



## Institutional Effectiveness Framework FY 2019 – FY 2024

The Bowie State University Institutional Effectiveness Framework describes: 1) how the University assesses achievement of its mission, vision and core values, 2) how the University links assessment, planning and budgeting, 3) how the Framework's implementation strategies support the strategic plan and 4) how the mechanisms in place produce results that can be shared both internally with the University community as well as externally with appropriate constituents.

### **Mission**

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 the local, state, national and global communities.

### **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**

Excellence	Bowie State University expects students, faculty, staff, and administrators to demonstrate outstanding levels of performance by fostering a stimulating learning and work environment.
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.
Integrity	Bowie State University students, faculty, staff, and administrators demonstrate high ethical standards in their interactions with one another and the larger community.
Accountability	Bowie State University expects each member of the university community to be responsible and accountable for the outcomes of their efforts and actions.
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.

### **Assessing Mission, Vision, Core Values, and Strategic Goals**

Institutional assessment at Bowie State University is defined, developed, and deployed through the Strategic Plan. Supporting divisional plans further identify action steps that are aligned with overall Strategic Plan goals. Numerous external and internal assessments are used to document the University's progress and continuous improvements in meeting its mission, vision, and core values and strategic goals.

#### *External Assessments*

BSU, along with all USM institutions, utilizes the Managing for Results (MFR) Report as its primary internal and external institutional assessment report. The MFR is required by the University System of Maryland (USM), the Maryland Higher Education Commission (MHEC), the Department of Budget and Management (DBM), and the Maryland General Assembly. The MFR is on an annual cycle.

The MFR contains indicators of institutional effectiveness developed by BSU and USM. The indicators are directly linked to four of the five Strategic Plan goals. Benchmarks are provided for each indicator

with benchmark attainment evaluated annually (for progress) and every five years (for goal attainment). Before the MFR is submitted, data are discussed with appropriate BSU staff, cabinet members, and the President.

The USM Dashboard Indicators provide a “snapshot” overview of the USM and its institutions for the Board of Regents. The USM Dashboard Indicators align with the USM Strategic Plan. BSU includes these metrics in its institutional effectiveness indicators to create the linkage between the BSU Strategic Plan and the USM plan. The Board of Regents reviews the indicators annually usually before the legislative session beginning in January. The President and the Cabinet review the dashboards and discuss action plans in response to questions from the USM. Information from the dashboards may be included in General Assembly budget analysis. The USM Dashboards are on an annual cycle. The most recent USM Dashboard Indicator report can be found at: <https://www.usmd.edu/dashboard-indicators/>

The Student Learning Outcomes Assessment Report (SLOAR) is required by MHEC and provides an overview of the institution’s assessment activities. The second part of the report documents adherence with COMAR and MSCHE standards for each general education competency. The following are required elements for each general education competency: the institution’s definition of the competency, the level at which the competency is measured (institutional, program, course), the assessment approach (es) including direct and indirect measures, assessment results, and improvements. The Assistant Vice President for Assessment is the primary author of the report. The SLOAR report is on a three-year cycle.

### *Internal Assessments*

In addition to the external assessment reports above, the University systematically collects feedback from faculty, staff, students, and alumni and triangulates findings across instruments to document mission, vision, and Strategic Plan achievements and to point to areas in need of improvement.

Faculty and staff are surveyed periodically regarding their satisfaction with recruitment, workload, professional development, evaluation, governance, planning, administrative units, campus climate and core values. Specific questions related to the core values are included as institutional effectiveness indicators.

Five instruments are used to assess student satisfaction: student course evaluations, graduating student surveys (2), the National Survey of Student Engagement (NSSE) and the Noel Levitz Student Satisfaction Inventory (SSI). Student course evaluations are administered in the fall and spring semesters. The internally developed course evaluation instrument collects student opinions on general education goals as well as overall satisfaction with instruction. The NSSE survey is administered every three years to evaluate BSU’s undergraduate experience inside and outside the classroom and to identify areas for improvement. The SSI survey gathers feedback from both undergraduate and graduate students on many factors that shape the student experience. Both NSSE and SSI provide benchmark or scale measures that are nationally normed. Two additional surveys are administered for the purpose of assessing the overall effectiveness of BSU’s programs. Graduating students are surveyed each term to gather timely feedback on their experiences. BSU also follows up on bachelor’s degree recipients one year after graduation with the First Destination survey.

Direct assessment of student learning occurs within the academic departments and is reported annually by academic program through the BSU Assessment Report. The findings from the annual Assessment Reports are reviewed by CASTLE and the AVP for Assessment. An annual summary report is developed by the AVP for Assessment and shared with the campus community.

