering Committee was appointed by President Aminta H. Breaux after receiving nominations from the four shared-governance groups: Faculty Senate, Staff Council, Student Government Association and Graduate Student Association. Following a practice of past self-studies, the BSU National Alumni Association was asked to nominate a member to serve on the Steering Committee. Each Steering Committee Member is appointed to serve as liaison to one or two standard workgroups. The Steering Committee is guided by an Executive Committee co-chaired by Drs. Gail Medford, Makeba Green-Thomas and Becky Verzinski and Ms. Gayle Fink.

MSCHE Reaffirmation Steering Committee Membership

Name	Title	Representation
Executive Committee		
Dr. Makeba Green	Associate Professor/Chair Department of Social Work	Faculty
Dr. Gail Medford	Professor, Fine and Performing Arts	Faculty
Dr. Becky Verzinski	Assistant Vice President for Assessment	Staff
Ms. Gayle Fink	Assistant Vice President for Institutional Effectiveness	Staff
Steering Committee		
Dr. M. Sammye Miller	Professor, History and Government	Faculty
Dr. Andrew Mangle	Assistant Professor, Management Information Systems	Faculty
Ms. Davine Snead	Major Gift Officer, Office of Institutional Advancement	Staff
Ms. Trenita Johnson	Room Assignment Coordinator, Office of Residence Life	Staff
Ms. Sa'Miya Wooten	Student Government Association	Undergraduate Students
Ms. Diamond Lyles	Student Government Association	Undergraduate Students
Ms. Diamond Bracey	Graduate Student Association	Graduate Students
Ms. Genevera Smith	Graduate Student Association	Graduate Students
Mr. Ricardo Mitchell	President, Bowie State University National Alumni Association	Alumni

The Reaffirmation Steering Committee was charged with the following responsibilities:

- provide oversight and coordination of the Self-Study process
- identify areas of concern relative to the Standards of Accreditation and Requirements of Affiliation that should be addressed prior to reaffirmation
- ensure that working group charges are met and that key issues identified by each group are communicated and addressed both critically and analytically
- serve as consultants for working group chairs to help identify relevant assessment information, policies, and processes
- facilitate the compilation of materials required for the compliance certification
- ensure the integrity of the process and the university's responses.

The Steering Committee solicited all faculty, staff and students for workgroup membership. To promote collaboration and transparency with the workgroups, each Steering Committee member is appointed to serve as a liaison to one or two workgroups. The Steering Committee selected workgoup faculty/staff co-chairs based on previous self-study participation, areas of experience and committee work. The Steering Committee then submitted the workgroup membership to the Provost, who, in turn appointed the workgroup co-chairs and members. An array of faculty, staff, administrators, students and alumni comprise the eight workgroups. Membership for each workgroup is listed below as are the workgroup guiding questions. Initial source documents available to the workgroups are contained in the Evidence Inventory.

Standard I: Mission and Goals
Workgroup Membership

Name	Title	Representation
Dr. Sean Coleman Co-Chair	Assistant Professor, Educational Studies and Leadership	Faculty
Shama Akhtar Co-Chair	Director of Institutional Research	Staff
Melanie Clark	Development Specialist, Institutional Advancement	Staff
Vonzella McQueen	Staff Assistant, College of Professional Studies	Staff
Dr. Alan Anderson	Associate Professor, Natural Sciences	Faculty
Dr. Takisha Carter	Assistant Professor, Social Work	Faculty
Dr. Julius Davis	Associate Professor, Teaching, Learning & Professional Development	Faculty
Dr. Tewodross Melchishua Williams	Associate Professor, Fine & Performing Arts	Faculty
Tony Yorkman	Lecturer, Management Information Systems	Faculty
TBD		SGA and GSA Representatives
Davine Snead		Reaffirmation Steering Committee Liaison

Standard 1 Workgroup Guiding Questions:

1. To what extent does Bowie State University meet the criteria for Standard 1?
2. The university recently modified its mission, vision and core values. Why were they modified and how did the process adhere to the tenets of shared-governance?
3. How are the three institutional priorities reflected in the mission statement?
4. What is the process for setting, assessing, and reporting on annual division, sub-division, and academic program goals and objectives?
5. What is the process for periodically assessing and reporting to all constituents and stakeholders the university's success in mission and goal achievements?

