

# Middle States Self-Study



MIDDLE STATES COMMISSION  
ON HIGHER EDUCATION

## Bowie State University

Middle States Reaffirmation of Accreditation

April 3–6, 2011





## MIDDLE STATES COMMISSION ON HIGHER EDUCATION

A voluntary, non-governmental membership association that:

- ✓ Defines, maintains, and promotes **institutional quality** through the rigorous enforcement of the Commission's Standards of Excellence;
- ✓ Uses **peer evaluation** as a means to evaluate an institution within the context of its self-study;
- ✓ Promotes a disciplined and sustainable planning and assessment process to assure **institutional renewal and educational excellence**; and
- ✓ Strives to build **public confidence** that the institution optimally fulfills its mission and goals.

# Purpose of Visit

- Is BSU's mission appropriate to higher education? What is our purpose? Is it aligned with reality? Is it used to initiate, evaluate, and improve what we do?
- Are our goals well defined and focused on student learning?
- Do we regularly assess student learning and institutional effectiveness and use the results to enhance programs and services?

# Purpose of Visit (cont'd)

- Are we organized and staffed adequately to achieve the University's strategic plan goals?
- Are resources allocated appropriately to maintain institutional quality?

# Middle States Standards of Excellence

## Institutional Context

1. Mission and Goals
2. **Planning, Resource Allocation, and Institutional Renewal**
3. Institutional Resources
4. Leadership and Governance
5. Administration
6. Integrity
7. **Institutional Assessment**

\*Critical to achieving a successful visit

# Standards of Excellence (cont'd)

## Educational Effectiveness

8. Student Admissions
9. Student Support Services
10. Faculty
11. Educational Offerings
12. General Education
13. Related Educational Activities
- 14. Assessment of Student Learning**

**\*Critical to achieving a successful visit**

# BSU Self-Study Design

## (Nature of Study)

**Comprehensive Model – Reordered Standards** into eight chapters to reflect the “relationship” of BSU’s programmatic, physical, resource allocations, and assessment activities on “enrollment growth” and institutional quality.

## Self-Study Theme

*Preparing Students for Life Through Institutional Growth  
and Educational Excellence*

# Self-Study Design (cont'd)

## Chapter 1

- Standard 1: Mission and Goals
- Standard 2: Planning, Resource Allocation, and Institutional Renewal
- Standard 3: Institutional Resources



# Self-Study Design (cont'd)

## Chapter 2

- Standard 4: Leadership and Governance
- Standard 5: Administration
- Standard 6: Integrity

## Chapter 3

- Standard 7: Institutional Assessment

# Self-Study Design (cont'd)

## Chapter 4

- Standard 8: Student Admissions and Retention
- Standard 9: Student Support Services

## Chapter 5

- Standard 10: Faculty

# Self-Study Design (cont'd)

## Chapter 6

- Standard 11: Educational Offerings
- Standard 13: Related Educational Activities

## Chapter 7

- Standard 12: General Education

## Chapter 8

- Standard 14: Assessment of Student Learning

# Our Timeline and Process

- Initial Accreditation – 1961
- Last Self–Study Review – 2001
- Periodic Review Report (PRR) – 2006
- Appointment of Steering Committee – 2008

Dr. Gail Medford, Co–Chair	Dr. Patricia Westerman, Co–Chair
Ms. Gayle Fink Middle States Liaison	Ms. Cynthia Coleman
Dr. Jeanette H. Evans	Ms. Addie Martin
Dr. Granville Sawyer	Mr. Darren Swain
Dr. Josephine Wilson	

- Submission and Approval of the Self–Study Design–2009

# Timeline and Process (cont'd)

## ■ Appointed Sub-committees – 2009

### *Co-Chairs*

1. Mission, Planning, and Resources – Dr. Eleanor Walker and Mr. Don Kiah
2. Governance, Administration, and Integrity – Dr. Joan Langdon and Mr. Kevin Pothier
3. Institutional Assessment – Dr. John Bryant and Mr. Jerry Isaac
4. Admissions, Retention, and Support Services – Dr. Elaine Ridgeway and Ms. Doris Gillard
5. Faculty – Dr. William Lewis and Dr. Sunando Sengupta
6. Educational Offering and Activities – Dr. Andreas Woods and Ms. Vera Chesley
7. General Education – Dr. Lethia Jackson and Dr. Katrinia Kardiasmenos
8. Assessment of Student Learning – Dr. Warna Gilles and Ms. Dorothy Holland

# Timeline and Process (cont'd)

- Received “draft” subcommittee reports – May 2010
- Compiled first draft of the self-study – June 2010
- Presented draft to the Editing Committee – June 2010
- Distributed draft to the University community for feedback – August 2010
- Engaged external reviewers and received feedback – September 2010

# Timeline and Process (cont'd)

- Prepared second draft for submission to the Evaluation Team Chair – November 2010
- Incorporated feedback from Chair and produced third draft for review by the University community – December 2010
- Completed final draft for submission to the Evaluation Team – February 2011
- \*Ongoing process has included editing and gathering documents for resource room and electronic file.

