



# Assessment Times

## ~ IN THE SPOTLIGHT ~ CAAR

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### COE Self-Study and Specialized Accreditation Review Process: Center for Assessment, Accreditation & Retention (CAAR)

Assessment is the backbone of the College of Education (COE), which offers a broad spectrum of high-quality programs for new and practicing teachers, administrators, counselors, school psychologists, researchers, and sports management professionals. From 1956 to the present, the COE has sustained programmatic accreditation of teacher education and related programs by demonstrating high-quality standards aligned to a high-level of data collection, reporting, and continuous improvement. In 2019, the COE’s Department of Counseling received full programmatic accreditation of two counseling programs.

As part of the continuous improvement process, the COE created the Center for Assessment, Accreditation, and Retention (CAAR) in 2010. CAAR ensures that all COE programs comply with the assessment and data collection standards required by all relevant accrediting bodies. It also submits national, state, and local reports as well as any required university reports.

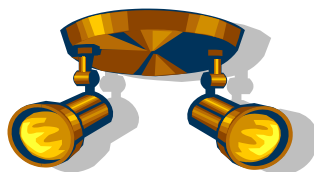
Figure 1: iSuccess Quality Assurance System ~ 2013



The CAAR guides both undergraduate and graduate program evaluations by using assessment data collected from course assessments, internal and external surveys, outcome analysis, and reporting.

To ensure data collection success throughout each academic program, CAAR revised the iSuccess Quality Assurance System in 2013 after the

re-accreditation self-study review and visit in 2012. The iSuccess Quality Assurance System, partly powered through Taskstream as its assessment and accountability system, tracks student performance, program quality, and unit operations. The purpose of a quality assurance system is to demonstrate alignment to overarching standards, student learning outcomes, and the reporting process to develop an efficient, sustainable process for a systematic review of assessment instruments, continuous improvement of the program, and operational effectiveness of the college.



### In the NEXT EDITION...

How BSU Prepares for a Virtual MSCHE Self-Study



### How to contact us...

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*On The Horizon*

~ MSCHE Self-Study ~

**Spring 2021**

- Steering Committee Reconvening (March)
- Divisional Meetings (March 1 – May 1)
- MSCHE Town Hall Meeting (April-May)
- Team Chair Visit: Dr. Rafael Ramirez-Rivera (June-July)

**Summer 2021**

- Federal Compliance Report Drafting (July-August)
- Self-Study Second Draft (Prior to Team Chair Visit in June)
- Virtual Visit Planning (April – October)

**Fall 2021**

- MSCHE Self-Study Visit—November 7-10

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 ★ Education is the ★  
 ★ passport to the ★  
 ★ future, for ★  
 ★ tomorrow belongs to ★  
 ★ those who ★  
 ★ prepare for it today. ★  
 ★ -Malcolm X ★  
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**Center for Assessment, Accreditation, & Retention (CAAR), continued**

One of the values of sustaining a specialized programmatic accreditation is the ongoing review of the internal and external reporting process. The specialized accreditation review process aims to validate how the College of Education uses data collected from current students, alumni, and employers. The data shared and reviewed by internal and external stakeholders are then used to identify and develop action plans for continuous program improvement and measurement of the College of Education’s operational effectiveness aligned to the mission, vision, and goals.

**Figure 2: iSuccess Quality Assurance System ~ 2021**



As part of the specialized accreditation review process, the College of Education completes a self-study report outlining how the data is collected, analyzed, reviewed, and reported by all the internal and external stakeholders assessing operations and continuous improvement. The goal of a specialized accreditation body is periodically reviewing the program's continuous review process to ensure all programs under the accreditation body comply with the stated standards as outlined. In 2019, the College of Education completed a self-study review and submitted the report to the specialized accreditation body.

After completing the self-study and specialized accreditation

team’s review conducted in November 2020, one key finding from the self-study report and review process was the need for the CAAR Center to again review and revise the iSuccess Quality Assurance System process. Based on the specialized accreditation team’s findings, the College of Education revised the iSuccess Quality Assurance System (Figure 2) in 2021 to better align the complete continuous improvement review process from beginning to end.

The quality assurance process is an ongoing linear process to develop, analyze, report, and review all the internal and external operations of each program, the continuous program improvement action plans, and the measurement of the College of Education’s operational effectiveness aligned to the mission, vision, and goals. The value of the self-study report and review process is to strengthen the College of Education’s continuous improvement and to enhance operational effectiveness of learning outcomes using measurable and achievable goals and objectives.



**Dr. Rhonda F. Jeter**, Dean, College of Education (left)



**Dr. Dawn Johnson-Tate**, Director, Accreditation and Compliance, Center for Assessment, Accreditation, and Retention (CAAR) (right)

## BOWIE STATE PARTICIPATES in NATIONAL STUDY of CIVIC COMPETENCY & ENGAGEMENT and INTERCULTURAL COMPETENCY & DIVERSITY

As first described in the January 2017 *Assessment Times* newsletter, ([assessment-times-newsletter-spring-2017.pdf](#) ([bowiestate.edu](#)), Bowie State University (BSU) was involved in two national pilot studies that used HEIghten assessments, which are sponsored by the Educational Testing Services (ETS). More than 40 higher education institutions participated in the pilot studies and represented various types of institutions: HBCUs, MSIs, public/private institutions, community colleges, liberal arts institutions, and research institutions.

