Institutional Effectiveness Framework
FY 2015 – FY 2018

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

Bowie State University empowers a diverse population of students from Maryland, the nation, and the world to reach their full potential through its high-quality, liberal-arts-based bachelor's, master's, and doctoral programs. The University provides a nurturing environment distinguished by a culture of success that supports students in completing their course of study. As Maryland's first historically black university, Bowie State inspires and prepares ethical and socially responsible leaders who can think critically, discover knowledge, commit to lifelong learning, value diversity, and function effectively in a highly technical and dynamic global community. (USM approved 2014)

Vision (Strategic Plan)

Bowie State University's quintessential priority is academic excellence. This refers to the educational achievements of our students, including their intellectual growth, and the scholarly and pedagogical achievements of our faculty members. Bowie State University will be widely recognized as one of the nation's best public comprehensive universities. Bowie State's ability to increase its national stature will depend in part on its ability to enhance its graduation rate, the reputation of its faculty, and the excellence of its undergraduate and graduate programs.

To achieve this vision, Bowie State is committed to:
- Enrolling, educating, and graduating the most promising diverse student body possible.
- Fostering a success-driven undergraduate and graduate culture, culminating with a degree that positions graduates to be part of an educated citizenry that positively contributes to the community.
- Cultivating an institutional culture of high expectations and climate of success that advances student learning and emphasizes efficient time to degree.
- Providing all students with an education that is innovative, distinctive, and of the highest quality that inspires life-long learning.
- Implementing and sustaining a strategic approach to building BSU's reputation and brand recognition as a nationally preeminent university.
- Continuing to explore additional institutional revenue streams and operating in an efficient and effective manner.
- Supporting faculty in scholarly and creative endeavors.

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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.
Civility	Bowie State University cultivates an environment in which the interaction between individuals is one that is inherently imbued with value, respect, and appreciation.
Integrity	Bowie State University students, faculty, staff, administrators and the larger community demonstrate high ethical standards in their interactions with one another.
Diversity	Bowie State University nurtures an awareness of, and sensitivity toward, differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.
Accountability	Bowie State University expects each member of the University community to be responsible and accountable for the outcomes of his or her efforts and actions.

Assessing Mission, Vision, and Core Values

Institutional assessment at Bowie State University is defined, developed and deployed through the Strategic Plan. Supporting plans, such as the Academic Plan, Enrollment Management Plan, and the Closing the Achievement Gap Plan 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.

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 27 indicators of institutional effectiveness developed by BSU and USM. The indicators are directly linked to four of the six Strategic Plan goals. Benchmarks are provided for each indicator with benchmark attainment evaluated annually (for progress) and every five years (for goal attainment). The specific indicators are included in the University's Institutional Effectiveness Indicators listed in Appendix 1. 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

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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: http://www.usmd.edu/usm/adminfinance/IR/reports/

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. BSU General Education Committee (GEC) and the University Student Learning Assessment Committee (USLAC) review the report before it is sent to the Provost for final review before submitting. The SLOAR report is on a three year cycle.

The annual **USM Closing the Achievement Gap Report (CTG)** informs USM of the University's progress in meeting its achievement gap goal. In 2009, BSU defined the achievement gap as the difference between the six year graduation rates of Bowie State African-American students and all students in the USM. The University committed to reducing the achievement gap and set its fall 2010 cohort six year graduation goal at 48 percent – an increase of 12 percentage points from the 2001 cohort. Progress on the goal as well as supporting activities are provide in the CTG report annually.

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

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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. The schedule for administration of indirect surveys can be found below.

Table 1
Internal Student Assessment Schedule

Survey	Schedule		
Student Course Evaluation	Each term		
NSSE	Spring 2011	Spring 2014	Spring 2017
SSI	Spring 2012	Spring 2015	Spring 2018
Graduating Student Survey	Each term		
Graduate Follow-up Survey	Spring 2011	Spring 2014	Spring 2017

Items from these surveys are mapped to educational objectives drawn from the mission and vision statements as well as Strategic Plan objectives and objectives drawn from the Academic Plan. Table 2 summarizes the mapping.