# The Team Visit



April 3–6, 2011



Evaluation Team Chair  
**Dr. Carlos Hernandez**  
President, New Jersey City University



# Evaluation Team Profile

1. Associate Vice President for Graduate and Extended Programs
2. Professor, Early Childhood and Family Studies
3. Vice President for Student Affairs/Chair, Department of Student Personnel
4. Director, Institutional Research
5. Professor, Department of Modern Languages
6. Dean of Library Services
7. Vice President for Business Affairs and Treasurer
8. Coordinator for Assessment Activities

# Evaluation Team

## Tentative Visitation Schedule

### Sunday, April 3

- Arrival of Team
- Get Acquainted Reception
- Evaluation Team Planning Session

### Monday, April 4

- Chair meets with President Burnim
- Team meets with President's Cabinet

# Evaluation Team Visitation Schedule

## Monday, April 4 (cont'd)

- Team meets with Self-Study Steering Committee
- Team holds individual meetings
- Team meets with department chairs
- Team meets with University Senate/faculty, administrators, staff, and students
- Team holds individual meetings

# Evaluation Team Visitation Schedule

## Tuesday, April 5

- Team holds individual meetings
- Team meets with various committees
- Team holds individual team meetings, including sessions with SGA representatives
- Team holds open meeting

# Evaluation Team Visitation Schedule

## Wednesday, April 6

- Chair meets with President Burnim
- Team presents oral summary to University constituencies



# Our View



Strengths  
Recommendations  
Challenges

# Strengths

## Chapter 1: Mission, Planning, and Resources

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



# Strengths

## Chapter 1: Mission, Planning, and Resources (cont'd)

- The University has made significant progress in establishing financial business practices that align with auditing standards.
- An information technology infrastructure renewal program has been established.

# Strengths

## Chapter 2: Governance, Administration, and Integrity

- The University's leadership fully supports the philosophy of shared governance.
- All major decisions are vetted through the shared governance process, inclusive of representatives from all stakeholder groups.
- The University practices an open and shared process in the development of institutional policies and practices.

# Strengths

## Chapter 2: Governance, Administration, and Integrity (cont'd)

- Through its marketing outreach, the University delivers a consistent message of its core values, including institutional integrity.
- Institutional audits and reports indicate the University's strong compliance with standards of integrity in its everyday work.

# Strengths

## Chapter 3: Institutional Assessment

- The current administration strongly supports institutional assessment activities.
- The newly adopted Enrollment Management and Academic plans provide structured assessment approaches to inform future planning and resource allocation.

# Strengths

## Chapter 4: Admission, Retention, and Support Services

- The University has developed for the first time a comprehensive Enrollment Management Plan. It includes goal-oriented strategies, initiatives, systems, and metrics that support the University's mission, goals, and priorities.
- The University provides a wide range of services that address a spectrum of student needs.

# Strengths

## Chapter 5: Faculty

- The University has maintained a trend toward hiring more full-time faculty.
- The academic and work environments on campus are viewed positively by faculty and staff.
- Various opportunities for faculty professional development are provided.

# Strengths

## Chapter 6: Educational Offerings and Related Activities

- All four BSU colleges have missions, visions, and goals that are aligned with those of the University
- BSU offers a number of pre-college programs and outreach efforts that are designed to improve the success rates of students. The University also offers the programs and courses at off-campus sites and overseas to serve students regionally, nationally, and internationally.

# Strengths

## Chapter 7: General Education

- The GEP has evolved into a well structured program that is now cohesive, diverse and meaningful.
- Existing assessments indicate that most students who participate in general education courses are achieving the expected competencies.



# Strengths

## Chapter 8: Assessment and Student Learning

- The University has created a system of assessment that assures the collection of data at the department, division and University level. This practice will ensure that assessments results can be used to continue to improve programs.

# Recommendations

## Chapter 1: Mission, Planning, and Resources

- Continue to assure the involvement of the entire University community in formulating the mission statement and articulate clearly the University's commitment to the dimensions of its tripartite mission of teaching, research, and service.
- Establish a clear process for evaluating the impact of the strategic plan and resource allocation and utilizing the results to improve the University.

# Recommendations

## Chapter 1: Mission, Planning, and Resources (cont'd)

- Share with the University the achievement of annual goals and objectives and how they inform resource allocations.
- Develop a Technology Resource Plan to provide a basis for long-range technology enhancement as well as changes in instructional technology delivery.

# Recommendations

## Chapter 1: Mission, Planning, and Resources (cont'd)

- Develop a Comprehensive Library Plan and provide the funds necessary to bring the Thurgood Marshall Library to a standard similar to other USM comprehensive institutions.
- Provide appropriate resources to fund the Facilities Master Plan through the state of Maryland's capital budget and the issuance of bonds.