There were two separate pilot studies: Civic Competency and Engagement (CCE) and Intercultural Competency and Diversity (ICD). The focus of these assessments included cohorts of freshmen and senior students, and the goal was for the participating institutions to test at least 50 students for each assessment. Bowie State University exceeded this goal with each assessment and conducted some targeted participation by social work (SOWK) and business (COB) students for the ICD assessment. The overall participation numbers for BSU with the CCE included 110 freshmen compared to 1,818 students nationally, and 107 seniors compared to 5,091 students nationally. For ICD, the participation numbers were 291 BSU students (177 seniors and 114 freshmen) compared to the same national comparison group of 4,669 students.

### Civic Competency and Engagement (CCE) Results

The assessment framework for Civic Competency and Engagement is made up of civic knowledge, analytic skills, and participatory/involvement skills. In the area of civic engagement, the components are motivations, attitudes and efficacy, democratic norms/values, and participation and activities. With the CCE assessment, the BSU freshmen scored below the national comparison group in the area of civic participation and engagement in civic life. However, the senior BSU cohort scored higher than the national comparison group. The findings for this assessment are as follows:

- Overall, the BSU freshmen students participated in civic activities at 36% and the national comparison group participated at 51%.
- Overall, BSU seniors participated at 61% and the national comparison group participated at 52%.
- 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.

It is also interesting to note the levels of student engagement in particular types of activities, when comparing the freshmen vs. national comparison group and the senior vs. national comparison group, as shown in Tables 1 & 2. Participation in the three top BSU freshmen activities ranged from 15-23%, compared to national student participation in those activities of 56-80%. The level of participation for BSU seniors ranged from 72-91%, compared to national student participation of 53-81%.

**Table 1: Comparison of BSU Freshmen to National Comparison Group**

Civic Activity (Top Three BSU freshmen activities)	BSU Freshmen Student % Participation	National Comparison Student % 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%

**BOWIE STATE PARTICIPATES in NATIONAL STUDY, continued**

**Table 2: Comparison of BSU Seniors to National Comparison Group**

Civic Activity (Top Three BSU senior activities)	BSU Senior Student % Participation	National Senior Student % Participation
<ul style="list-style-type: none"> <li>Participation in activities to help protect the environment</li> </ul>	72%	66%
<ul style="list-style-type: none"> <li>Volunteered to do community service</li> </ul>	91%	81%
<ul style="list-style-type: none"> <li>Signed petition about social/ political issue</li> </ul>	77%	53%

It should be noted that the freshmen and senior cohorts are two different groups, not the same students tested four years later. In addition, this assessment was conducted while students were involved in campus life prior to the COVID-19 campus shut-down and the move to hybrid and on-line courses; therefore, campus participation was easily measured.

**Intercultural Competency and Diversity Update**

The Intercultural Competency and Diversity (ICD) assessment gives students a particular scenario where an intercultural situation comes up. The students 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” and “Approach,” both of which have subcategories:

- 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. All students at BSU scored proficient in 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.
- Approach (self-reported)** - The overall positivity with which an individual views and responds to cross-cultural interactions. The percent of BSU students who scored “Neutral to High” is 94% compared to 95% (national), or essentially the same. 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.

**Table 3: Comparison of BSU Students to National Comparison Group (Scale of 1-10)**

Analyze and Act	BSU Student Average Score	National Cohort Average Score
<ul style="list-style-type: none"> <li>Cultural Knowledge Application</li> </ul>	4.3	5.5
<ul style="list-style-type: none"> <li>Self-Awareness</li> <li>Suspending Judgment/Perspective-Taking</li> <li>Emotion Regulation</li> </ul>	3.9	5.6
<ul style="list-style-type: none"> <li>Social Monitoring</li> </ul>	3.6	5.4
<ul style="list-style-type: none"> <li>Behavior Regulation</li> </ul>	3.5	5.5

The highest BSU score for Analyze and Act, as seen in the chart, was Cultural Knowledge Application at 4.3 compared to 5.5 for the national group. The next three areas that tied for second-highest for the BSU students were 3.9 for Self-Awareness, Suspending Judgment/Perspective-Taking, and Emotion Regulation. The lowest scores for the BSU students were in the areas of Social Monitoring (3.6), and Behavior Regulation (3.5). The comparison groups’ scores for these areas, which ranged from a low of 5.4 to a high of 5.6, can be seen in the chart. It is in the areas of Analyze and Act that there were more differences between the BSU students and their national counterparts. This differences in these areas certainly should be analyzed in more depth, where possible, to ascertain the reasons for greater differences in these subcategories between BSU students and their national peers.