Standard II: Ethics and Integrity
Workgroup Membership

Name	Title	Representation
Dr. Enoch Osei Co-Chair	Assistant Professor, Accounting, Finance and Economics	Faculty
Jerry Isaac Co-Chair	Director, Continuing Education	Staff
Darlene Ajayi	Program Manager, Entrepreneurship Academy	Staff
Robert Alicea	Assistant Director, Resident & Staff Initiatives	Staff
Frances Thorn	Administrative Assistant II, Center of Excellence in Teaching and Learning	Staff
Dr. Olusola Akinyele	Professor, Mathematics	Faculty
Dr. Tina Jordon	Associate Professor, Social Work	Faculty
Dr. Adrian Krishnasamy	Associate Professor, Communications	Faculty
Dr. Fred Mills	Professor, History and Government	Faculty
Dr. Lucia Santacruz	Associate Professor, Natural Sciences	Faculty
Dr. Cynthia Taylor	Assistant Professor, Counseling	Faculty
TBD		SGA and GSA Representatives
Dr. Gail Medford		Reaffirmation Steering Committee Liaison
Sa'Miya Wooten	Student Government Association	Reaffirmation Steering Committee Liaison

Standard II Workgroup Guiding Questions:
1. To what extent does Bowie State University meet the criteria for Standard 2?
2. How does the university determine conflicts of interest?
3. How does the university assess compliance with federal, state and local regulations in areas such as human resources, disabilities, Title IX, and fiscal responsibility?
4. Are there policies, procedures or practices that impact student enrollment and degree completion and, if so, how does the university address such ethical issues?
5. How does the university monitor and address academic integrity?
6. How does the university promote transparency in communication and ethical decision-making practices?

7. How is the university ensuring that prospective and current students are aware of the cost of education and the support available to reduce loan indebtedness?
8. How does the university ensure that affiliated organizations such as the Foundation Board and the Maryland Center adhere to expectations for ethical practices and integrity?
9. How does the university honor and monitor contracts with external entities and ensure contract compliance?

Standard III: Design and Delivery of the Student Learning Experience
Workgroup Membership

Name	Title	Representation
Dr. Joseph Regan Co-Chair	Assistant Professor, Fine and Performing Arts	Faculty
Dr. Sunando Sengupta Co-Chair	Professor, Accounting, Finance and Economics	Faculty
Dr. Latanya Brown-Robertson	Interim Chair, Accounting, Finance & Economics	Faculty
Dr. Cosmos Nwokeafor	Dean, Graduate School	Administration
Marian Rucker-Shamu	Interim Dean, Thurgood Marshall Library	Administration
Monica Boothe	Writing Center Specialist, Language, Literature and Cultural Studies	Staff
Dr. Fabio Chacon	Director, Academic Computing	Staff
Deborah Bailey	Assistant Professor, Management, Marketing and Public Administration	Faculty
Dr. Renee Foose	Associate Professor, Educational Leadership	Faculty
Dr. Eva Garin	Director, Center for Excellence in Teaching and Learning and Professor, Teaching, Learning and Professional Development	Faculty
Dr. Cordelia Obizoba	Assistant Professor, Nursing	Faculty
Dr. Sumanth Reddy	Assistant Professor, History & Government	Faculty
Dr. Horacio Sierra	Associate Profession, Language, Literature & Cultural Studies	Faculty
Art Vidrine	Assistant Professor, Fine and Performing Arts	Faculty
TBD		SGA Representative
Suzanna Osatuyi		Graduate Student
Dr. Makeba Green		Reaffirmation Steering Committee Liaison
Diamond Lyles	Student Government Association	Reaffirmation Steering Committee Liaison

Standard III Workgroup Guiding Questions:
1. To what extent does Bowie State University meet the criteria for Standard 3?
2. To ensure the integrity of the academic experience as guided by the university's mission and goals, how are academic programs and co-curricular experiences evaluated for increasing rigor?
3. What processes are in place that ensure newly-developed courses, tracks, concentrations, or programs support the overall mission and goals of the university? How are these processes checked for efficacy?
4. How does the infrastructure support effective course design and delivery during a time of enrollment increases?
5. How does general education provide a transformative experience academically as well as with student civic engagement?
6. How is teaching effectiveness developed and measured in all faculty ranks? How is this information used to improve teaching and learning?
7. Does the university adequately and clearly articulate to students their graduation pathway in a consistent manner?
8. What is the role and effectiveness of continuing education in design and delivery of student learning experiences? How does it support the mission and outreach?

Standard IV: Support of the Student Experience
Workgroup Membership

Name	Title	Representation
Dr. Renee Foose Co-Chair	Associate Professor, Educational Studies and Leadership	Faculty
April Johnson Co-Chair	Assistant Vice President, Student Affairs	Staff
Janay Carpenter	Mentor Coordinator	Staff
Danielle Davis	Financial Aid Coordinator	Staff
Denise Gonzalez	NSO Coordinator	Staff
Dr. Dorsha Goodman	Coordinator, Academic Advising Center	Staff
Nedra Mahone	Director, Testing Services	Staff
Austin Mitchell	Program Administrative Specialist, One-Step-Away Program	Staff
Steve Stephens	Fraternity & Sorority Life	Staff
Marsha Swindell	Executive Administrative Assistant, Administration and Finance	Staff
LaToya Walters	Retention Coordinator, College of Education	Staff
Bob Bartlett	Associate Professor, Fine and Performing Arts	Faculty
Dr, Janeula Burt	Assistant Professor, Educational Leadership	Faculty
Dr. Angela Kline	Assistant Professor, Management, Marketing and Public Administration	Faculty

