Excellence Inclusivity Integrity Accountability Innovation

BOWIE STATE UNIVERSITY

College of Education

iSuccess Quality Assurance System

Taking Pride in Preparing Tomorrow's Educators

"Preparing Effective, Caring, and Collaborative Educators for a Global Society"

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iSuccess Quality Assurance System

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Assessment System Overview

Bowie State University's College of Education considers consistent and accurate assessment of students, faculty, programs, and unit performance central to daily operations. The College of Education performs unit assessment using Watermark products and is managed by the Center of Assessment, Accreditation and Retention (CAAR).

During the Fall 2024 semester, the iSuccess Quality Assurance System was reviewed and updated from the 2013 College of Education Assessment System and is continuously evaluated by university faculty and members from the College of Education's professional communities, including those from professional development schools and stakeholders. The College of Education has come to understand assessment as a critical component of the learning process that will continue to evolve for years to come. Our goal with regard to assessment is to ensure that our unit and programs meet the needs of our students, while addressing the professional, state, and national standards.

The College of Education's iSuccess Quality Assurance System is framed and driven to evaluate and improve candidate performance as well as to inform unit and program changes. Many of the assessment instruments that are built into our unit's quality assurance system were developed using student learning outcomes, which are aligned with national, state, and professional standards. Our quality assurance system also captures data on several unit operations and includes alumni, employer data, and completer data. Candidate field placement data are also included in the assessment system to document candidate practicum and student teaching placement, supervising and mentor teachers, as well as practicum and student teaching evaluations.

The College of Education's quality assurance provides structure for the preparation of teachers and other school professionals. Our assessment system includes assessments aligned with the Maryland State Standards – International Society for Technology in Education (ISTE); Maryland College and Career Ready Standards, and Professional Development School Standards; – and the standards of all relevant professional organizations. These associations include the Interstate Teachers Assessment and Support Consortium (InTASC), Council for Accreditation of Counseling and Related Educational Programs (CACREP), Council for the Accreditation of Educator Preparation (CAEP), and Maryland Instructional Leadership Framework (MILF), CAEP K-6 Elementary Teacher Preparation Standards, Council for Exceptional Children (CEC), National Association of School Psychologists (NASP), National Council for the Social Studies (NCSS), National Council of Teachers of English (NSTE), National Educational Leadership Preparation (NELP), Professional Standards for Education Leaders (PSEL), International Literacy Association (ILA), National Association of the Education of Young Children (NAEYC), National Council of Teachers of Mathematics (NCTM), National Science Teachers Association (NSTA), and Teachers of English to Speakers of Other Languages (TESOL).

The College of Education's assessment system provides a comprehensive assessment and evaluates candidate qualifications and academic performance in undergraduate initial level programs, graduate initial level programs, and advanced level programs. It is designed to evaluate the knowledge, skills, and dispositions of our teacher candidates, school leaders, and counselors using surveys, performance assessments and certification data as they relate to course work, clinical practices, field experiences, professional disposition and diversity. Candidate data are collected using multiple

assessments in four (4) transition points. The undergraduate transition points are – *Transition Point I: Pre-Admission to College of Education, Transition Point II: Core/Foundations, Transition Point III: Entrance to Clinical Practice, and Transition IV: Program Exit.* The graduate transition points are – *Transition Point I: Admissions, Transition II: Core/Foundations, Transition Point III: Advance to Candidacy, and Transition Point IV: Exit Program.*

The iSuccess Quality Assurance System Operations and Protocol

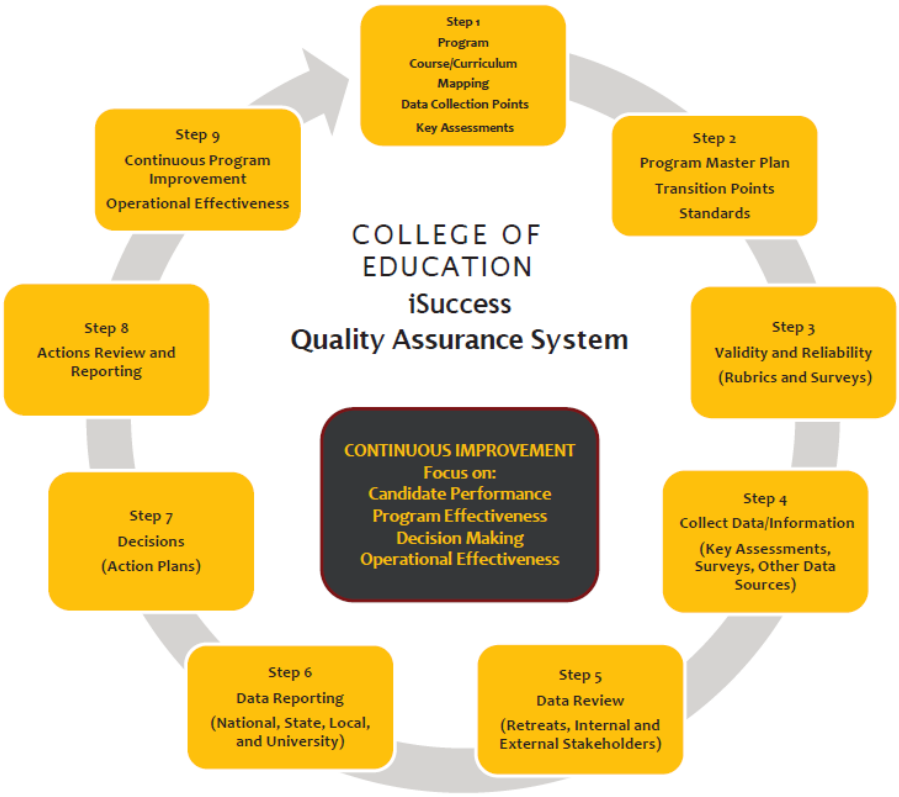
1. **Program Master Plan (PMP), Program of Study (PS) and Signature Assignments (SAs)**. As content experts, program faculty and administrators are responsible for developing, reviewing and updating PMP, PS and SAs on an annual basis to ensure accuracy and compliance with institutional, state and national requirements. PMP include SAs mapped to the courses and standards. Updated PMP, PS and course syllabi with revised SAs are due to CAAR on Monday of the last week in August for fall implementation.

2. **Signature Assignments (SAs) Implementation**. SAs are to be implemented in identified sections of the courses identified in the PMP. Faculty, including both full-time and adjunct professors, are responsible for ensuring candidates' completion of SA requirements through Student Learning and Licensure. Faculty evaluations of SAs in Student Learning and Licensure are due on the date when BSU final grades are due. In case of non-compliance and/or non-completion of the SA(s), faculty should grant an **"*INCOMPLETE*"** for the BSU course**.** Candidate will receive the "***INCOMPLETE***" as designated by the faculty. Orientation on Student Learning & Licensure for both faculty and students may be requested through CAAR.

3. **COE Assessment and Reports**. Summary of completion data and summaries of assessment results by program are produced through CAAR annually. Programs are to review the data and revise assessments, processes and/or procedures to ensure continuous improvement of candidate performance, program quality, and operational effectiveness. Program changes are to be documented annually and included in the BSU Learning Outcomes Report.

Data Protocols, Reports, and Requests. CAAR collects assessment and accreditation data. Data collection through COE by CAAR will only be used for accreditation and regulatory affiliates. CAAR uses standardized data reporting formats. Any other reporting and data manipulations formats are the responsibility of the requestor. CAAR will provide support for the preparation of the report as required by state, federal and accreditation agencies. Data requests outside of semester program data must be requested through the Department Chair, who will subsequently forward the request to CAAR.

iSuccess Quality Assurance System Process



The iSuccess Quality Assurance System graphic represents the ongoing liner process to develop, analyze, review, report, and review all the internal and external operations of each program, the continuous program improvement action plans again, and measurement of the College of Education's operational effectiveness aligned to the mission, vision, and goals.