Table 2
Mapping Indirect Student Assessment Data to Mission, Strategic Plan and Academic Plan

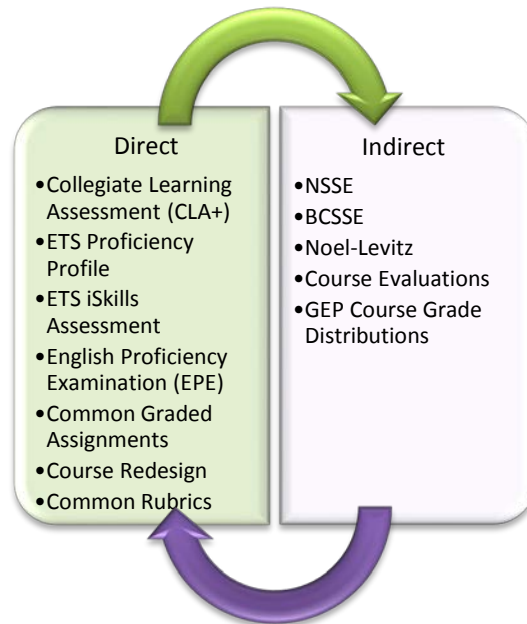|	University Mission Educational Objectives								
	Strategic Plan Goals (1 and 2)								
	Proficiency in the program area	Exposure to ethical/legal/societal/security issues (diversity)	Interdisciplinary learning experience	Research exposure	Technological competency	Scientific and quantitative reasoning skills	Critical analysis and reasoning skills	Oral and written communication skills	Information Literacy
Indirect Assessment									
NSSE Survey	✓	✓		✓	✓	✓	✓	✓	✓
SSI Survey	✓	✓							
Course Evaluation Survey	✓	✓			✓	✓	✓	✓	✓
Graduating Student Exit Survey	✓	✓	✓	✓	✓	✓	✓	✓	✓
Graduate Follow-up 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 USLAC and the AVP for Assessment. An annual summary report is developed by the AVP for Assessment and shared with the campus community.

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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 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 USM.

Direct assessment of general education competencies are guided by the AVP for Assessment and the GEC. The GEP assessment model that focuses primarily on direct methods is provided in Figure 1. Currently, direct assessment practices include the Collegiate Learning Assessment, two Educational Testing Services standardized assessments, the English Proficiency Exam, common graded assignments, 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.

Figure 1 - GEP Assessment Model 2013 – To Present

Direct	Indirect
•Collegiate Learning Assessment (CLA+) •ETS Proficiency Profile •ETS iSkills Assessment •English Proficiency Examination (EPE) •Common Graded Assignments •Course Redesign •Common Rubrics	•NSSE •BCSSE •Noel-Levitz •Course Evaluations •GEP Course Grade Distributions

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

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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 annually at the May Cabinet retreat. The MFR and USM Dashboards are discussed by Cabinet members typically in September and December. Academic program assessment reports are distributed in January. Findings from general education assessment are disseminated in the fall. 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 OPAA website. These results are also shared with the Cabinet, USLAC, GEC, and enrollment management and student affairs staff. OPAA provides specialized reports upon request.

Academic program assessment results are shared annually within the department and with USLAC. 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 January Faculty Institute. Results from general education program assessment are shared with GEC and the Provost. These summary reports will be available on the Assessment 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. A summary of Cabinet goals and objectives are available on the OPAA website for the most recent year.

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.

University Student Learning Assessment Committee – The University Student Learning Assessment Committee (USLAC) is a standing committee of the Faculty Senate. USLAC 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

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programs. USLAC also works with the Assistant Vice President for Assessment to review and evaluation 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 USLAC and GEC. The AVPA provides assessment training to faculty and academic administrators and coordinates the USM academic program review process for the institution.