Name	Title	Representation
Dr. Daryl Stone	Assistant Professor, Technology and Security	Faculty
TBD		SGA and GSA Representatives
Trenita Johnson		Reaffirmation Steering Committee Liaison
Ms. Diamond Bracey	Graduate Student Association	Reaffirmation Steering Committee Liaison

Standard IV Workgroup Guiding Questions:
1. To what extent does Bowie State University meet the criteria for Standard 4?
2. How does the university systematically identify the needs of its student population, especially first-generation, undeclared, and students with special needs? What resources are available for this effort?
3. How are proper human and fiscal resources planned for and allotted to non-academic areas for the best support of ALL students?
4. What are the university's standards for "customer care or service" and how are those standards clearly articulated, instituted, and evaluated in all campus units?
5. How are student affairs units, athletics and recreation, and academic student support units assessed?
6. Does the university have appropriate policies and practices to support successful transition of new first-time freshmen, undergraduate transfer students, graduate students and dual-enrolled students?
7. How are student service personnel qualified by work experience, adequate formal training, and proper organizational placement in order to offer effective and excellent student experiences?
8. How does the university bridge the curricular and co-curricular experiences for undergraduate and graduate students? What organizational structures, systems and resources are in place to facilitate the linkage between these activities?

Standard V: Educational Effectiveness Assessment
Workgroup Membership

Name	Title	Representation
Dr. Ann Hillard Co-Chair	Assistant Professor, Educational Studies and Leadership	Faculty
Dr. Tanya Brice Co-Chair	Dean, College of Professional Studies	Administration
Betty Carrico	Program Administrative Specialist, Mathematics Department	Staff
Dr. Yvette Galloway	Director, Academic Advising Center	Staff
Lynn Harbinson	College of Arts and Sciences Assessment Coordinator	Staff
Dawn Johnson-Tate	Accreditation Coordinator, College of Education	Staff

Name	Title	Representation
Tolulope Oladipo	Instructional Technologist, Academic Computing	Staff
Rosetta Price	Acting Director, Career Development Center	Staff
Dr. Kari Debbink	Assistant Professor, Natural Sciences	Faculty
Dr. Monica Gross	Director, Honors Program	Faculty
Dr. Symon Manyara	Associate Professor, Accounting, Finance and Economics	Faculty
Dr. Emory Perkins	Assistant Professor, Social Work	Faculty
Dr. David Reed	Assistant Professor, History and Government	Faculty
Dr. Barbara Smith	Assistant Professor, Teaching, Learning and Professional Development	Faculty
TBD		SGA and GSA Representatives
Dr. M. Sammye Miller		Reaffirmation Steering Committee Liaison
Dr. Becky Verzinski		Reaffirmation Steering Committee Liaison

Standard V Workgroup Guiding Questions:
1. To what extent does Bowie State University meet the criteria for Standard 5?
2. What structures are in place to support the assessment of student learning at the program and course levels? How are these assessments being utilized for continuous improvement?
3. What processes are in place for internal and external review of assessment practices?
4. Where and how are assessment results and their use for the improvement of educational effectiveness publicized for consumption of all university constituents and stakeholders?
5. What policies and processes support student retention, graduation and placement?
6. How does the assessment of student learning support the reaffirmation of specialized accredited academic programs?
7. What resources/training are available to faculty to support academic programs assessment?

Standard VI: Planning, Resources, and Institutional Improvement
Workgroup Membership

Name	Title	Representation
Dr. LaTanya Brown-Robertson Co-Chair	Department Chair and Professor, Accounting, Finance and Economics	Faculty
Michael Atkins Co-Chair	Assistant Vice President, Administration and Finance	Staff
Reisa Baynes	Assistant Director, Human Resources	Staff
Dr. Anika Bissahoyo	Assistant Vice President, Research & Sponsored Programs	Staff
Debra Coppedge	Lab Manager & Simulation Coordinator, Nursing	Staff
Carmela Falcone	Acting Manager, Enterprise Functional Support	Staff
George Jones	Staff Assistant, College of Education	Staff
Fusako Ito	Cataloging, Thurgood Marshall Library	Staff
John Hammond	Senior Project Manager, Facilities Management	Staff
Dr. Rita Wutoh	Director Wellness Center	Staff
Dr. Cubie Bragg	Professor, Counseling	Faculty
Dr. Matasha Harris	Assistant Professor, Behavioral Sciences & Human Services	Faculty
Dr. Erica Hernandez	Assistant Professor, Psychology	Faculty
Dr. David Kaloustian	Professor, Language, Literature & Cultural Studies	Faculty
Dr. Angela Kline	Assistant Professor, Management, Marketing & Public Administration	Faculty
TBD		SGA and GSA Representatives
Gayle Fink		Reaffirmation Steering Committee Liaison
Ricardo Mitchell		Reaffirmation Steering Committee Liaison

