



Maryland Higher Education Commission Student Learning Outcomes Assessment Report (SLOAR) 2016

BOWIE STATE UNIVERSITY

Instructions: Each institution should use this template to report on its key student learning assessment activities. All institutions must complete Part One and Part Two. Part One should provide a summary of all institutional assessment activities in which your institution is currently engaged. Part Two should summarize modifications and adjustments to your institutional assessment activities since 2011. The template can be expanded, if necessary. The body of this report should not exceed eight pages. Up to five pages of appendices may also be included.

An additional Part Three of this report template should only be completed by those Maryland institutions that have received a request for further action from the Middle States Commission on Higher Education tied to **Standards 7, 12, or 14** since 2011. Completing this section would add another three pages to the institutional submission, for a total of 11 pages (in addition to the appendices).

Institutions are strongly encouraged to use materials from their most recent Self Study Report or Periodic Review Report as submitted to the Middle States Commission for Higher Education to help complete Parts One and Two of their SLOAR submission; citing directly from the report is encouraged. Institutions completing Part Three of the Report should use content from the appropriate Middle States reports including monitoring reports and progress letters.

Part One: Summary of Assessment Activities

Provide a summary of all institutional assessment activities and guidelines used. Part One should highlight your institution's activities that align with **Middle States Standards 7, 12, and 14**. Include the organizational structure and institutional leadership for assessment activities. Limit to **two** pages. Institutions are welcome to use content from their most recent Self Study Report or Periodic Review Report as submitted to the Middle States Commission for Higher Education to help complete this Summary.

Since the 2011 Student Learning Outcomes Assessment Report, a number of changes in assessment practices have occurred at Bowie State University. These changes, within and outside of the University, have resulted in an increasing awareness across the entire campus community of the importance not only of evaluating the quality of the student educational experiences, but also of assessing student learning outcomes and the effectiveness of student support services. The University's transformation in this regard was driven by its mission, vision, and strategic plan.

Bowie State University's strategic plan serves as a road map to advance the University's mission of providing an excellent education for all students. Through its undergraduate and graduate programs, the University is focused primarily on enhancing the quality and value of its offerings to students, alumni, and the community. In addition, the University's Core Values of excellence, civility, integrity, diversity, and accountability provide the foundation for decision-making and for building a better University.

Middle States Commission on Higher Education (MSCHE) Visiting Team came to Bowie in April 2011 for a decennial visit. MSCHE action in June 2011 reaffirmed accreditation and requested a monitoring report related to Standards 7, 12, 13 and 14. The monitoring report was accepted by MSCHE in November 2012. The Commission requested as part of its 2012 action, a progress report that documented further progress in the implementation of student learning outcomes assessment and improvement cycle (Standards 12 and 14). The progress report was accepted in June 2014 with no recommendations. The university submitted its MSCHE Periodic Review Report (PRR) in June 2016. The contents of this report are extracted from that document.

The accomplishments detailed in the PRR were achieved through the assessment structure that has been in place since 2012. Bowie State's structure for sustainable assessment includes the President and Cabinet, the University Student Learning Assessment Committee (USLAC), the General Education Committee (GEC), the assistant vice president for institutional effectiveness and the Office of Planning, Analysis and Accountability (OPAA), the assistant vice president for assessment and the Center for Academic Programs Assessment (CAPA), college-level assessment coordinators, and academic department-level assessment coordinators. The work of these groups document meeting our mission, the strategic plan goals and academic program learning outcomes.

Bowie State's institutional assessment (Standard 7) is defined by its mission and deployed through the strategic plan. The 2013-2018 Strategic Plan serves as the road map to advance the university's mission of providing quality education for all students. The university's strategic

plan goals align with the USM 2010-2020 five strategic themes as well as the goals contained in the Maryland Higher Education Commission's State Plan for Postsecondary Education. Each goal in the 2013-2018 Strategic Plan has associated metrics that are tracked annually and reviewed by the cabinet. Fifty metrics provide insight on strategic plan goal progress, 12 indicators assess the institution's core values and 11 metrics track progress on USM strategic goals. The Institutional Effectiveness Framework further guides institutional assessment. The Framework utilizes internal and external assessments to document achievement of its mission, vision and core values; demonstrate linkages between assessment, planning and budgeting; and monitor the strategic plan achievement.