From the starting point (Step 1) of the iSuccess Quality Assurance Systems programs, uses the program goals, expected outcomes, and the program of study to develop a curriculum map to outline the courses, identifying the introduction, reinforcement, and mastery learning level to the overall program learning outcomes. Finally, the program coordinator identifies the key collection points in the program and the key assessments for this step.

The next step is the program master plan, which is a listing of each program signature assignment. Typically, each signature assignment identified in each course of the program aligned to national, state, and program standards. The program plan outlines transition points where each student 's progress in the program is reviewed before moving to the next level of the program. The goal of the data collection from each course in the program is to use the data as one way to measure the students' program goals.

The validity and reliability process is a vital part of the iSuccess Quality Assurance System. Faculty, internal, reviews each key assessment rubric and survey and external professionals to validate each

question meets the content requirement of evidence-based and empirically grounded for data collection.

Data collection and other vital information (key assessments, surveys, and other data collection sources) provide information used to analyze and make programmatic changes and goals.

Data reviews of the program data conducted at faculty and staff retreats involve obtaining comments from internal and external stakeholders (including students, P-12 partners, advisory boards, and other internal and external partners) to review and report on the data shared.

The data reporting step in the process includes all reports and other data analysis outcomes required to submit to national, state, local agencies, and the university.

Decisions from the data collected and reviewed by program faculty, staff, and stakeholders develop into action plans.

The action review and reporting step is the listing of program changes from the action plans developed for each program.

The final step in the iSuccess Quality Assurance system is the ongoing continuous improvement of the College of Education programs and the data measurement of the organizational effectiveness goals. The college uses this information to align data outcomes and action plans to the goals of the college to show continuous program improvement to ensure continuous improvement of candidate performance, program quality, and operational effectiveness to meet the needs of the industry.

Data Collection and Analysis Model

iSuccess Quality Assurance System Collection process

Assessments Submitted to Student Learning and Licensure by students each semester of each academic year.

Initial Programs:
Assessments identified by Program in the Program Master Plan

Advanced Programs:
Assessments identified by Program in the Program Master Plan

Assessments Evaluated by Faculty in Student Learning & Licensure annually

Reports Generated by CAAR each Academic Year

Unit Reports
Aggregate Data by Program Outcomes
Aggregate Data by Operational Effectiveness Goals

Program Reports
Aggregate/Disaggregate Data by Assessments
Aggregate/Disaggregate Data by Standards
Aggregate/Disaggregate by Dispositions
Aggregate/Disaggregate CACREP Data by Assessment
Aggregate/Disaggregate CACREP Data by Standards
Aggregate/Disaggregate CAEP Data by Assessment
Aggregate/Disaggregate CAEP Data by Standards
Aggregate/Disaggregate INTASC Data by Assessment
Aggregate/Disaggregate ISTE Data by Assessment
Aggregate/Disaggregate Specialized Program Standards by Assessment

Alumni Survey Reports
Aggregate/Disaggregate data by indicators
Mid-Point Program Survey Reports
Aggregate/Disaggregate data by indicators
Program Exit Survey Reports
Aggregate/Disaggregate data by indicators
Employer Survey Reports
Aggregate/Disaggregate data by indicators

Yearly Semester Data Reporting Protocol

1. Development of Annual Outcomes Report by Program
2. Faculty Data Review and Presentation of Program Changes at the COE Fall and/or Spring Faculty Retreats
3. Presentation to and Recommendations from Departments/Program Coordinators
4. Presentation to and Recommendations from the COE Stakeholders
5. Presentation and Finalization of Program Changes sent to the Center for Assessment, Accreditation, and Retention for Implementation

Fall Semester Program Change Implementation

Data Collection Process

The Data Collection Process represents the detailed process each program will collect data throughout each academic year from the undergraduate and graduate program in the College of Education. The iSuccess Quality Assurance System was reviewed and revised to reflect the systematic data review and programmatic change process for the College of Education. The reporting process reflects the data review and program suggested change during the semester faculty retreats, and the programmatic change protocol.

Initial Program Assessment Process

All of the initial program students in the College of Education are expected to demonstrate adequate academic progress leading to graduation and preparing for a Maryland State licensure. All students are assessed using similar assignments and measures with the same set of expectations with regard to content, pedagogy, and quality of work. On some assessments, candidates must earn an average score of 3 (meets standards*) or better.

All initial candidates complete a series of assessments identified and designed by the individual program in the Program Master Plan.

These assessments are evaluated either at the beginning, middle, or end of the candidates program consistent with the Transition Points reflected in the iSuccess Quality Assurance System,

The College of Education Assessment System is comprised of four (4) Transition Points, which are more clearly articulated below:

- ***Transition Point I: Pre-Admission to College of Education***
  Transition Point I is used to gather data and track education majors prior to their official entrance into the College of Education. To demonstrate meeting expectations in Transition Point I candidates must successfully complete the following:
    - Overall GPA Requirement of 2.0
    - Meet Entry requirements
    - ”C” or better in ENGL 101 and ENGL 102
    - “C” or better in all Education Courses

- ***Transition Point II: Core/Foundations***
  Transition Point II is the official entry point for all education majors and it is at this point that the College of Education begins to collect program data on each of its’ students. To demonstrate meeting expectations in Transition Point I candidates must successfully complete the following:

    - Overall GPA Requirement of 2.5
    - 61 Credit Hour Requirement
    - Successful Teacher Candidate Interview
    - Completion of Entrance Surveys

In addition to the above requirements, the candidate must successfully pass the entrance interview.

- ***Transition Point III: Entrance to Clinical Practice***

Transition Point III begins when candidates enter into education methods courses. During this time that candidates begin their year-long internship and are expected to engage in practical application of educational theory, small group instruction, planning using curriculum, and other practical activities in preparation for student teaching. During this phase of the academic program teacher candidates are required to complete a series of methods courses relative to their specific program of study. All teacher candidates must complete a practicum requirement with 100 days in a professional development school, totaling 180 days for the entire program which is required by the Maryland State Department of Education. Candidates will complete the designated assessments identified by each program during this transition point:

- ***Transition Point IV: Program Exit***
  It is expected that during this phase teacher candidates begin planning and implementing full lessons in the classroom, become infused into the practical requirements expected of any teacher, including establishing routines, classroom schedules and procedures, as well as demonstrate knowledge and application of content, pedagogy, dispositions, diversity, assessment, technology, and curriculum usage. Demonstrating understanding of professionalism is extremely important during this phase as this is the teacher candidate's first official precursor to the teaching profession.

  Transition Point IV requires candidates to complete their yearlong internship requirement. Now that teacher candidates have demonstrated their ability to plan using the curriculum and have completed other methods requirements, they are expected to demonstrate an in-depth level of knowledge, skills, and disposition. In addition, they are expected to engage in daily planning, full lesson implementation, and conducting formative and summative assessments, apply classroom management skills, plan and implement instruction for small groups, apply individual instruction skills, and all other practical tasks related to teaching. Candidates complete the following assessments during this phase of the program and must meet or earn a 3 (Meets Standards) or better on the identified Transition IV assessment by each Program on the Program Master Plan.

Advanced Program Assessment Process

All graduate candidates in the College of Education are expected to demonstrate adequate progress throughout their programs and are expected to meet all unit, program, state, and national standards. All students are assessed using the similar assignments and measures with the same set of expectations with regard to content, dispositions, and quality of work.

All graduate candidates complete a series of program assessments identified in the individual Program Master Plan.

As with undergraduate candidates, graduate candidates are evaluated at the beginning, middle, and end of the candidates program, using four (4) Transition Points:

- ***Transition Point I: Admission***
  Transition Point I is used to gather data and track education majors prior to their official entrance into the College of Education. To demonstrate and meet expectations in Transition Point I candidates must successfully complete all program admission requirements.