Standard VI Workgroup Guiding Questions:
1. To what extent does Bowie State University meet the criteria for Standard 6?
2. In the spirit of shared governance, does the university have, at all levels, a clear line of and process for communication and transparency that addresses organizational planning, resource allotments, challenges and improvements?
3. How does the university ensure maintenance of qualified and sufficient personnel to fulfill its mission?
4. How does the university demonstrate the use of assessment results for informed integration of financial planning, including contingency planning, overall planning and evaluation processes?
5. In what ways does the university ensure and demonstrate ethical decision-making and integrity in the planning and resource allocation process? How does the university promote transparency and inclusion in the budget process?

6. What is the planning and budgeting calendar? How is it communicated? How are faculty and staff engaged in the process? Is the process consistent across divisions?
7. How are resource priorities established? What is the role of shared governance in setting resource priorities?

Standard VII: Governance, Leadership and Administration
Workgroup Membership

Name	Title	Representation
Dr. Benjamin Arah Co-Chair	Associate Professor, History and Government	Faculty
Dr. Dorsha Goodman Co-Chair	Coordinator, Academic Advising Center	Staff
Johnetta Hardy	Executive Director, Entrepreneurship Academy	Staff
Jabari Walker	Assistant to the Vice President, Administration & Finance	Staff
Dr. Wendy Edmonds	Lecturer, Behavioral Sciences & Human Services	Faculty
Mary Harrison	Adjunct Faculty, Communications	Faculty
Dr. Ayanna Lynch	Interim Chair & Assistant Professor, Psychology	Faculty
TBD		SGA and GSA Representatives
Dr. Andrew Mangle		Reaffirmation Steering Committee Liaison
Ms. Genevera Smith		Reaffirmation Steering Committee Liaison

Standard VII Workgroup Guiding Questions:
1. To what extent does Bowie State University meet the criteria for Standard 7?
2. How does the university provide adequate and consistent support for successful management training of its academic department chairs, non-academic unit directors, and program coordinators, who serve as lower-level administrators? How are these roles integrated into upper administration and utilized in the decision-making process?
3. Are the credentials, training and background of the administration appropriate to support the mission of the university?
4. Are there clearly delineated roles and responsibilities of the University System Board of Regents and the administration of the university?
5. What is the process to periodically assess the effectiveness of senior leadership, governance and general administration?
6. How does senior leadership and administrators ensure the integrity of shared governance at all organizational levels?

Requirements of Affiliation and Compliance Workgroup
Workgroup Membership

Name	Title	Representation
Maisha Ali Co-Chair	Interim Registrar	Staff
Deborah Stanley Co-Chair	Director, Financial Aid	Staff
Andre Cutair	Web Content Specialist, University Relations & Marketing	Staff
Angela Isaac	Associate Director, Graduate Admissions	Staff
Yetanda Massey	Transfer Recruitment Coordinator, Undergraduate Admissions	Staff
Dr. Shirelle Briscoe	Assistant Vice President for Undergraduate Studies	Staff
TBD		Faculty
TBD		Faculty
TBD		Faculty
TBD		Faculty
Gayle Fink		Reaffirmation Steering Committee Liaison

Requirements of Affiliation and Compliance Workgroup Guiding Questions:
1. To what extent does Bowie State University meet the expectations for the Requirements of Affiliation?
2. To what extent does Bowie State University meet the expectations for federal compliance in each area listed below?
    o Student identity verification in distance education
    o Transfer of credit policies and articulation agreements
    o Title IV program responsibilities
    o Institutional record of student complaints
    o Required information for students and the public
    o Standing with state and other accrediting agencies
    o Contractual agreements
    o Assignment of credit hours

Guidelines for Reporting

When submitting draft and final reports, all workgroups must use the following format:

I.   Executive Summary of Report

II.   Introduction: Provide a general overview of the programs and units involved in the workgroup's work.

III. Method: Describe what data were compiled and analyzed. Describe the procedures used by the subcommittee in gathering the information.

IV.   Analysis: Provide narrative on how Bowie adheres to the Standard. Identify appropriate evidence. This constitutes the largest component of the report.

V.   Strengths: Enumerate concisely the strengths of the institution, as explained in the analysis.

VI.   Areas for Improvement: Briefly list the issues which need to be addressed by the institution.

VII.   Recommendation: Identify major suggestions for addressing the areas for improvement listed above.   Keep in mind any budgetary constraints that may limit implementation of your suggestions.

Each report should be sufficiently detailed, yet succinct. A typical report will be approximately 10-15 pages in length. The report should be double-spaced, using the Times New Roman, 12-point font paragraph format with one-inch margins.