The General Education Committee (GEC) and the Center for Academic Program Assessment (CAPA) are responsible for the assessment of general education (Standard 12). Over the past five years, a full complement of faculty from each college and general education discipline served on the GEC. The GEC established key goals including collecting and reviewing all general education syllabi for consistent student learning outcomes, mapping general education courses to competencies, reexamining the approach to general education assessment and reviewing the findings from standardized testing and indirect assessments in order to guide practice. The GEP assessment model focuses primarily on direct methods. 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.

The responsibility of direct academic program assessment (Standard 14) resides within academic departments. Direct assessment activities are supported by the University Student Learning Assessment Committee (USLAC), CAPA and college assessment staff members. Since the 2011 SLOAR report a number of actions have taken place to enhance and sustain academic program assessment:

- Hired the AVP for Assessment, three college-based assessment professionals and the appointment of programmatic assessment coordinators within all four colleges;
- Established assessment expectations through standardized annual reports and peer feedback processes;
- Published college portrait, including student learning outcomes, in the Voluntary System of Accountability AY 2014-2015;
- Established biennial best practices in assessment awards (AY 2012-2013; AY 2014-2015);
- Revised USM Academic Program Review Manual in spring 2016.

Bowie State has committed the resources and staff to its institutional priority of systematic and sustainable assessment, which provides the foundation for continuous improvement of student learning and student success. The current framework for systematic assessment allows various campus constituents to plan strategically and to make decisions based on assessment results.

Part Two: Evolution of Assessment Activities

Provide concrete examples to summarize modifications and adjustments to your institution's assessment plan and/or activities since 2011, detailing how assessment has been integrated into the institution's infrastructure. This section should not exceed **six** pages. Institutions are welcome to use content from their most recent Self Study Report or Periodic Review Report as submitted to the Middle States Commission for Higher Education to help complete this section.

Institutional Assessment Focused on Student Success (Standard 7)

In addition to the activities described in Part One, the university has directed its efforts for institutional effectiveness to data and analyses intentionally focused on improving the student experience with the explicit goal of improving graduation rates over the last three years. Below is a summary of the targeted student success initiatives informed by data.

A number of activities in Bowie's *Closing the Achievement Gap Plan* are focused on the first two academic years. The Academic Advising Center (AAC) serves as a support system to foster the timely and successful completion of the baccalaureate degree for new students (including transfer students) through 60 credits. In 2013, the university supported a unit review of AAC to determine if the programs and services were meeting student needs. The review included an examination of the advising module in PeopleSoft, and a review of the implementation of Starfish. External grant funding supported a PeopleSoft advising review by an external consultant. Specific suggestions for AAC advising processes included advisor integration of PeopleSoft "what-if" scenarios and the Academic Planner into one-on-one advising sessions. The What-If report is a tool that allows students looking to change a major to simulate the changes and see how their overall requirements would be impacted. The Academic Planner encourages students to use the PeopleSoft feature to pre-select courses for future enrollment, even before they are scheduled for a term.

A complete evaluation of Starfish, Bowie State's early alert system, was undertaken by an internal cross-functional work team representing AAC, academic computing, faculty, OPAA and retention coordinators. The 2013 Starfish evaluation was undertaken to implement new product functionality and to encourage greater faculty usage. The work team completely overhauled AAC's usage of Starfish to include scheduling, kiosk services, advising notes and student follow-ups. The work team also internally rebranded the product to ICan and launched a student and faculty awareness campaign. Students are trained in Freshmen Seminar on how to use ICan to make AAC appointments and to understand how to respond to early alerts. Faculty were briefed during college meetings about linkages between Blackboard and ICan to support course-level early alerts. The AAC uses ICan to monitor individual student success, to monitor staff workloads and to track AAC usage. Empowering students to set up appointments to fit their schedule has decreased wait time and student complaints.