- ***Transition Point II: Core/Foundations***
  Transition Point II is the official entry point for all education majors and it is at this point that the College of Education begins to collect program data on each of its' candidates. To demonstrate meeting expectations in Transition Point II candidates are required to complete the following:

    - Program Core/Foundational courses
    - Mid-Point Survey

- ***Transition Point III: Advance to Candidacy***
  Transition Point III requires all graduate candidates to demonstrate scholarly understandings of program content, processes, and writing ability. Candidates are expected to demonstrate competencies that reflect their conceptual knowledge of the theorist, theories, and practices in their disciplines. In addition, all candidates are expected to continue progression towards satisfactorily meeting unit, program, state, and national standards. Candidates are required to complete the following:

    - 3.25 GPA
    - 2 faculty recommendation letters
    - Comprehensive Exam (after 12-24 credit hours) program specific
    - Application to Advancement to Candidacy
    - Scholarly Proposal

- ***Transition Point IV: Exit Program***
  Transition Point IV is the final phase of the academic programs and requires all students to have met all unit, program, state, and national standards. Any practicum or internship requirement must also be met during this phase of the program. Candidates are required to complete the following:

    - Practicum/Internship (Program Specific)
    - Praxis II (MAT, SPED, and Sch Psych) attempt or pass
    - Scholarly Paper (Seminar Paper, Thesis, Dissertation, program specific)
    - Professional Portfolio (Program Specific)
    - Exit Survey
    - 3.0 GPA

Evaluation/Analysis Process

Assessment System History and Functions

As of the Spring 2010 Semester, the College of Education has adopted the Accountability Management System (AMS) and the Learning Achievement Tools (LAT) supplied by Taskstream. In the fall 2022 semester, the College of Education updated the assessment to Student Learning & Licensure, Planning & Self Study, and Course Evaluations and Surveys; all products supplied by Watermark, and part of the Watermark Educational Impact Suite.

The key functions of the iSuccess Quality Assurance System and the different products of Watermark have allowed the College of Education to customize unit and program assessments to improve student performance based on learning outcomes, program planning, and operational effectiveness goas.

Student Learning and Licensure (SL&L) helps institutions to gain 360° insights into student learning and rigorously assess outcomes, both in the classroom and the field. Guide students to success with robust candidate tracking from the application process to placement for internships, clinicals, and educator prep, to licensure. Measure the entire learning experience. Easily assess & report performance against learning outcomes and accreditation standards. SL&L gives faculty robust tools and common rubrics to score student work. Students can showcase accomplishments and assess holistic learning from the classroom to the field with ePortfolios, guided by clear program requirements. Faculty and students are able to use SL&L for many practical and relevant purposes, including rubric development and e-portfolio development. Our unit has customized SL&L functions to collect and analyze data within our Transition Points at both the graduate and undergraduate level. SL&L provides students, program, and unit data on all required standards including the unit's goals. The College of Education collects both formative and summative assessment purposes.

Planning & Self-Study (PS&S) helps institutions manage assessment planning, program review, and accreditation self-study processes in a centralized system. It enables teams to collaborate on reports, identify and track continuous improvement actions, align performance to strategic goals and accreditation standards, and organize supporting evidence such as strategic plans, map curriculum outcomes, operational effectiveness, summarize and share unit, and program data.in a structured workflow. A module in PS&S

Course Evaluations & Surveys (CE&S) is a centralized platform for collecting, managing, and analyzing feedback from students and stakeholders about courses, instructors, and academic programs. CE&S gathers reliable student feedback to improve teaching, courses, & faculty development. Deep LMS integration and mobile friendly surveys boost response rates. Automated results and AI-powered insights enable quick faculty action. CE&S enables institutions to standardize evaluation processes and use feedback to improve teaching and learning.

As part of the Watermark Educational Impact Suite, the Insights Hub in the Watermark gives the unit easily access to the key insights needed for institutional continuous improvement. The Insights Hub pulls data from Planning & Self-Study, Course Evaluations & Surveys, and Student Learning & Licensure to provide meaningful review critical information about educational value, student impact, and more context with minimal effort.

Analysis Process and Program Changes

Each semester, faculty are expected to implement assessments using assessment guidelines and rubrics in the appropriate courses to provide both disaggregated and aggregated data. All assessments are collected and evaluated based on the unit's Transition Points using the functions in Student Learning & Licensure. All assessments must be completed by students and evaluated by faculty by the final day of each semester. Program and unit data reports are generated at the end of each semester and analyzed by each program coordinator annually.

The Center for Assessment, Accreditation, and Retention will generate program and unit reports each semester. The following reports and others are generated at the request of the Dean, Chairpersons, faculty or staff:

Unit Reports
Aggregate Data by Program Outcomes
Aggregate Data by Operational Effectiveness Goals

Program Reports
Aggregate/Disaggregate Data by Assessments
Aggregate/Disaggregate Data by Standards
Aggregate/Disaggregate by Dispositions
Aggregate/Disaggregate CACREP Data by Assessment
Aggregate/Disaggregate CACREP Data by Standards
Aggregate/Disaggregate CAEP Data by Assessment
Aggregate/Disaggregate CAEP Data by Standards
Aggregate/Disaggregate INTASC Data by Assessment
Aggregate/Disaggregate ISTE Data by Assessment
Aggregate/Disaggregate Specialized Program Standards by Assessment

Alumni Survey Reports
Aggregate/Disaggregate data by indicators
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Aggregate/Disaggregate data by indicators
Program Exit Survey Reports
Aggregate/Disaggregate data by indicators
Employer Survey Reports
Aggregate/Disaggregate data by indicators

During each academic year the faculty and staff are presented with the data for each program and all unit data for review at the faculty and staff retreat. During the retreat, Department Chairs and Program Coordinators facilitate discussions during the data review to identify specific programs needs and changes, and unit and program goals to improve effectiveness. Each program coordinator generates a list of recommendations and is then generated and presented to all College of Education faculty and staff at the fall and or spring Faculty/Staff Retreat. Time is allocated at the Faculty/Staff Retreat to finalize unit and program changes and discuss the accuracy of assessment measures. As required, each Department Chairs and Program Coordinators facilitate discussions in their department meetings, which the unit Dean and/or Associate Dean will attend, to finalize specific program, unit and program goals to improve effectiveness. Any suggested changes will then be shared with stakeholders to review for validation a change is necessary to meet the national, state, and unit standards and goals. A final report, generally outlined in the program annual outcomes report, is then submitted by the Center for Assessment, Accreditation, and Retention, Dean, faculty and staff outlining the changes that will be implemented, the processes for applying changes, a timeline, and any necessary resources. Unit and program change implementation always begins during the fall semester following the College of Education's Retreat after two iterations of data collection are completed.

Fairness, Accuracy, and Consistency

Fairness:

The College of Education's iSuccess Quality Assurance System developed a matrix to ensure that all national, state, and institutional standards are included in the program curricula and also identifies where candidates are exposed to each standard's content. In addition, all course objectives are aligned to relevant standards,

and all candidates are issued an assessment manual which explicitly outlines all assessments and their measures. All course syllabi are required to clearly outline course requirements, including embedded assessments, due dates for the requirements, and how the assessments are to be scored. All candidates are provided with clear and explicit instructions/guidelines for required assessments in conjunction with the assessment measure. Faculty members are expected to illicit candidate discussion on both the assessment guidelines and measuring tool.

Accuracy:

To ensure the accuracy of the unit's assessments, each year during the fall Faculty and Staff Retreat the Center for Assessment, Accreditation and Retention facilitates a discussion with faculty and staff with regard to the accuracy of the assessments. This time is used to ensure that assessments rubrics are measuring the knowledge, skills, and dispositions that are intended to be measured. These discussions occur at the department level, are recorded and transcribed or otherwise documented. Any identified conflicts, inconsistencies, or other concerns are addressed during the fall semester and implemented during the next fall semester. Updates to the process are presented during faculty meetings throughout the academic year.

Consistency:

To ensure that all faculty, both fulltime and adjunct, effectively utilize assessment measures with consistency, rater training is provided at least once at the beginning of each semester. This training provides an overview of the assessment process, unit and program assessments, and it ensures that all faculty members have a similar understanding of measurement indicators and rating descriptors.