# Recommendations

## Chapter 1: Mission, Planning, and Resources (cont'd)

- Assess the impact of current economic conditions on programs and services and develop an action plan that identifies external and private donor support as a means to securing additional financial resources.

# Recommendations

## Chapter 2: Governance, Administration, and Integrity

- Provide shared governance training to all new employees and refresher training, as necessary, to all employees to ensure consistency in the implementation of policies and procedures related to this governance structure.

# Recommendations

## Chapter 2: Governance, Administration, and Integrity (cont'd)

- Assess BSU's hiring procedures and capacity for attracting a cadre of nationally and internationally acclaimed scholars and educational leaders to its administrative ranks.
- Update the Faculty Handbook and Student Handbook biennially to ensure that University policies are aligned with USM, state of Maryland, and federal policies.

# Recommendations

## Chapter 2: Governance, Administration, and Integrity (cont'd)

- Establish a regular cycle for publication of the undergraduate and graduate catalogs.





# Recommendations

## Chapter 3: Institutional Assessment

- Create an environment that further supports and fosters assessment by documenting and communicating the benefits of institutional assessment to the entire University community.
- Develop standardized processes so that all University units can uniformly document and use assessment results to improve future performance and assure institutional renewal.

# Recommendations

## Chapter 3: Institutional Assessment (cont'd)

- Demonstrate a focused commitment to institutional assessment through frequent monitoring and updates on the implementation of the University's planning documents.

# Recommendations

## Chapter 4: Admissions, Retention and Support Services

- Conduct an assessment of retention, attrition, and graduation, and develop key indicators and benchmarks to measure progress toward the University's enrollment goals.
- Identify enrollment management priorities and allocate adequate resources to assure successful implementation of the targeted areas.

# Recommendations

## Chapter 4: Admissions, Retention and Support Services (cont'd)

- Continue to monitor and assess the impact of student services, using indicators that measure student satisfaction, inclusive of information that indicates the number/percentages of students served, staffing, budget, expected outcomes, among other indicators.
- Continue to monitor the demand for on-campus housing and to move forward expeditiously with construction of the proposed residential facility in support of the University's enrollment growth designation.

# Recommendations

## Chapter 5: Faculty

- Hire additional faculty to ease the teaching workload of existing faculty thus providing them with opportunities for release time for research and scholarship.
- Develop programs that recognize outstanding faculty members who excel in teaching, research, and service.

# Recommendations

## Chapter 5: Faculty (cont'd)

- Provide institutional leadership that will ensure consistency across academic departments in implementing comprehensive faculty evaluation processes.

# Recommendations

## Chapter 6: Educational Offerings and Related Activities

- Leverage STEM grant funding to prepare more students for careers in this high-demand workforce-development area.
- Develop online and hybrid online courses to match the needs of BSU students and to keep academic offerings competitive with other universities as outlined in the Academic Plan.

# Recommendations

## Chapter 6: Educational Offerings and Related Activities (cont'd)

- Conduct a comprehensive assessment of the Graduate School and the Office of Continuing Education and External Programs to determine the extent to which the current structures support the mission and goals of the University.



# Recommendations

## Chapter 7: General Education

- Advise students to take the GEP courses early in their college career.
- Discuss the need for a system that would prohibit students from enrolling in any upper level (300- or 400-level) courses without first successfully completing the GEP.

# Recommendations

## Chapter 7: General Education (cont'd)

- Ensure that all GEP competencies are taught and evaluated and that complete periodic reviews of syllabi and assignments for each course are conducted.
- Develop a systematic and sustainable process to assess GEP competencies to include development of common rubrics.

# Recommendations

## Chapter 8: Assessment and Student Learning

- Create a position at the Associate Provost or Assistant Vice President level to direct the assessment of student learning.
- Ensure that the University Student Learning Assessment Committee facilitates a culture of assessment among the faculty in a peer-to-peer structure.

# Challenges

- Financial Resources
- Frequent Administrative Turnovers
- Institutionalizing a Campus-wide Assessment System
- Private Donor and Alumni Contributions
- Availability of Need-based and Merit-based Financial Aid
- Attracting and Retaining Highly Qualified Faculty
- Students' timely scheduling of General Education courses

# Quick Facts

- Founded 1865
- Carnegie Classification: Master's – Larger Programs
- 2010 Undergraduate Enrollment: 4,401
- 2010 Graduate Enrollment: 1,177
- Faculty: 230 full-time and 176 part-time
- FY 2010 Operating & Non-Operating Budget: \$84,687,938
- Library Volumes: 280,000; 700 subscription titles; ResearchPort to over 70 databases

# Are You Ready?

- Have you read the self-study document?
- What is our mission?
- What are our core values?
- Have you updated unit websites to reflect current policies, programs, etc.?
- Have you provided all resource documents to the Steering Committee?
- Have you complied with all requests for information?
- Have you organized all documents in your unit that may be helpful to the evaluation team?

CHECKLIST





*Thank You!*

*To the Steering Committee,  
Subcommittees, and the entire Bowie  
State University community for a job  
well done!*