The *Closing the Achievement Gap Plan* also included an objective to hire college-level retention coordinators to assist in upper division student retention and completion. The retention coordinators collaborate with the academic departments to promote retention activities, work with students experiencing academic difficulties, analyze data to identify areas for improvement, offer professional development training, teach Freshmen Seminar sections, and work with the

Academic Advisement Center to promote a smooth transition to departmental advising. The retention coordinators, OPAA and AAC developed a set of data files and reports so that these offices could have data sets on student demographics and academic achievement levels. The data files also serve as a tracking mechanism for the retention coordinators throughout the semester and academic year.

Understanding why students succeed or fail at attaining the bachelor's degree is a crucial step in improving graduation rates. In AY 2014-2015, OPAA completed a logistic regression analysis to determine the importance of various factors in first-time student graduation success.

Understanding the nature of success among students allows the university to understand, where reasonable, which students to target for interventions. The analysis highlighted patterns of success common among many institutions of higher education including higher likelihood for graduation among females, those who remained full-time, living on campus the first year, accumulating at least 12 credits the first semester and being ready for college level math. The 2014 analysis was shared with the President's Cabinet and served as the impetus for the Provost to include targets in his AY 2014-2015 annual goals and objectives related to retention, progression, re-enrollment, and developmental math student success.

Bowie State's need for sustained predictive analytics coincided with an initiative by USM to support predictive analytics on campuses where cost prevented them from developing internal tools or contracting with external entities. In fall 2015, Bowie State and three other USM institutions signed an MOU with USM to participate in the Predictive Analytics Report (PAR) framework. Bowie State agreed to supply data to PAR, establish inter-institutional performance benchmarks for selected achievement gap subgroups and to establish benchmarks in key areas including percent of "toxic course mixes," interventions for watch-listed students, and sharing the availability of the PAR across campus. As of April 2016, Bowie State, with the assistance of a PeopleSoft consultant, has developed the PAR data extracts and is in the process of testing. It is anticipated that training on how to use the data will begin in fall 2016.

These and many other initiatives have resulted in an increased numbers of degrees awarded. The university conferred 20% more degrees in 2016 degrees than it did in 2012 (1,179 vs. 981). In 2016, Bowie State awarded 832 baccalaureate degrees - 4% more than 2015. Graduate degrees increased by 11%. This growth in 2016 degrees is due in part to increasing enrollments of new students and increases in graduation rates of first-time freshmen, new undergraduate transfer students and new graduate students.

General Education Assessment - Direct Assessment Informing Practice (Standard 12)

The General Education Committee determined that all GEP competencies would be assessed using external instruments: Collegiate Learning Assessment Plus (CLA+), the Proficiency Profile and iSkills. The CLA+ measures critical thinking and reasoning, problem solving and written communication. The Proficiency Profile assesses four core skill areas: critical thinking, reading, writing, and mathematics as a gauge of general education outcomes. The iSkills assessment measures a student's ability to think critically in a digital environment, to navigate, understand and evaluate a variety of research information through digital technology, and to demonstrate information literacy and technological competency. Funding for these assessments

is through Title III funds and will continue indefinitely for both freshmen and graduating seniors. The cycle is sustained every year through the testing schedule of freshmen (fall semester) and graduating seniors (spring semester) as provided in **Appendix A**.

Collegiate Learning Assessment (CLA+)

In AY 2014-2015, Bowie State volunteered to participate in the Collegiate Learning Assessment Plus (CLA+) pilot study with the Council for Aid to Education. The assessment consists of two sections: 1) a performance task (PT) that presents students with a real-world situation that requires a purposeful written response where they address the issue, propose a solution to the problem and recommend a course of action to resolve a conflict by utilizing the documents provided in the online library; 2) selected-response questions (SRQ) that measure scientific and quantitative reasoning, critical reading and evaluation, and argument critique. Test scores indicate that students are performing at the mean and within the standard deviation for all similar institutions and that growth was as expected for the Bowie State cohort. The CLA+ results for both freshmen and senior cohorts were included in the Voluntary System of Accountability College Portrait report (http://www.collegeportraits.org/MD/BSU/learning_outcomes).