Organization of the Final Self-Study Report

In accordance with MSCHE recommendations, the final Self-Study report will be no more than 100 pages in length, excluding appendices, and will be organized as follows:

1. Table of Contents
2. Executive Summary
3. Institutional Overview
4. Standard I: Mission and Goals
5. Standard II: Ethics and Integrity (includes Requirements of Affiliation)
6. Standard III: Design and Delivery of the Student Learning Experience
7. Standard IV: Support of the Student Experience
8. Standard V: Educational Effectiveness Assessment
9. Standard VI: Planning, Resources and Institutional Improvement
10. Standard VI: Governance, Leadership and Administration
11. Conclusion

The seven sections focusing on the Standards will be no more than 15 pages in length and will provide an analytical discussion of the evidence cross-referencing with other sections as appropriate, present conclusions, and provide recommendations for improvement. These sections will also address the Requirements of Affiliation as appropriate.

Verification of Compliance Strategy

Workgroup VIII is charged with the completion of the Verification of Compliance as outlined by MSCHE. The Workgroup will be coordinating with various campus offices to demonstrate compliance with federal requirements.

Self-Study Timetable

Date	Activity
November 2018	• MSCHE Self Study Institute
November 2018 – February 2019	• Assemble the Steering Committee Executive Committee • Collect Steering Committee recommendations from shared governance groups • Conference call with MSCHE VP Liaison to review initial sell-study design • Steering Committee Kick-Off meeting • Announce Self-Study Process to campus • Draft Self-Study Design
March –May 2019	• Open call for Workgroup volunteers • Share draft Self-Study Design with MSCHE VP Liaison (March 14) • Prepare for MSCHE VP Liaison campus visit (March 28) • Finalize Self-Study Design with MSCHE VP Liaison • Workgroup Kick-Off Meetings including training on the Self-Study process, the Standards of Accreditation, and SPOL
June – August 2019	• Workgroup identification of additional evidence and initial gap analysis of adherence to the Standards
September – December 2019	• Workgroup continues research and evidence gathering and develops first draft report • Shared governance meetings • *Community Announcement* Self-Study updates
Date	Activity
January 27, 2020	• Workgroup draft report due including preliminary findings and preliminary recommendations for improvement
January – May 2020	• Workgroup co-chairs meeting to share draft reports • Open Forum held for community input • Workgroups refine final report

	• Shared governance meetings • *Community Announcement* Self-Study updates • Team Chair identified • Team Chair Visit dates chosen • Self-Study Design sent to Chair
May 30, 2020	• Workgroups submit final reports
June – August 2020	• Self-Study narrative drafted • Verification of Compliance completed
September – December 2020	• Draft Self-Study shared with campus • Open Forum to gather additional feedback • Shared governance meetings • *Community Announcement* Self-Study updates • Self-Study draft sent to Team Chair two weeks before visit • Team Chair preliminary visit
January – February 2021	• Self-Study finalized based on Team Chair feedback • Final Self-Study shared with campus in an Open Forum, in shared governance meetings and in a *Community Announcement* • Upload final self-study, evidence inventory and verification of compliance to MSCHE portal
March/April 2021	• Team visit to campus • Institutional Response to Team findings
June 2021	• MSCHE determines action

Communication Plan

The Executive Committee of the Steering Committee is responsible for the communication plan aligned to the timeline above. Self-Study updates will be emailed to all campus constituents at least twice a semester. Open Forums, designed to engage the campus in Self-Study, will be held at least twice before the final editing of the Self-Study. Open Forum announcements will be emailed and shared during shared governance meetings and meetings of collective bargaining units. A form will be posted on the Self-Study website to collect additional feedback for those who are unable to attend the Open Forums. Additional events will be planned leading up to the team visit. The 2021 Self-Study website will also serve as the communication hub for the process.

Evaluation Team Profile

The University seeks to learn and benefit from the self-study examination and the resulting evaluation visit. Consequently, the composition of the evaluation team is considered to be an important element of the review and accreditation process. Beyond the dimensions offered by Middle States, Bowie State University recommends a team composition that includes representatives from institutions similar in scope, mission, directions and programmatic offerings as that of Bowie. The recommendation also includes having team members who understand educating students of diverse racial, ethnic and socio-economic backgrounds, with varying levels of academic preparation.

In addition to the above recommendations, Bowie State would like to work with a team leader who is or was an experienced president who has successfully led a public comprehensive university similar to Bowie State; is knowledgeable about the history, accomplishments and challenges of HBCUs; and is familiar with public higher education as provided in state universities.

Evidence Inventory

The Evidence Inventory is a repository of all documents identified as part of the Self-Study. During Self-Study, the Steering Committee and Working Groups will have access to Strategic Planning Online (SPOL) – Accreditation Module. A master list of documents will be available by standard as well as the actual documents. The Assistant Vice President for Institutional Effectiveness (AVPIE) is responsible for the initial loading of documents as described in **Appendix A – Initial Evidence Inventory**. Workgroup co-chairs are responsible for uploading additional supporting evidence. The AVPIE will be responsible for managing the final evidence inventory on the MSCHE website.