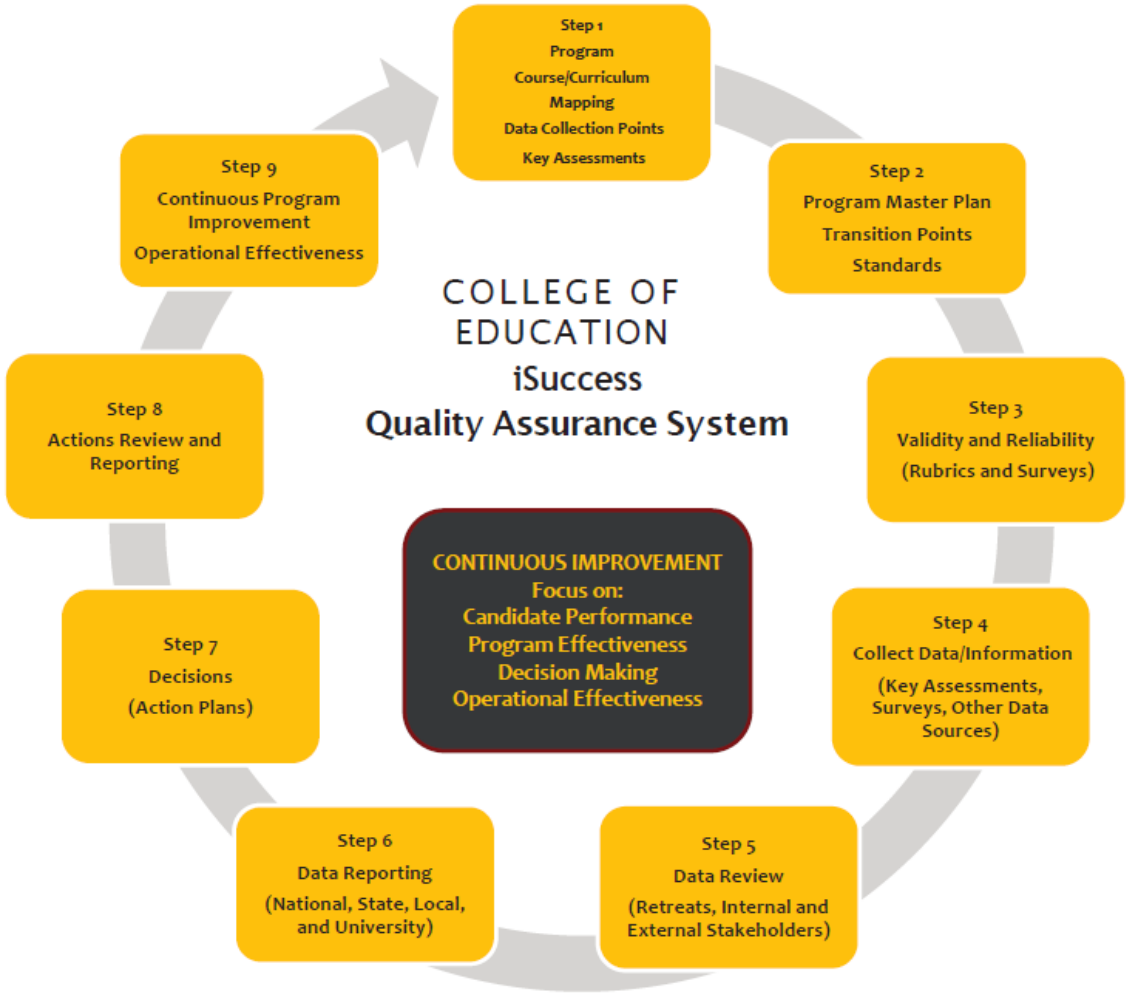
In addition, built-in inner-rater reliability is applied to several initial and advanced assessments. For example, for undergraduate programs the 3 Way Conference Evaluation, Professional Portfolio, and Student Teaching Interviews are conducted by a team of university faculty and PDS partners. Likewise, a team of university faculty and members from the professional community convene to rate candidates on the Comprehensive Exam and final Scholarly Paper at the graduate level. These evaluations are then reconciled by the Center for Assessment, Accreditation and Retention.

Addressing Candidate Complaints

All candidates address any complaints with their department chair, which is formally documented on the College of Education's Grievance Form. All complaints and resolutions are kept on file with the Department Chair.