Two years of results for the CLA+ performance task rubric scores are shown in **Appendix B**. In the areas of analysis and problem solving, writing effectiveness and writing mechanics, freshmen and seniors scores are above 70% for both years, which shows that the majority of Bowie State students range consistently from “fair to advanced” on these criteria. The mastery levels demonstrate the value-added growth expected of students from their freshmen to senior year and show that Bowie State students are at the basic mastery of the skills measured by the CLA+ nationally. The SRQ scores show that Bowie State’s cohort mean scores are consistently between the 25th and 75th percentile nationally on the three criteria measured. Given the mean CLA+ performance of the university’s freshmen and the entering academic ability of these students, the value-added is what would be expected as compared to schools testing similar populations of students. Overall, the CLA+ scores demonstrate the expected growth for Bowie State students over the course of their academic careers. Although the scores are lower for seniors in AY 2015-2016, the national data is not yet available for comparison and interpretation. The initial results of the two-year CLA+ assessment triangulate and affirm the results of the other national standardized assessments such as the iSkills assessment and the Proficiency Profile where Bowie State students are at or above the expected mean for similar institutions.

Proficiency Profile Assessment

Multiple administrations of the Proficiency Profile provided Bowie State with data suggesting areas for improvement as well as national and state comparisons for its freshmen and seniors. The Proficiency Profile assessment is part of the Freshmen Seminar course (herein known as FRSE 101) common syllabus and is conducted every fall semester to maintain longitudinal data collection on general education core competencies. Seniors are tested in a variety of capstone courses during the spring semester. **Appendix C** chronicles the Proficiency Profile results from 2012-2015 for freshmen and seniors as compared to cohorts of students from other similar comprehensive master’s degree institutions.

For the 2012-2015 testing period, the Bowie State’s freshmen and senior cohorts overall mean scores were above comparable institutions’ group means. There was no significant difference in

the overall mean score for freshmen or seniors when analyzed by gender, race/ethnicity, or academic major. By reviewing both the skills sub-scores and the context-based sub-scores, the results show that both Bowie State cohorts are above or at the mean for all seven categories. Even though the results of the Proficiency Profile were positive when compared to similar institutions, the iSkills results for freshmen aligned more with classroom challenges expressed by faculty members and GEC committee members.

iSkills Assessment

The iSkills assessment measures freshmen and seniors' ability to navigate, critically evaluate and make sense of the wealth of information available through digital technology. The skill areas assessed with the iSkills instrument are directly aligned with the Association of College & Research Libraries (ACRL) standards for information literacy and technological competency. Specifically, iSkills assessment measures information literacy through seven types of tasks: define, access, evaluate, manage, integrate, create and communicate information. The integration and creation tasks also allow the GEC to better understand critical thinking skills in relationship to information and technological competency.

The median score results are shown in **Appendix D** for Bowie State freshmen and seniors as compared to the national median scores. The iSkills results indicated that freshmen are consistently below the *median* all of the seven skill areas: *define, access, manage, integrate, create, and communicate*. The initial results are positive for the 2013-2015 senior cohort in that significant gains were made on four of the seven skill areas including access, evaluate, manage and communicate. The median scores for seniors on these four skill areas are the same for the national cohort.

Academic Program Assessment - Sustaining Multiple-Level Assessment Reporting (Standard 14)

Three primary structures exist at Bowie State in order to support and sustain academic program assessment. At the national level, academic standards are established by the respective accrediting agencies and must be satisfactorily met by the academic program in order to be given reaccreditation status. At the system-level, the University System of Maryland (USM) requires academic program reviews every seven years in accordance with USM program review policies. And finally, each Bowie State academic program submits an annual assessment report to the Assistant Vice President for Assessment, which details program goals, student learning outcomes, data collection, assessment results and action plans that guide practice based on assessment findings. Multiple years of annual assessment reporting are summarized in the next section.

BSU Annual Assessment Reports for Academic Programs

Direct assessment of student learning occurs within the academic departments and is reported annually by departmental assessment coordinators using the Bowie State assessment report template. The annual assessment reports are reviewed by USLAC members and the AVP for Assessment using a common assessment rubric. To underscore the importance of academic assessment, each USLAC assessment coordinator is granted a one-course release per semester. This coordinator is charged with bringing together all assessment planning and reporting for his

or her department and is responsible for writing and submitting the annual assessment report on behalf of the department.

