

Center for Academic Programs Assessment (CAPA) Accomplishments

AY 2022-23

The major initiatives for the Center for Academic Programs Assessment (CAPA) this past year focused on reviewing and understanding the five guiding principles of Middle States (MSCHE), and how they are currently integrated into each of the seven standards at Bowie State. These five principles guide the analysis in each of the seven standards because of their importance in higher education, which include the following:

1. Application of the Standards within the Context of an Institution's Mission and Goals
2. Centrality of the Student Experience
3. Reflection on Diversity, Equity, and Inclusion
4. Emphasis on Data and Evidence-based Decision-making
5. Innovation as an Essential Part of Continuous Improvement

For AY 2022-23, CAPA concentrated on principles three, four, and five by evaluating the campus assessment culture, following through on self-study internal recommendations by ensuring equity among colleges with assessment resources and support, and identifying opportunities for innovation and continuous improvement.

Center for Academic Programs Assessment (CAPA) Accomplishment 1:

Title: BSU Culture of Assessment Survey (Principles: 3, 4, & 5)

Description: In collaboration with OPAA, CAPA created, disseminated, and collected feedback on the culture of assessment at BSU.

Support of the strategic plan: Survey data results show that assessment is supporting continuous improvement in academic programs and assessment of student learning outcomes (SPG 1), faculty are soliciting student feedback regarding their academic programs (SPG 1 & 3), and assessment is driving continuous improvement (SPG 1 & 3). The AVP for Assessment is presenting these findings at the regional assessment conference in September.

Some survey highlights include:

- Student feedback is a valued part of my program's assessment process – 81.48 % strongly agree or agree
- I believe that assessment supports continuous programmatic improvement as well as student learning and development – 90.22 % strongly agree or agree
- As an instructor, I believe it is important to use a variety of assessment tools to measure student learning – 95.65% strongly agree or agree

How is the accomplishment transformative? This was the inaugural deployment of the Culture of Assessment Survey at BSU. The survey addressed specific topics relevant for BSU faculty and staff

with a return rate of 51.7 %. This survey will be disseminated one year before the next MSCHE self-study but will include additional questions linked to the five MSCHE guiding principles.

Center for Academic Programs Assessment (CAPA) Accomplishment 2:

Title: Expansion of institutional assessment structure (Principles: 3, 4, & 5)

Description:

a. The College of Professional Studies (CPS) Assessment Coordinator was hired in fall 2022. The search committee was chaired by the AVP for Assessment. CPS was the only remaining college without an assessment coordinator, and hiring this staff member was an internal self-study recommendation as it was identified as a lack of equity and sufficient resources among the four colleges.

b. The members of the Council for Accredited Programs (CAP) were appointed and the inaugural meeting held during Faculty Institute. The CAP was also a self-study internal recommendation to ensure that academic leadership (deans, associate deans, etc.) were actively involved with assessment and specialized accreditation efforts.

Support of the strategic plan: The hiring of the fourth and final college assessment coordinator will only help to strengthen the robust College of Professional Studies assessment activities and supports both SPG 1 & 3. The creation of CAP provides more leadership support to faculty conducting assessment at the course and program level and instills a level of accountability at various levels in the Division of Academic Affairs for specialized academic programs (SPG 1 & 3).

How is the accomplishment transformative? The expansion of BSU's institutional assessment structure requires faculty, assessment staff members, and academic leadership to be actively involved in assessment and be accountable for the outcomes. Embedding assessment initiatives at multiple levels and with various constituents is reinforcing and strengthening assessment as part of campus culture.

Center for Academic Programs Assessment (CAPA) Accomplishment 3:

Title: Assessment innovation, professional development, and continuous improvement (Principles: 3 & 5)

Description:

- a. Targeted assessment professional development/training for new faculty during their two-day August orientation
- b. Regional conference attendance in September for 12 faculty/staff that is focused on examining BSU's Diversity, Equity, and Inclusion (DEI) practices in Academic Affairs facilitated through conference sessions and a common read: "Reframing Assessment to Center Equity: Theories, Models, and Practices." BSU also had three (3) conference presentations accepted at the regional conference in Philadelphia (Sept. 13-14th).

Support of the strategic plan: Both professional development initiatives support goals 1, 3 and 4 of the strategic plan. The focus on DEI in an assessment context supports BSU's core values of inclusion and accountability, and it will also serve the institution well as we begin planning for the next MSCHE self-study.

How is the accomplishment transformative? Training and professional development is not necessarily transformative in and of itself; however, creating a cohort of key faculty and staff to attend and present at conferences, participate in DEI discussions, review current DEI policies and practices, and strategize action plans as part of a faculty senate committee (CAStLE)...now that is transformative!