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Appendix 1
Institutional Effectiveness Indicators

Strategic Plan Indicators

Goal 1: Provide high-quality academic programs and relevant co-curricular experiences.
- Percent of new core faculty with terminal degrees (MFR)
- Number of professionally accredited programs (MFR)
- Average combined SAT (USM Dashboards)
- Average faculty salary (USM Dashboards)
- Weighted average faculty salary percentile (USM Dashboards)
- Overall student satisfaction with course instruction (BSU Course Evaluation)
- Satisfaction with education for work (MFR)
- Satisfaction with education for grad/prof. school (MFR)
- Course Units Taught by FTE Core Faculty (MFR)
- % Programs meeting assessment benchmark (75%)
- Time to degree in years
- Percent satisfied with academic advising (SSI)
- Percent satisfied with tutoring availability (SSI)
- Percent satisfied with computer labs (SSI)

Goal 2: Develop and implement programs and services that promote access, affordability and completion for a diverse student body with an emphasis on underserved populations.
- Second year undergraduate retention rate (MFR)
- First-time undergraduate applicants/%accepted/ %Enrolled (BSU Fact book)
- New undergraduate transfer applicants/ %accepted/%Enrolled (BSU Fact book)
- Six year undergraduate graduation rate (MFR)
- Six year African-American six year undergraduate graduation rate (USM CTG)
- Number of Maryland Community College transfers (USM Dashboards)
- Percentage of undergraduate minority students (African-Americans, Hispanic and Native Americans) (USM Dashboards)
- Admit percentage (new and transfer undergraduate students) (USM Dashboards)
- BSU tuition and fees as a % of Prince George's County median income (MFR)
- Resident undergraduate tuition and mandatory fees (USM Dashboards)
- Percent of undergraduates receiving financial aid (USM Dashboards)
- Average undergraduate debt burden (USM Dashboards)

Goal 3: Conduct and sustain academic transformation initiatives to improve student success and promote greater faculty collaboration
- Number of online programs (MFR)
- Number of on-line and hybrid courses running in an AY (MFR)
- Number of redesigned courses

Goal 4: Develop a comprehensive model of regional, national, and global engagement to address societal needs.
- Number of <u>fully</u> developed initiatives to integrate real life experiences into curriculum
- Number of programs at regional centers
- Number of FTE students enrolled at regional centers
- Number of students participating in study abroad (start in AY 15-16)

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Goal 5: Advance the overall effective and efficient use of resources and identify new revenue sources to support the University's core mission.
- Dollars of alumni giving (MFR)
- Number of alumni donors (MFR)
- Total gifts dollars received (MFR)
- Total external grants and contract revenue (MFR)
- Average alumni giving rate (USM Dashboards)
- Percent of fundraising goal achieved (USM Dashboards)
- Classroom utilization rate (MFR) (USM Dashboards)
- Facilities renewal funding as a percentage of replacement value (MFR) (USM Dashboards)
- Percentage of E&G funds spent on instruction (MFR) (USM Dashboards)
- Percentage of E&G funds spent for administration (USM Dashboards)
- Fund balance goal attainment
- Percent of undergraduate credits from non-traditional methods

Goal 6: Define and communicate the University's distinctive identity and value proposition.
- Percent of faculty and staff indicating that morale is excellent or good.
- Percent of students with a positive rating on their overall satisfaction with their experience thus far (SSI).
- Percent of students with a positive rating on whether they would enroll again (SSI).
- Percent of graduating students agreeing that they would enroll again (Graduating Student Survey)
- Percent of undergraduates graduates agreeing that they would enroll again (MHEC)

Core Values Indicators

Overall

    Percent of faculty and staff indicting awareness of the core values (BSU Faculty & Staff Survey_

    Percent of graduating students agreeing that BSU personnel practice the core values (BSU Graduating Student Survey

Excellence

    Percent of faculty and staff agreeing that BSU provides a **quality education** to all students (BSU Faculty & Staff Survey

    Noel Levitz Student Satisfaction Inventory

Civility

    Percent of faculty and staff agreeing that **civility** is practiced during interactions between BSU employees (BSU Faculty & Staff Survey)

    Noel Levitz Student Satisfaction Inventory

Integrity

    Percent of faculty and staff agreeing that employees at BSU exhibit a high regard for **ethical standards** in daily work activities (BSU Faculty & Staff Survey)

    Noel Levitz Student Satisfaction Inventory

Diversity

    Percent of faculty and staff agreeing that BSU values **diversity** in the workplace (BSU Faculty & Staff Survey)

    Noel Levitz Student Satisfaction Inventory

Accountability

    Percent of faculty and staff agreeing that BSU encourages faculty and staff to **take responsibility** for their actions (BSU Faculty & Staff Survey)

    Noel Levitz Student Satisfaction Inventory