Every year since the self-study, annual assessment reporting has been completed with 100% of the academic programs submitting reports. For comparative purposes, four years of assessment report rubric results are provided in **Appendix E**. **Appendix E** demonstrates the systematic and sustainable assessment culture at Bowie State. The benchmark set for annual assessment reporting included college ratings at or above 70% within five years. Particular attention has been focused on the College of Arts and Sciences (CAS), which included the hiring of an assessment coordinator (AC) for the college to improve general education course assessment.

Additional examples of how assessment results are being used to improve student learning outcomes have been extracted from the annual assessment reports recognized for best practices and are highlighted below:

Examples of Assessment Results and Action Plans

- Many of the program assessments have been revised to focus more on specific components that reflect student learning and acquisition as they relate to Association for Childhood Education International (ACEI) standards. All of the evaluation rubrics for these assessments have been revised as well. The rubrics criteria help candidates to have a clear understanding of the content they will be assessed on. The revised rubrics provide specificity between and among the criteria as they relate to the actual assessments. Many of the previous criteria were very broad and aligned more with the conceptual framework outcomes, as opposed to content expectations.
- Provide history/government students with more comprehensive review materials for the final exam to improve pass rates.
- Implement common rubrics in the evaluation of student performance in creative writing courses.
- Improve writing by offering workshops on APA format and paper organization.

All in all, the pillars for the assessment of student learning outcomes in academic programs and in the general education program are actively guiding practice at the course, program, departmental and institutional level along with program accreditations and the University System of Maryland seven-year program reviews. This structure ensures a multi-pronged approach for systematic and sustainable assessment practices.

USM Academic Program Reviews

Bowie State had developed and approved an Academic Program Review Manual in AY 2011-2012. In AY 2012-2013, the academic programs scheduled for review utilized the manual for the first time to prepare their required USM reviews.

Preparation for program review begins with the Assistant Vice President for Assessment meeting with department chairs and faculty members to examine the expectations that include guiding principles, outcomes, timelines and responsibilities, external review standards, and a reporting template. These Q&A sessions typically occur two years in advance of the academic review due date in order to allow for a sufficient amount of time to conduct a quality internal and external

academic review. The Program Review Manual is accessible on the CAPA website under *Manuals & Forms* (<https://www.bowiestate.edu/academics-research/provost-and-vice-president-for-center-for-academic-programs-a/forms-guides-templates/>). A complete listing of all USM academic program reviews conducted between 2012-2015 is provided on the CAPA website as well.

Nationally-Accredited Academic Programs

Since AY 2011-2012, many of Bowie State's accredited programs received reaffirmation of accreditation for meeting satisfactory academic standards within their respective programs. A table of reaccredited programs is provided on the Center for Academic Program Assessment website (<https://www.bowiestate.edu/academics-research/provost-and-vice-president-for-center-for-academic-programs-a/accreditations/>). In fall 2012, the College of Education was reaccredited by NCATE. Following the NCATE reaccreditation, the COE submitted a total of seven reports for national recognition through Specialized Professional Associations (SPAs) in September 2013. As of spring 2014, five of the programs have now received full national recognition through 2019, and two of the programs were given conditions through 2016. Within the next few years, social work, counseling and business administration will go through the initial accreditation or reaccreditation process as well.

Based on four years of annual assessment reports, it is clear that assessment is driving practice at both the undergraduate and graduate levels. Significant strides were made in establishing an assessment structure in English, history and government and fine and performing arts. Natural sciences and mathematics saw an increase in assessment activity but still need additional assessment structures to be put in place. Overall levels of performance at the college-level were promising with three of the colleges above a satisfactory level of 75%.

Since 2011, Bowie State has advanced its framework for sustainable assessment with multiple direct and indirect assessment practices at the institutional, program, and course levels. The framework developed provides a check-and-balance system among the campus constituents directly responsible for the systematic approach to campus-wide assessment. With the structure and sustainability of assessment practices firmly in place, the assessment data and results are guiding practice on multiple levels.

Moreover, the framework for sustainable assessment practices links the various campus entities and the assessment practices directly to the budget process. Institutional and programmatic data are shared to support academic and non-academic improvements.

Bowie State has committed the resources and staff to its institutional priority of systematic and sustainable assessment. Its current framework for systematic assessment allows various campus constituents to plan strategically and to make decisions based on assessment results. The systematic and sustainable assessment structures in place at Bowie State provide a solid foundation for continuous improvement of student learning and success.