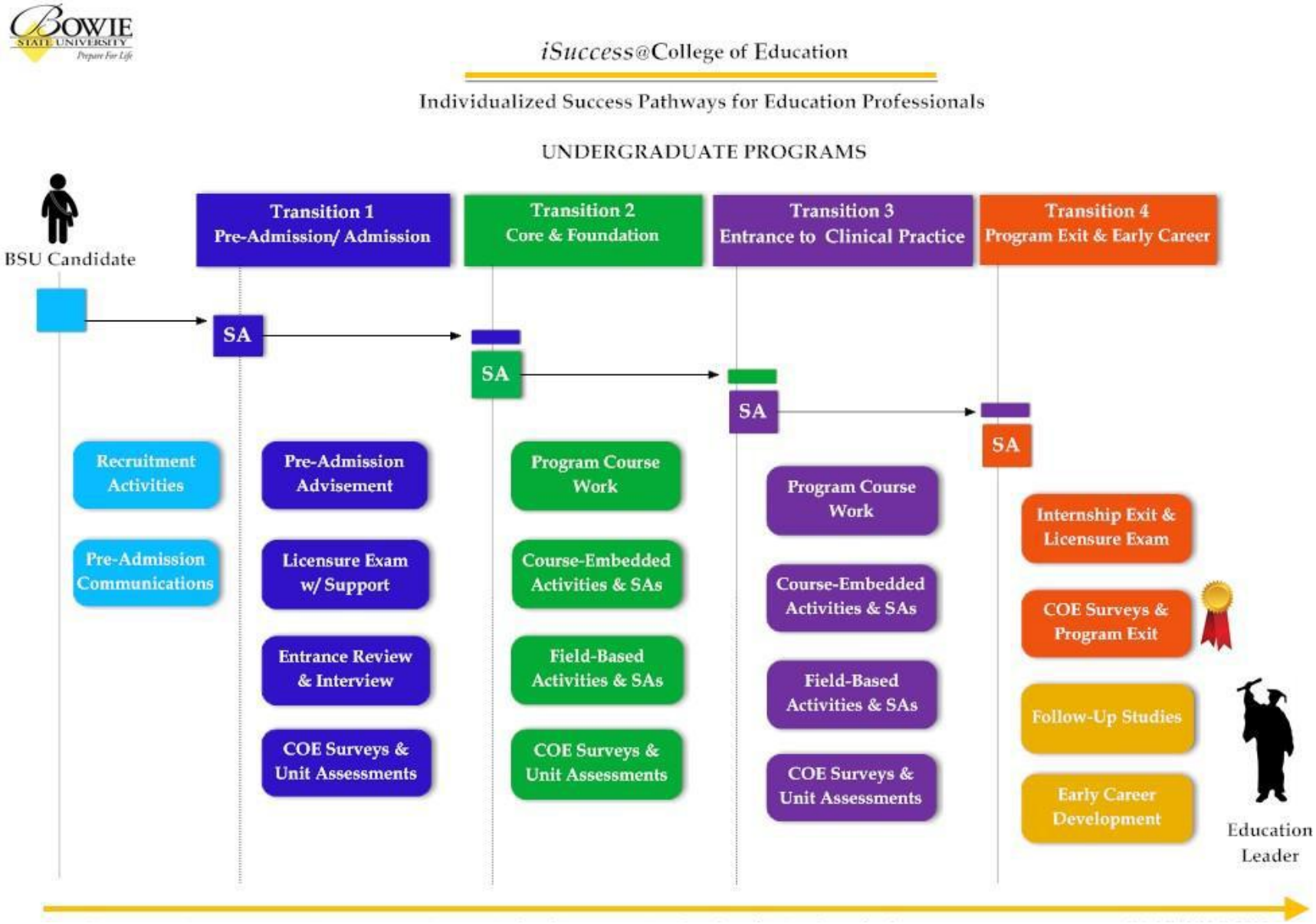
Appendix A

iSuccess Quality Assurance System Process



Appendix B

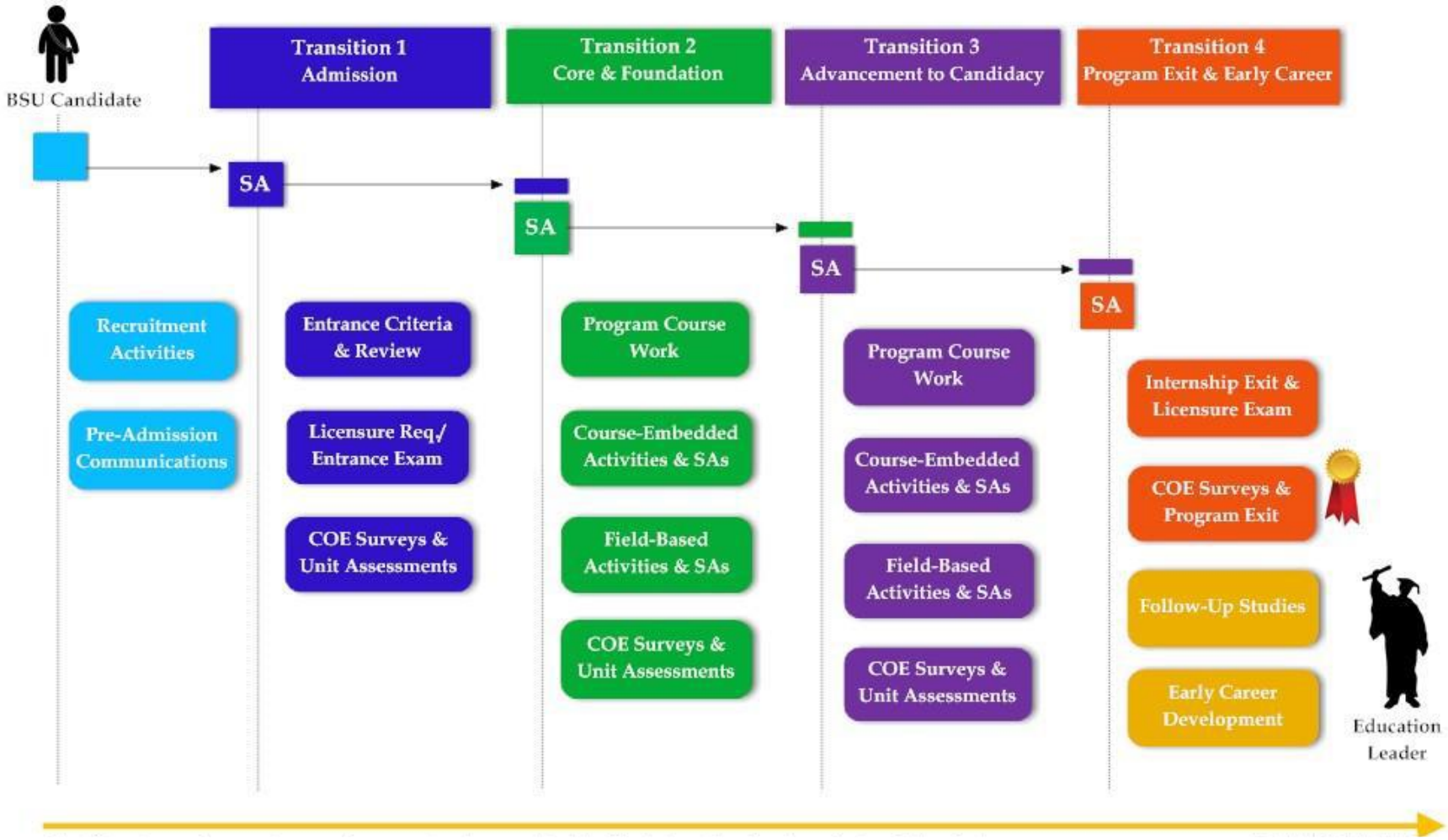
iSuccess Quality Assurance System Transition Points