Specialized accreditation self-studies and reviews serve as another source for direct academic program assessment. OPAA and the AVP for Assessment work with academic departments to ensure that specialized accreditation expectations for assessing student learning outcomes are met. The BSU Program Review Manual sets the framework for comprehensive review of academic programs. Program reviews are on a seven-year cycle as established by the USM.

Direct assessment of general education competencies is guided by the AVP for Assessment and the General Education Committee (GEC). Currently, direct assessment practices include the Collegiate Learning Assessment (CLA+), various Educational Testing Services standardized assessments, the Standardized Assessment of Information Literacy Skills (SAILS), and course redesign. Indirect methods such as grade distributions, course evaluations, and national student engagement surveys are reviewed to gather additional data on student performance but are no longer the primary driving force behind assessment practice at the university.

### **Assessment and Planning with Linkage to Budgeting**

The University continues to strengthen the link among assessment, planning, and budgeting through institutional and departmental activities. The Cabinet is responsible for establishing annual objectives that align with the Strategic Plan and the President's goals. Budget allocation and reallocation are addressed through the Cabinet to meet annual objectives.

Once Cabinet objectives are set, the Cabinet members work with divisional departments to develop annual action plans, and if necessary, requests for additional funds. Cabinet members monitor departmental action plans at least twice each fiscal year. The Cabinet also provides the President a mid-year and final report on divisional objectives.

OPAA collects and reports indirect and direct assessment findings to Cabinet to inform the final budget allocations. Strategic Plan metrics are shared during Cabinet retreats. The MFR and USM Dashboards are discussed by Cabinet members typically in September and December. Academic program assessment reports and general education assessments are shared with academic leadership. This cycle of assessment findings supports future divisional budget initiatives.

### **Communicating Goals and Institutional Effectiveness**

The University goals and academic program goals are available on the University's website, in the undergraduate and graduate catalogs, and through Presidential communications. Results of institutional level assessments are available on the Center for Academic Programs Assessment (CAPA) and OPAA websites. These results are also shared with the Cabinet, CASTLE, GEC, enrollment management, and student affairs staff. OPAA provides specialized reports upon request.

Academic program assessment results are shared annually within the department and with CASTLE. An academic assessment summary report is prepared annually by the AVP for Assessment and shared with the Provost as well as the campus community during the Faculty Institute. Results from general education program assessments are shared with the GEC and the Provost. These summary reports are available on the CAPA website.

Non-academic unit assessment is a component of the annual review process by each Cabinet member. When appropriate, unit metrics are included as part of the Cabinet member's annual goals and objectives.

### **Groups Responsible for Coordinating Planning and Assessing Institutional Effectiveness**

*President and Cabinet* – Annual planning begins with the President's evaluation of prior year achievements as well as established goals for the next fiscal year, drawing upon the Strategic Plan and other supporting plans. The Cabinet, in turn, develops divisional goals and objectives which inform resource allocation and reallocation. Divisional units then establish action plans to accomplish divisional objectives. Annual reports are provided to the President on the achievement of divisional goals and objectives. The President shares both a mid-point and a year-end summary with the USM Chancellor.

*Committee for the Assessment of Student Learning and Experience* – Committee for the Assessment of Student Learning and Experience (CASTLE) is a standing committee of the Faculty Senate. CASTLE is responsible for supporting academic departments in the development and revision of academic program learning goals, assessment plans, assessment reports, and the use of results to improve programs. CASTLE also works with the Assistant Vice President for Assessment to review and evaluate assessment related reports and activities.

*General Education Committee* – The General Education Committee (GEC) is a standing committee of Faculty Senate. GEC is responsible for leadership in developing the general education program (GEP), for reviewing and recommending courses for the GEP, recommending policies to support the GEP, and for assessing the GEP in conjunction with the Assistant Vice President for Assessment.

*Office of Planning, Analysis and Accountability* – The Office of Planning, Analysis and Accountability (OPAA) serves as a resource to the University community by providing systematic, timely, official data, and research that can be used to enhance decision making, prepare mandatory reports, and measure institutional effectiveness. In addition, OPAA receives and consolidates annual reports from the Cabinet, Academic Departments, and Colleges and monitors institutional effectiveness indicators.

*Assistant Vice President for Assessment* – The Assistant Vice President for Assessment (AVPA) develops and implements a systematic assessment approach for all academic programs as well as the general education program, in collaboration with CASTLE and GEC. The AVPA provides assessment professional development and training to faculty and academic administrators and coordinates the USM academic program review process for the institution.