Part Three of this report template should only be completed by those Maryland institutions that have received a request for further action from the Middle States Commission on Higher Education tied to **Standards 7, 12, or 14** since 2011.

Part Three: Summary of Actions Issued by the Middle States Commission on Higher Education tied to Standards 7, 12, or 14

This section is mandatory for institutions required by Middle States to take further action tied to their most recent accreditation activities in relation to Standards 7, 12, and/or 14. These actions include procedural actions, non-compliance actions, and affirming actions with follow-up reporting. In the section below, provide a brief summary of the circumstances tied to the action(s) issued by Middle States and the steps taken by the institution to address concerns raised. This section should be no longer than **three** pages. Institutions should use materials from such items as monitoring reports, progress letters, or supplemental information forms to complete this section.

This section does not apply to Bowie State University. Bowie State submitted its PRR in June 2016. Its 2014 MSCHE progress report (Standards 12 and 14) was accepted and no further reporting was necessary until the PRR.

APPENDICES

Appendix A GEP Assessment Schedule

Assessment Instrument	Testing Cohort	Schedule			
iSkills	FRSE 101 students	Fall 2012 100 tested	Fall 2013 232 tested	Fall 2014 122 tested	Fall 2015 85 tested
Proficiency Profile	FRSE 101 students	Fall 2012 107 tested	Fall 2013 114 tested	Fall 2014 129 tested	Fall 2015 28 tested
Collegiate Learning Assessment (CLA+)	FRSE 101 Students			Fall 2014 99 tested	Fall 2015 96 tested
iSkills	Graduating seniors	Spring 2013 52 tested	Spring 2014 27 tested	Spring 2015 3 tested	Spring 2016 <i>In progress</i>
Proficiency Profile	Graduating seniors	Spring 2013 47 tested	Spring 2014 86 tested	Spring 2015 61 tested	Spring 2016 <i>In progress</i>
Collegiate Learning Assessment (CLA+)	Graduating seniors			Spring 2015 107 tested	Spring 2016 97 tested

Appendix B

CLA+ Results AY 2015 and AY 2016

AY 2014-15 Performance Task	Analysis & Problem Solving	Effective Writing	Writing Mechanics
Freshmen	71%	81%	93%
Seniors	79%	87%	91%
AY 2015-16 Performance Task	Analysis & Problem Solving	Effective Writing	Writing Mechanics
Freshmen	77%	79%	94%
Seniors	78%	82%	94%
AY 2014-15 Mastery Levels	% Below Mastery Level	% Basic to Advanced Level	Overall Score
Freshmen	48%	51%	981
Seniors	26%	74%	1033
AY 2015-16 Mastery Levels	% Below Mastery Level	% Basic to Advanced Level	Overall Score
Freshmen	46%	54%	991
Seniors	33%	67%	1013
AY 2014-15 SRQ	BSU Freshmen Mean Score	25th Percentile Score	75th Percentile Score
Scientific & Quantitative Reasoning	484	459	512
Critical Reading & Evaluation	459	404	493
Argument Critique	455	405	542
AY 2015-16 SRQ Freshmen	BSU Freshmen Mean Score	25th Percentile Score	75th Percentile Score
Scientific & Quantitative Reasoning	468	393	525
Critical Reading & Evaluation	454	404	501
Argument Critique	495	446	562
AY 2014-15 SRQ Seniors	BSU Senior Mean Score	25th Percentile Score	75th Percentile Score
Scientific & Quantitative Reasoning	497	426	551
Critical Reading & Evaluation	484	450	547
Argument Critique	500	446	581
AY 2014-15 SRQ Seniors	BSU Senior Mean Score	25th Percentile Score	75th Percentile Score
Scientific & Quantitative Reasoning	484	426	532
Critical Reading & Evaluation	473	405	548
Argument Critique	482	387	525