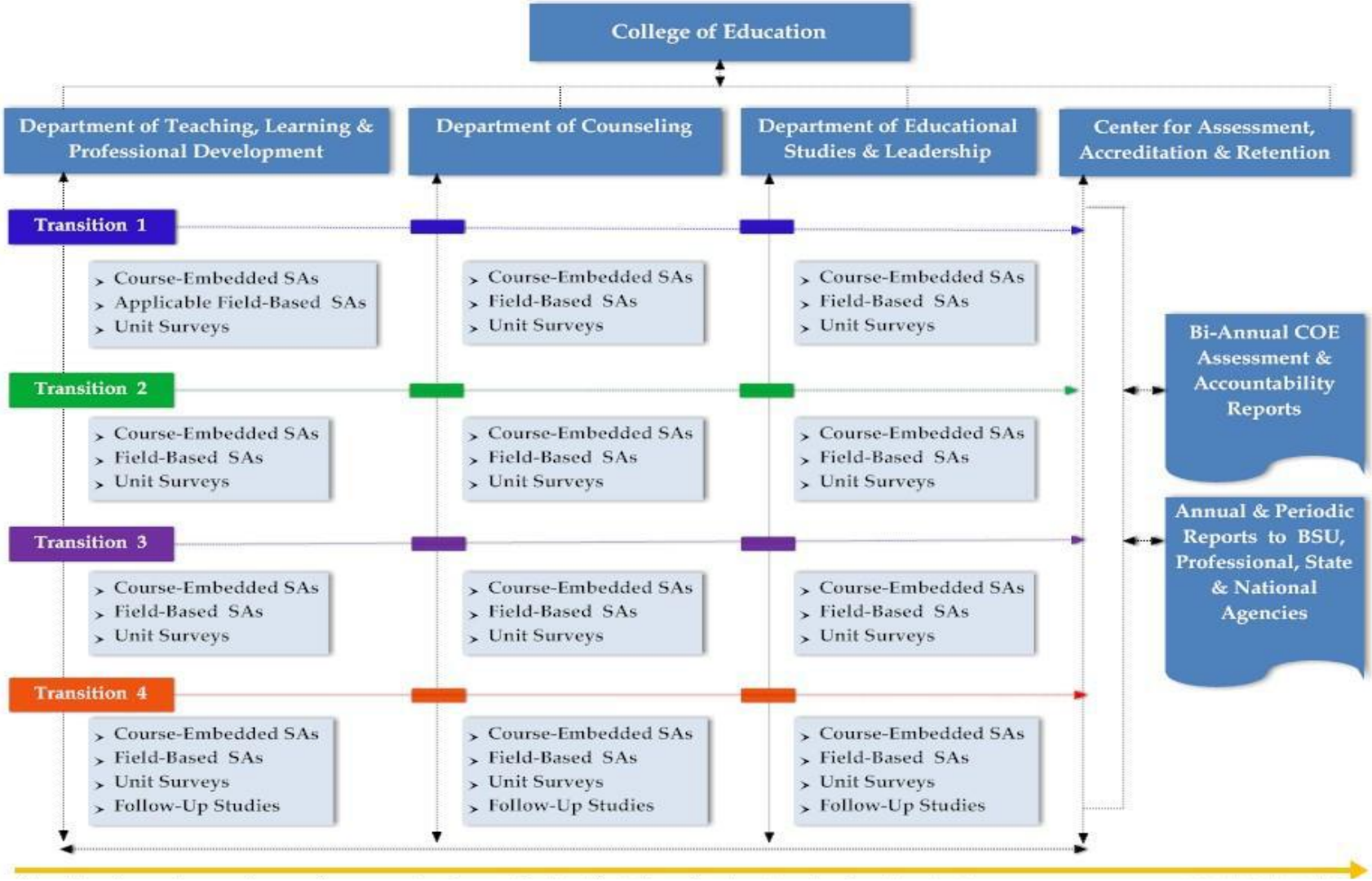


iSuccess@College of Education

Individualized Success Pathways for Education Professionals

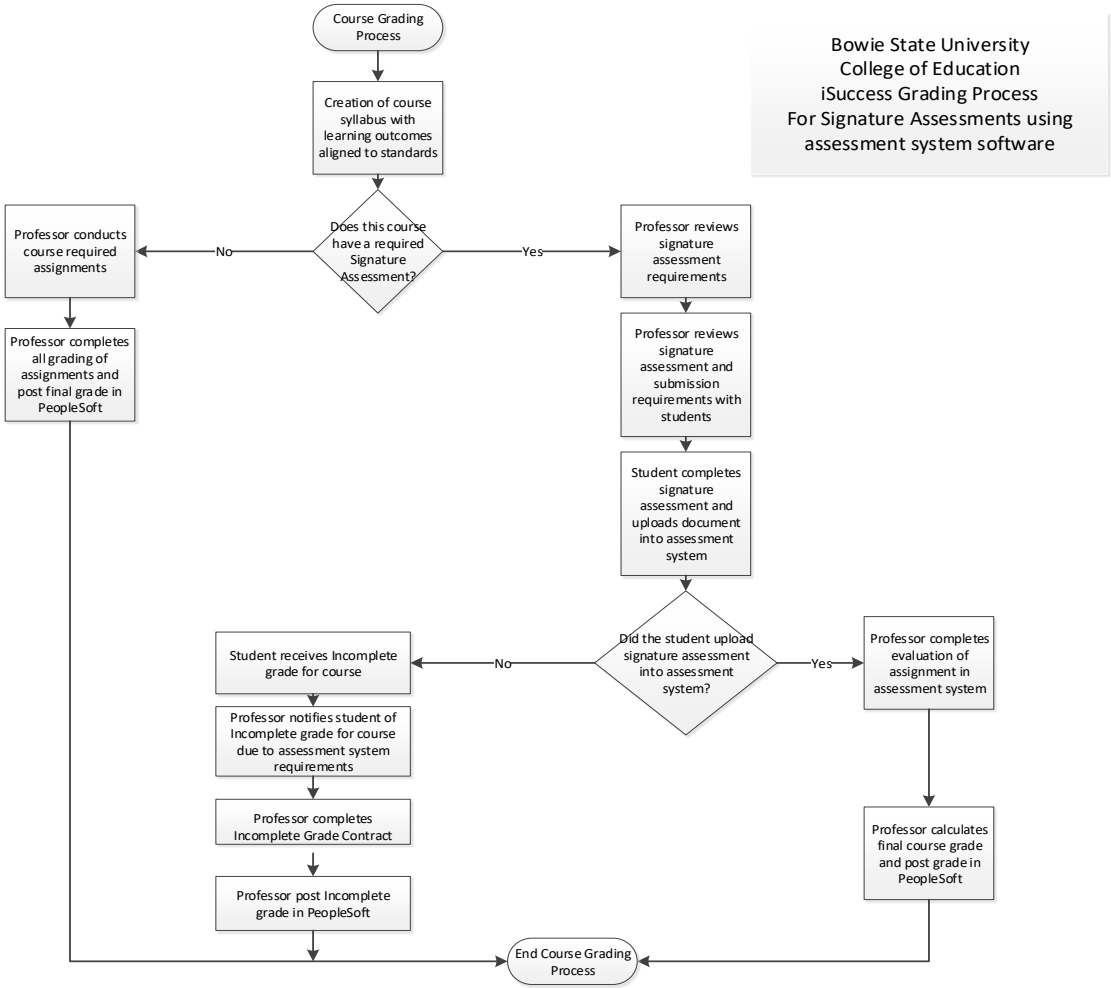
GRADUATE PROGRAMS




College of Education
Department of Teaching, Learning & Professional Development
Department of Counseling
Department of Educational Studies & Leadership
Center for Assessment, Accreditation & Retention
Transition 1
Course-Embedded SAs
Applicable Field-Based SAs
Unit Surveys
Course-Embedded SAs
Field-Based SAs
Unit Surveys
Course-Embedded SAs
Field-Based SAs
Unit Surveys
Transition 2
Course-Embedded SAs
Field-Based SAs
Unit Surveys
Course-Embedded SAs
Field-Based SAs
Unit Surveys
Course-Embedded SAs
Field-Based SAs
Unit Surveys
Transition 3
Course-Embedded SAs
Field-Based SAs
Unit Surveys
Course-Embedded SAs
Field-Based SAs
Unit Surveys
Course-Embedded SAs
Field-Based SAs
Unit Surveys
Transition 4
Course-Embedded SAs
Field-Based SAs
Unit Surveys
Follow-Up Studies
Course-Embedded SAs
Field-Based SAs
Unit Surveys
Follow-Up Studies
Course-Embedded SAs
Field-Based SAs
Unit Surveys
Follow-Up Studies
Bi-Annual COE Assessment & Accountability Reports
Annual & Periodic Reports to BSU, Professional, State & National Agencies

Appendix C

iSuccess Course Grading Process



Appendix D

Program Master Plan Template – Undergraduate Programs

PROGRAM TITLE: _____

DEPARTMENT NAME: _____

	Transition 1: Pre-Admission to COE	Transition 2: Core/ Foundations	Transition 3: Entrance to Clinical Practice	Transition 4: Program Exit
Transition Criteria ▪ Direct Assessment ▪ Field/ Performance-Based Evaluation ▪ Indirect Assessment	**ADMISSION TO BSU** ▪ Overall GPA Requirement of 2.0 ▪ SAT/ACT Requirements ▪ "C" or better in all Education Courses (Program Specific) ▪ (Add additional requirements here)	**ADMISSION TO COE** ▪ Overall GPA Requirement of 2.5 ▪ 64 Credit-Hour Requirements ▪ PRAXIS Core (If overall GPA under 3.0 for Education courses) program specific ▪ Successful Teacher candidate Interview (program specific) ▪ (Add additional requirements here)	▪ Maintain Overall GPA of 3.0 ▪ GPA under 3.0 GPA must take the Praxis Core exam (Program Specific) ▪ Program Mid-Point Survey ▪ Successful completion of the following assessments: ▪ (Add additional requirements here) ▪ (Add additional requirements here) ▪ (Add additional requirements here)	▪ Program Exit Survey* ▪ Overall GPA Requirement of 2.5 Successfully Attempting All Licensure Exam(s) Praxis II (program specific) ▪ Successful Completion of Internship and Evaluation ▪ Satisfactory Completion of program of study ▪ Post-Graduation Alumni Survey **
Program of Study (All courses in the program of study must be included in the program master plan – see each program of study for course identification)				
Signature Assignment(s)/ Professional Standards				
1 Licensure or other content-based assessment				
2 Course Number and Title (Align all courses to transition point)	SA: Standards: Learning Outcomes:	SA: Standards: Learning Outcomes:	SA: Standards: Learning Outcomes:	SA: Standards: Learning Outcomes:
3 Course Number and Title (Align all courses to transition point)	SA: Standards: Learning Outcomes:	SA: Standards: Learning Outcomes:	SA: Standards: Learning Outcomes:	SA: Standards: Learning Outcomes:

	Transition 1	Transition 2	Transition 3	Transition 4
Signature Assignment				

* = COLLEGE-WIDE ASSESSMENT. ** = COLLEGE-WIDE POST GRADUATION FOLLOW UP STUDY

CAAR • Updated: 1/10/2026

Appendix E

Program Master Plan Template – Graduate Programs

BOWIE STATE UNIVERSITY 1865

PROGRAM TITLE:

DEPARTMENT:

	Transition 1: Admission	Transition 2: Core/ Foundations	Transition 3: Advancement to Candidacy	Transition 4: Program Exit
Transition Criteria ▪ Direct Assessment ▪ Field/ Performance-Based Evaluation ▪ Indirect Assessment	▪ OVERALL GPA/ GRE REQUIREMENT* Minimum GPA: _____ Optional Current teaching certificate Field Experience Evidence of graduation from an accredited institution, BS degree. Completion of "Proposed Course of Study"	▪ Content Core Courses ▪ Mid-Point PROGRAM SURVEY* ▪ (Add additional requirements here) ▪	▪ OVERALL GPA REQUIREMENT* ▪ COMPREHENSIVE EXAM* ▪ PRACTICUM EVALUATION* GPA Requirements: _____ Practicum Evaluation ▪ (Add additional requirements here)	▪ PROGRAM EXIT SURVEY* ▪ OVERALL GPA REQUIREMENT* ▪ POST GRADUATION FOLLOW UP STUDY ** ▪ (Add additional requirements here) ▪
Program of Study (All courses in the program of study must be included in the program master plan – see each program of study for course identification)				