APPENDIX A

Initial Evidence Inventory

MSCHE Evidence Inventory
Requirements of Affiliation

Requirement of Affiliation	Documents, Processes, and Procedures
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.	Maryland Higher Education Commission Documentation
2. The institution is operational, with students actively pursuing its degree programs.	IPEDS Enrollment and Degree Reports Audited Financial Statements
3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.	NA
4. The institution's representatives communicate with the Commission in English, both orally and in writing.	Sample Institution/MSCHE correspondence
5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.	Audited Financial Statements IPEDS Reports Financial Aid Reports Student Achievement Measure website
6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, www.msche.org.	
7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.	MHEC Mission Statement Approval Letter (2018) USM Board of Regents Mission Statement Approval Action BSU Strategic Plan BSU Divisional Strategic Plans
8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.	Undergraduate and Graduate Catalogs University website BSU Annual Reports Annual Academic Program Assessment of Student Learning

Requirement of Affiliation	Documents, Processes, and Procedures
	Outcomes Reports USM Academic Program Reviews Specialized Accreditation Reports Publisher Rankings Programmatic Awards and Recognitions General Education Assessment
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 instructional modality.	IPEDS Graduation Rate, GRS 200 and Outcomes Surveys Voluntary System of Accountability Student Achievement Measure USM Retention and Graduation Reports MHEC Retention and Graduation Reports USM Academic Program Reviews Annual Academic Program Assessment of Student Learning
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.	BSU Strategic Plan USM Annual Goals BSU Annual Divisional Goals and Objectives BSU Planning and Budgeting process
11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) 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.	BSU Annual Budget Academic Affairs Annual Budget Audited Financial Statements USM Efficiency and Effectiveness Reports MHEC/Maryland Department of Budget & Management Managing for Results Report
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 carried out.	Creation of USM - Chapter 246, Acts of 1988 and Chapter 114, Acts of 1997 USM Board of Regents Bylaws and Policies BSU Policies Faculty Senate Constitution Staff Council Constitution Student Government Association Constitution Graduate Student Association Constitution Collective Bargaining Unit agreements
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	USM Board of Regents Bylaws and Policies

Requirement of Affiliation	Documents, Processes, and Procedures
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.	
14. The institution and its governing body/bodies will 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.	BSU Supplemental Information Reports to MSCHE USM Accountability Reports USM Annual Review of the President
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 Undergraduate and Graduate Catalogs Faculty Handbook University Curriculum Committee actions Office of the Provost Faculty Credentials files Grants and Scholarships awarded

MSCHE Evidence Inventory
Standards for Accreditation

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.

Standard I Criteria	Documents, Processes, and Procedures

1. Clearly defined mission and goals that:
 	
  a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;
 	
  b. address external as well as internal contexts and constituencies;
 	
  c. are approved and supported by the governing body;
 	
  d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes;
 	
  e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution;
 	
  f. are publicized and widely known by the institution's internal stakeholders;
 	
  g. are periodically evaluated.
	MHEC Mission Statement approval letter (2018)
	USM Board of Regents Mission Statement approval action
	BSU Strategic Plan
	BSU website

2. Institutional goals are realistic, appropriate to higher education and consistent with mission.	USM Board of Regents Mission Statement Review
3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.	BSU Strategic Plan BSU Institutional Learning Goals
4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.	BSU Midpoint Strategic Plan Review BSU Strategic Plan Key Performance Indicators MHEC Mission Statement Review Cycle

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.

<u>Standard II Criteria</u>	<u>Documents, Processes, and Procedures</u>
1.Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	USM Board of Regents Bylaws and Policies BSU Policies
2.A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	BSU Employee Satisfaction and Campus Climate Survey BSU Strategic Plan BSU Civility Commission
3.A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	BSU Employee Handbook BSU Collective Bargaining Unit agreements BSU Faculty Handbook BSU Student Handbook BSU Ombudsman Reports BSU EEO process
4.The avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	USM Board of Regents Bylaws and Policies BSU Policies Human Resource New Employee Orientation State of Maryland Ethics Reporting
5.Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.	USM and BSU Human Resources Hiring Guidelines USM and BSU Employee Separation Guidelines BSU Staff Performance Management Process BSU Annual Faculty Review Process
6.Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	BSU University Relations and Marketing Guidelines BSU Undergraduate and Graduate Admissions Publications BSU Undergraduate and Graduate Catalogs BSU Student Handbook Specialized Accreditation Agency Periodic Review of Programmatic Recruitment, Admissions and Advertising Materials

Standard II Criteria	Documents, Processes, and Procedures

7. As appropriate to mission, services or programs in place:
 	
  a. to promote affordability and accessibility, and;
  b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.
	BSU Undergraduate and Graduate Catalogs
	BSU Student Handbook
	BSU website
	BSU Office of Financial Aid Cost of Education Disclosures and Student Loan Counseling