Appendix C

2012-2015 Proficiency Profile Results for Freshmen and Seniors

	Freshmen		Seniors	
	Comparison Group (N=17,485)	Bowie State University (N=345)	Comparison Group (N=30,000)	Bowie State University (N=153)
Overall Mean	429.90	431.50	431.90	431.96
Skills Sub-scores				
Critical Thinking	108.20	108.36	108.70	108.70
Reading	113.40	114.79	114.20	114.29
Writing	111.60	111.97	112.00	112.57
Mathematics	109.90	109.76	110.20	110.11
Context-based Sub-scores				
Humanities	111.60	111.85	112.30	112.98
Social Sciences	110.30	110.64	110.80	110.98
Natural Sciences	111.80	112.62	112.30	112.03

Appendix D

2012-2015 iSkills Median Scores for BSU Freshmen and Seniors

iSkills Literacy Skill Areas	Freshmen			Seniors		
	Comparison Group (N=3115)	BSU (N=416)	Difference	Comparison Group (N=3115)	BSU (N=76)	Difference
Define	63	55	-8	63	55	-8
Access	61	54	-7	61	61	0
Evaluate	62	57	-5	62	62	0
Manage	64	50	-14	64	64	0
Integrate	59	50	-9	59	50	-9
Create	57	49	-8	57	49	-8
Communicate	59	49	-10	59	59	0

Appendix E
Assessment Report Rubric Summary AY 2012-2015

Academic Program	Level	2011-12	2012-13	2013-14	2014-15	Difference
Biology, General	B	33%	33%	33%	67%	34%
Bioinformatics	B	33%	33%	33%	44%	11%
Communications Media	B	78%	83%	89%	94%	16%
Computer Science	B	89%	94%	94%	94%	5%
Computer Technology	B	89%	94%	94%	94%	5%
English	B	78%	78%	83%	89%	11%
Fine Arts	B	17%	44%	44%	67%	50%
History & Government	B	67%	67%	78%	100%	33%
Mathematics	B	44%	61%	67%	72%	28%
Science Education	B	22%	22%	22%	22%	0%
Theater Arts	B	78%	78%	83%	89%	11%
Visual Comm & Digital Media	B	78%	72%	83%	83%	5%
Applied & Comp. Mathematics	M	44%	28%	28%	61%	17%
Computer Science	M	78%	78%	78%	78%	0%
English	M	72%	72%	89%	89%	17%
Organizational Communications	M	83%	83%	94%	94%	11%
Computer Science	D	78%	78%	78%	78%	0%
College of Arts and Sciences Mean		62%	66%	69%	77%	15%
Business Administration	B	100%	100%	100%	100%	0%
Business Administration	M	78%	78%	83%	83%	5%
Management Information Systems	M	78%	78%	78%	78%	0%
Public Administration	M	83%	83%	83%	89%	6%
College of Business Mean		85%	85%	86%	87%	2%
Early Childhood Education	B	100%	100%	100%	100%	0%
Elementary Education	B	100%	100%	100%	100%	0%
Sport Management	B	17%	33%	33%	67%	50%
Counseling Psychology	M	61%	61%	67%	83%	22%
Elementary Education	M	33%	44%	83%	94%	61%
Elem. & Secondary Sch Admin	M	100%	100%	100%	100%	0%
Mental Health Counseling	M	61%	50%	83%	89%	28%
Reading Education	M	83%	83%	89%	94%	11%
School Counseling	M	100%	89%	100%	100%	0%
School Psychology	M	100%	100%	94%	100%	0%
Secondary Education	M	100%	94%	94%	100%	0%
Special Education	M	56%	67%	94%	94%	38%
Teaching (MAT)	M	100%	100%	100%	100%	0%
Ed Leadership/Executive Fellows	D	100%	100%	100%	100%	0%
College of Education Mean		79%	80%	88%	94%	15%
Child & Adolescent Studies	B	89%	89%	94%	100%	11%
Criminal Justice	B	50%	61%	78%	89%	39%
Nursing	B	78%	78%	78%	89%	11%
Psychology	B	100%	100%	100%	100%	0%
Social Work	B	78%	94%	100%	100%	22%
Sociology	B	44%	56%	83%	89%	45%
Nursing	M	94%	89%	89%	94%	0%
Human Resource Development	M	61%	61%	72%	72%	11%
College of Professional Studies Mean		74%	78%	86%	92%	18%
% scoring 75%+		65%	60%	79%	81%	