		Transition 1	Transition 2	Transition 3	Transition 4
Signature Assignment (SA)/ Professional Standards					
1	Licensure or other content-based assessment (program Specific)	SA: Standards: Learning Outcomes: SLO			
2	Course Number and Title (Align all courses to transition point)	SA: Standards: Learning Outcomes:	SA: Standards: Learning Outcomes:	SA: Standards: Learning Outcomes:	SA: Standards: Learning Outcomes:
3	Course Number and Title (Align all courses to transition point)	SA: Standards: Learning Outcomes:	SA: Standards: Learning Outcomes:	SA: Standards: Learning Outcomes:	SA: Standards: Learning Outcomes:

*** = COLLEGE-WIDE ASSESSMENT **COLLEGE WIDE POST GRADUATION FOLLOW UP STUDY**

CAAR • Updated: July 2025

Appendix F

5-Year Plan and Curriculum Mapping Template

Bowie State University
College of Education
CURRICULUM MAPPING

Program Name: _____

Program Goals (List program goals here) (program goals are broad long-term statements that describe what a program intends to accomplish)

Mapping of Program Goals to Required Courses

	Required Courses (List all required courses here)										
Program Goals (add program goals here and align to the required courses)											

Bowie State University
College of Education
CURRICULUM MAPPING

Program Name: _____

Mapping of Program goals to Student Learning Outcomes (learning outcomes are statements that describe what students should be able to do, know, or value by the end of a course or program.)

	Program Goals (add program goals here and align to the learning outcomes)						
Learning Outcomes (list learning outcomes in the first column)							

Bowie State University
College of Education
CURRICULUM MAPPING
Program Name: _____

Learning Outcomes, Course, Expected Data Collection, and Expected Assessment Results Table:

Learning Outcomes (add learning outcomes from the above table here)	**Courses and/or experiences in which this outcomes can be achieved** (Align courses and/or experiences to the learning outcomes here)	**Instrument(s)** (add assessment instrument title/survey title here)	**Frequency** (list how often data from the instrument is collected, i.e. annually, each semester, etc.)	**Results of assessments* (when and what?)** (add the expected level of achievement for each assessment here - sample below)	**How results are used for improvement (when an what?)** (add comment to hew data outcomes are sued for program improvement here – sample below)
				The expected level of performance is each overall expected outcome assessed for each student meets at minimum adequate level of 80% of the assessment outcomes and 3.0 of the rubric criteria.	The results of the assessments are used for continuously improve courses and programs per CAEP. Results are reviewed annually, and updated action plans are created and written in annual CAEP Report, and changes are shared with all stakeholders for feedback and implementation.

Yearly Timeline of Annual Assessment Plan: (Outlie a 5-year annual assessment review of program goals, learning outcomes, courses, assignments, surveys, etc.)

Year 1:
Year 2:
Year 3:
Year 4:
Year 5:

* Based on accreditation requirements, a review of expected learning outcomes assessment results is required annually.

Bowie State University
College of Education
CURRICULUM MAPPING

Program Name: _____

Mapping of Student Learning Outcomes to Program Required Courses (map required courses to the expected learning outcomes, see "Legend" table below)

LEARNING OUTCOMES (add learning outcomes from the above table here)	**REQUIRED COURSES** (List all required courses here)										

LEGEND: (use the legend to identify each learning outcome when introduced, reinforced, mastered, and measured in assessment activity in required courses)

I = **Introduced:** Introduction of Learning Outcome
R = **Reinforce:** Reinforcement of Learning Outcome
M = **Master:** Mastery of Learning Outcomes at Senior Level
A = **Assessment Activity: Denotes where the** Signature Assignment is given

Bowie State University
College of Education
CURRICULUM MAPPING

Program Name: _____

Signature Assignment List by Course (list be course, each assignment, survey, or other activity used to collect data aligned to learning outcomes)

Appendix G

Standards Alignment Chart Template

Program Name:_____

Course and Signature Assessment Standards Alignment

Course Number and Title (Add Signature Assessment Title also if Course has a Signature Assignment)	Add all Program Standards	Add all Program Standards	Add all Program Standards	Add all Program Standards	Add Technology Standards	Add Proficiency Standards (If required)

Appendix H

iSuccess Protocol

BOWIE

iSUCCESS QUALITY ASSURANCE SYSTEM

SYSTEM OPERATIONS AND PROTOCOL

CENTER FOR ASSESSMENT, ACCREDITATION, AND RETENTION

Semester:_____

iSUCCESS QUALITY ASSURANCE SYSTEM: ASSESSMENT AND ACCOUNTABILITY SYSTEM AT COLLEGE OF EDUCATION

The College of Education (COE) offers a broad spectrum of high quality programs for new and practicing teachers, administrators, counselors, school psychologists, researchers, and sports management professionals. To ensure success throughout the academic program, the COE has implemented the iSuccess Quality Assurance System (Fig. 1, 2, 3, 4 & 5); powered through Student Learning and Licensure, as its assessment and accountability system that tracks candidate performance, program quality, and unit operations.

Candidates are expected to meet a set of performance criteria throughout course-embedded and field-based signature assignments (SAs) as well as surveys. These assessments are strategically designed to measure competencies as articulated in national, state and professional standards. The SAs and surveys are mandatory for course completion. Grades of "incomplete" will be granted for candidates who do not complete required SAs in accordance with COE designated iSuccess/Student Learning and Licensure processes and timelines. Bowie State University grading policies and procedures regarding "incomplete" will be applied.

SYSTEM OPERATIONS AND PROTOCOL

1. **Program Master Plan (PMP), Program of Study (PS) and Signature Assignments (SAs)**. As content experts, program faculty and administrators are responsible for reviewing and updating PMP, PS and SAs on an annual basis to ensure accuracy and compliance with institutional, state and national requirements. PMP should include a minimum of one SA for each course. Program may also include additional assessments. Updated PMP, PS and course syllabi with revised SAs are due to the Center for Assessment, Accreditation, and Retention (CAAR) by the end of the first week of the fall school semester. SA are only updated in the fall semester of each academic year.
2. **Signature Assignments (SAs) Implementation**. SAs are to be implemented in all sections of the courses identified in the PMP. Faculty, including both full-time and adjunct professors, are responsible for ensuring candidates' completion of SA requirements through Student Learning and Licensure. Faculty evaluations of SAs in Student Learning and Licensure are due on the date when BSU final grades are due. In case of noncompliance and/or non- completion of the SA(s), faculty should grant an "*INCOMPLETE*" for the BSU course. Candidate will receive the "*INCOMPLETE*" as designated by the faculty. Orientation on Student Learning and Licensure may be requested through CAAR.
3. **COE Assessment and Accountability Reports**. Summary of data on completion and summaries of assessment results by program are produced through CAAR and distributed each semester. Programs are to review the data and revise assessments, processes and/or procedures to ensure continuous improvement of candidate performance, program quality, and operational effectiveness. Program changes are to be documented annually and included in the BSU Learning Outcomes Report and various accreditation, departmental, and university reports.
4. **Data Protocols, Reports, and Requests**. CAAR collects assessment and accreditation data. Data collection through COE by CAAR will only be used for accreditation, university, and regulatory affiliates. CAAR uses standardized data reporting formats in the systems operations. Any other reporting and data manipulations formats are the responsibility of the requestor. CAAR will provide support for the preparation of the report as required by local, state, federal and accreditation agencies. Data requests outside of semester program data must be requested through the Department Chair, who will subsequently forward the request to CAAR.