8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:
 	
  a. The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;
  b. The institution's compliance with the Commission's Requirements of Affiliation;
  c. Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;
  d. The institution's compliance with the Commission's policies.
	Audited financial statements
	IPEDS reports
	Financial Aid reports
	Student Achievement website
	BSU MSCHE Annual Update Reports
	BSU MSCHE Periodic Review Report
	BSU MSCHE Supplemental Information Reports

9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	State of Maryland Review of BSU Ethics Reports Specialized Accreditation Agency Periodic Review of Programmatic Recruitment, Admissions and Advertising Materials EEO Reviews

STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of 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.

Standard III Criteria	Documents, Processes, and Procedures
1.Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.	BSU Undergraduate and Graduate Catalogs BSU website BSU Center for Academic Program Assessment website BSU Office of Planning, Analysis and Accountability website BSU USM Program Reviews BSU University Curriculum Committee Actions Specialized Accreditation Reports
2. Student learning experiences that are: a. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies; b. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do; c. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number; d. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation; e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.	BSU Undergraduate and Graduate Catalogs Faculty Handbook University Curriculum Committee actions Office of the Provost Faculty Credentials files Grants and Scholarships awarded BSU Center for Excellence in Teaching and Learning Activities BSU Academic College and Department Support for Professional Development BSU Annual Faculty Review Process
3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.	BSU Undergraduate and Graduate Catalogs BSU website BSU Student Information System Academic Advising Report

Standard III Criteria	Documents, Processes, and Procedures
4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.	BSU University Curriculum Committee Actions BSU USM Academic Program Reviews BSU Annual Student Learning Outcomes Assessment Reports BSU High Impact Practices

5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:
 	
   a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;
 	
   b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives
 	
   c. In non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills.
	BSU Institutional Learning Outcomes
	BSU Undergraduate Catalog
	BSU website
	BSU Faculty Senate General Education Committee Activities
	BSU Center for Academic Programs Assessment General Education Assessment
	MHEC Student Learning Outcomes Assessment Report

6.In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula	BSU Graduate Catalog BSU website Office of the Provost Faculty Credentials files Specialized Accreditation Agency Reports BSU Academic Department Annual Reports
7.Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers	BSU Academic Department Course Level Assessment BSU University Testing Services Ed Ready Pilot
8.Periodic assessment of the programs providing student learning opportunities.	Specialized Accreditation Reports BSU Academic Department Annual Reports USM Academic Program Reviews

MSCHE Evidence Inventory
Standards for Accreditation

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.

Standard IV Criteria	Documents, Processes, and Procedures
1.Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including: a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds; b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals; c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience; d. processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.	BSU Agreement with EAB BSU Undergraduate and Graduate Admissions Processes BSU Undergraduate Placement Testing Procedures BSU Tuition & Fee Schedules BSU website BSU New Student Orientation Programs BSU Academic Advising Center protocols BSU ICan Early Alert Process BSU Freshmen Seminar BSU Financial Aid SAP and Academic Probation Polices BSU Student Handbook BSU Tutoring Centers
2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.	BSU Undergraduate Catalog BSU Undergraduate and Graduate Admissions Processes BSU Undergraduate Placement Testing Procedures BSU Registrar's Office Transfer Credit Assessment Protocols USM ARTIS System BSU website
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.	BSU Registrar's Office - FERPA BSU DIT Security Protocols
4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.	BSU Student Affairs Programming BSU Residence Life Programs BSU Department of Athletics BSU Band and Choral Groups BSU Theatre BSU Academic Department Co-Curricular Activities

Standard IV Criteria	Documents, Processes, and Procedures
5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.	Annual Review of EAB contract
6. Periodic assessment of the effectiveness of programs supporting the student experience.	BSU Academic Affairs Annual Student Support Unit Goals and Objectives BSU Enrollment Management Annual Goals and Objectives BSU Student Affairs Annual Unit Goals and Objectives BSU Department of Athletics Annual Goals and Objectives BSU Survey of Civic Engagement

STANDARD V: Educational Effectiveness Assessment

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

<u>Standard V Criteria</u>	<u>Documents, Processes, and Procedures</u>
1.Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.	BSU Undergraduate and Graduate Catalogs BSU website BSU Annual Assessment Reports USM Academic Program Reviews Specialized Accreditation Reports

2.Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
 	
  a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;
  b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;
  c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.
	BSU University Student Learning Outcomes Assessment Committee
	BSU Academic Program Assessment Plans
	BSU Academic Program Curriculum Maps
	BSU Annual Assessment Reports
	BSU General Education Assessment Reports
	USM Academic Program Reviews