SEMESTER: _____COMPLETION TIMELINE

1. **Timeline for Faculty**

- **Grading of Signature Assignments in Student Learning and Licensure for first 7 Week Courses**
  Final Due Date:
- **Grading of Signature Assignments in Student Learning and Licensure for 15 Week Courses**
  Final Due Date:
- **Grading of Signature Assignments in Student Learning and Licensure for second 7 Week Courses**
  Final Due Date:

2. **Statement to be Included in Syllabi**

To ensure success throughout the academic program, the COE has implemented the assessment and accountability system, powered through Student Learning and Licensure as part of its iSuccess Quality Assurance System, which tracks candidate performance, program quality, and unit operations. Candidates are expected to meet a set of performance criteria throughout course-embedded and field-based signature assignments (SAs) as well as surveys. These assessments are strategically designed to measure competencies as articulated in national, state and professional standards. The SAs and surveys are mandatory for course completion. Grades of "incomplete" will be granted for candidates who do not complete required SAs in accordance with COE designated iSuccess/Student Learning and Licensure processes and timelines. Bowie State University grading policies and procedures regarding "incomplete" will be applied.

DEAN AND CAAR STA	FF		
SEAN COLEMAN Interim Dean scoleman@bowiestate.edu 301-860-3132	**Dawn Johnson-Tate** Associate Director djohnson-tate@bowiestate.edu 301-860-3224	**Christina Moody** Assessment Support Specialist cmoody@bowiestate.edu 301-860-3168	**Courtney Sanders** Administrative Assistant csanders@bowiestate.edu 301-860-3167

CAAR/Updated: 07/01/2026

Appendix I

Rubric Template

Course and Title: (Please insert course number and title here)

Signature Assignment Title: (Please insert signature assignment title here)

Directions: (Please insert directions below)

Rubric Title: (Please insert signature assignment rubric title here)

(Please include all standards alignment under the criteria column)

Criteria and Standards Alignment	**Unacceptable (1)**	**Needs Improvement (2)**	**Meets Expectations/Standards (3)**	**Exceed Expectations/Standards (4)**
	•	•	•	•

Appendix I

Annual Outcomes Report Template

Annual Report on Student Outcomes Assessment

Academic Year Click here to enter text.

Program: Click here to enter text.

Contact Person: Click here to enter text.

Program Goals and Learning Outcomes

1. Please provide any updated programmatic goals and associated expected learning outcomes, affiliated courses/experiences, instruments and measurement frequency. Include any revisions made during the previous year.

Program Goals	Expected Learning Outcomes	Courses and/or experiences in which this outcome can be achieved	Instruments/Frequency

Data Collection, Analysis and Findings

2. List and briefly describe the assessment methods used and assessment results and findings for each expected outcome assessed during Click here to enter text. Include summary documents as necessary.

Expected Learning Outcomes	Assessment Method	Assessment Results Description	Proposed Action

Summative Assessment

3. a.) Does this program have a capstone course and/or major field test requirement? _____ Yes _____ No

   If yes, please list the course number or the major field test below:

   b.) Are expected learning outcomes for the program assessed using the capstone/major field test? _____ Yes _____ No

   If yes, describe findings from capstone/major field test assessment and how they support the achievement of programmatic goals (if not summarized in Question 2).

Post-Assessment Strategies

4. Describe how your program incorporates assessment results into program improvement. Examples include but are not limited to: revising course materials, incorporating new pedagogy, new technology, or faculty professional development. Post-assessment strategies should include 3-5 action items that will be implemented in the following academic year. Please be specific.

Action Items for Next Academic Year:

-
-
-

Sharing of Assessment Results

5. Describe how your program communicates and/or shares assessment results with internal and external stakeholders (current students, alumni, faculty, staff, other university stakeholders; potential students, employers, or other community members or organizations). Are assessment results readily available and transparent to internal and external stakeholders? If so, how?

Appendix K
Operational Effectiveness Goal Matrix Chart

College of Education
Operational Effectiveness Goals Matrix and Data Summary
Annual Report Template

Identify Each Goal	Identify Each Operational Effectiveness Goal	Data Source	Data Collection and Initial Review Responsibility	Timeline	Benchmark	Data Summary (Year)	Benchmark Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
OEG 1: **BSU Goal 1** **Objective 1.7 Learning outcomes assessment – Continue to mature our system of assessing student learning outcomes and implementing curricular improvements resulting from assessment findings.** **COE Strategic Plan** **Goal 3: Facilitate continuous Improvement in accreditation that will continue to move the College of Education toward having a culture of assessment.**	Measurement 1: Data Collection, Surveys, and Licensure	Signature Assessment Data Program Mid and Exit Surveys Certification Scores Analysis	Faculty, Prog. Coordinators, Dept. Chairs, CAAR,	Each Semester	80% signature assignments completion 50% program mid and exit completed (New delivery system - Blackboard) 75% passing rate for certifications		
	Measurement 2: Quality Assurance System	Program Master Plans Annual Learning Outcomes Report USM Program Reviews/Specialized	Faculty, Prog. Coordinators, Dept. Chairs, CAAR,	Annually/Every 5 Years	90% completion of program Master plans Fall 2025 80% completion rate by April 30th of the review year.		
	Measurement 3: Programmatic Changes	5-Year Plans/Curriculum Mapping - Updated to 2029-2033 Quality Assurance System	Faculty, Prog. Coordinators, Dept. Chairs, CAAR	Annually	75% completed by Fall 2025		
OEG 2: "Prepare academic and professional leaders who are globally competitive in their content specialty, grounded in the knowledge bases of their discipline, and sensitive to the ethnicity of the students they serve for positions in public and private schools in Maryland, and school systems in other states and community establishments."	Measurement 1: Employment and Employment Milestones	Initial Program Employment Graduate Employment Milestones	Faculty, Progra, Coordinators, Dept. Chairs	Annually	50% of graduates verified employed with degree area		
	Measurement 2: P-12 Partners	P-12 Demographic Infromation	PDS Coordinator, Dept. Chairs	Annually	100 % dempograhics data for TPAR report - by fall each year		
	Measurement 3: Board Member Meetings	Strategic Planning for COE Data Analysis Review Summary	Dean, Faculty, Staff, PDS Coordinator, Depr. Chairs	Annually	30% Review of Strategic Plan - Documented by Meeting Agendas		
OEG 3: "Provide a well-planned sequence of field experiences in diverse settings that enable candidates to relate profesional knoweldge to the realities of practice in schools and classes"	Measurement 1: Practicum and Internship Data Collection	Pracitcum and Internship Assessment Data	Faculty, PDS Coordinator, Depr. Chairs	Each Semester	80% practicum and internship assessment at 3.0 or above		
OEG 4: "Use a Culturally Responsive Pedagogical Frame in the presentation of content to ensure that candidates understand the world, support students, present materials and make decisions with a lens that is culturally informed."	Measurement 1: Improving Teacher Quality Practices	Course Content Mid and Exit Surveys Alumni Survey Data Assessment Data	Faculty, Prog. Coordinators, Dept. Chairs, CAAR	Annually	80% completion rate course content 50% program mid and exit completed (New delivery system - Blackboard) 15% alumni survey completion 80% assessment data collected		
OEG 5: "Maintain linkages with community stakeholders for the mutual benefit of the College and its departments, the University, and the community."	Measurement 1: Surveys	Alumni Employer	Prog. Coordinators, Dept. Chairs, CAAR	Annually	15% alumni survey completion rate 15% employer survey completion rate		
	Measurement 2: P-12 Partn	PDS Meetings PDS Strategic Planning	Dean, Faculty, PDS Coordinator, Dept. Chairs	Annually	PDS Meeting Agendas and Minutes		
	Measurement 2: Partnershi	College of Education Department of Counseling Teacher Education Council Educational Leadership	Dean, Dept. Chairs, Faculty, Stakeholders	Annually	Agendas and Minutes		

Notes: 1) Provide all explanations of this table
2) Benchmark:
Alumni and Employer Surveys: 15%
Assessment Data Collection: 80%
Certification Licensure: 75% Initial Licensure; 50% Advanced Licensure
Course Content Review: 10% Annually