3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:
 	
  a. assisting students in improving their learning;
  b. improving pedagogy and curriculum;
  c. reviewing and revising academic programs and support services;
  d. planning, conducting, and supporting a range of professional development activities;
  e. planning and budgeting for the provision of academic programs and services;
  f. informing appropriate constituents about the institution and its programs;
  g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates; *and,
  h. implementing other processes and procedures designed to improve educational programs and services.
*required
	BSU Annual Assessment Reports
	BSU Academic Department Curriculum Committee Actions
	BSU University Curriculum Committee Actions
	BSU General Education Committee Actions
	BSU Retention and Graduation Rates (first-time freshmen, transfer students and new graduate students) by Program
	Student Achievement Measure Reports
	National Student Clearinghouse Reports
	EMSI Reports
	BSU Graduating Student Surveys
	BSU First Destination Survey
	MHEC Graduating Student Surveys

4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers.	

Standard V Criteria	Documents, Processes, and Procedures
5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.	Excellence in Assessment self-study process (2018 Awardee) BSU University Student Learning Outcomes Assessment Committee

MSCHE Evidence Inventory
Standards for Accreditation

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.

Standard VI Criteria	Documents, Processes, and Procedures
1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.	BSU Strategic Plan BSU Divisional Strategic Plans and Annual Goals and Objectives BSU Planning, Assessment and Budget Process BSU Reallocation of Funds Process BSU Use of Title III Funds BSU Facilities Master Plan BSU Strategic Enrollment Management Plan
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.	BSU Strategic Plan BSU Divisional Annual Planning Processes BSU Annual USM Goals
3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives.	BSU Strategic Plan BSU Planning, Assessment and Budget Process BSU Reallocation of Funds Process Annual Audited Financial Statements USM Internal Audit Reports USM Efficiency and Effectiveness Reports
4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.	BSU Facilities Master Plan BSU's USM SGAP and Space Utilization Reports USM Dashboard Indicators BSU Trends in Employees by Classification BSU Periodic Review of Salaries BSU DIT Strategic Plan BSU University Committee for Instructional Technology
5. Clear assignment of responsibility and accountability.	BSU Leadership Structure Maryland Office of Legislative Audits Reports and Responses USM Internal Audit Reports and Responses

MSCHE Evidence Inventory
Standards for Accreditation

Standard VI Criteria	Documents, Processes, and Procedures
6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.	BSU Facilities Master Plan BSU Deferred Maintenance Plans BSU DIT Strategic Plan and Annual Goals and Objectives Title III Annual Reports
7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter.	Audited Financial Statements Maryland Office of Legislative Audits Reports and Responses USM Internal Audit Reports and Responses
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.	USM Dashboard Indicators USM Efficiency and Effectiveness Reports MHEC/Department of Management and Budget Managing for Results Report
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	BSU Annual Divisional Goals and Objectives BSU Key Performance Indicators BSU Strategic Plan Midpoint Review

MSCHE Evidence Inventory
Standards for Accreditation

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 purposed, and it operates as an academic institution with appropriate autonomy.

Standard VII Criteria	Documents, Processes, and Procedures
1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.	USM Board of Regents Bylaws and Policies BSU Policies Faculty Senate Constitution Staff Council Constitution Student Government Association Constitution Graduate Student Association Constitution Collective Bargaining Unit agreements

2. A legally constituted governing body that:
 	
  a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;
  b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;
  c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;
  d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;
  e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;
  f. appoints and regularly evaluates the performance of the Chief Executive Officer;
  g. is informed in all its operations by principles of good practice in board governance;
  h. establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,
	Creation of USM - Chapter 246, Acts of 1988 and Chapter 114, Acts of 1997
	USM Board of Regents Bylaws and Policies

Standard VII Criteria	Documents, Processes, and Procedures
i. supports the Chief Executive Officer in maintaining the autonomy of the institution.	
3. A Chief Executive Officer who: a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body; b. has appropriate credentials and professional experience consistent with the mission of the organization; c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission; d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.	USM Board of Regents Bylaws and Policies BSU Policies BSU Organizational Chart
4. An administration possessing or demonstrating: a. an organizational structure that is clearly defined and that clearly defines reporting relationships; b. an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities; c. members with credentials and professional experience consistent with the mission of the organization and their functional roles; d. skills, time, assistance, technology, and information systems expertise required to perform their duties; e. regular engagement with faculty and student in advancing the institution's goals and objectives; f. systematic procedures for evaluating administrative units and for using assessment data to enhance operations.	BSU Policies BSU Organizational Chart BSU University Council Constitution and Bylaws BSU Strategic Plan BSU Annual Divisional Goals and Objectives BSU Performance Management Process BSU Annual Faculty Review BSU Faculty Appointment, Rank and Tenure Process
5. Periodic assessment of the effectiveness of governance, leadership, and administration.	BSU Employee Satisfaction and Climate Survey BSU Student Satisfaction Surveys BSU Annual Divisional Goals and Objectives