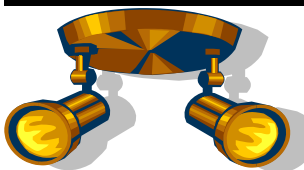




# Assessment Times

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In the next edition...Analysis of general education core competencies for graduating seniors using the ETS nationally-normed Proficiency Profile Assessment.



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**BULLDOG ACADEMY RESEARCH 101 LEARNING MODULE AND iSKILLS RESULTS**

Bulldog Academy (BDA) freshmen students were given the Research 101 learning module as part of their summer academic schedule, and after completion of the learning modules, were tested using the ETS iSkills assessment for comparison with previous cohorts. The mean scores for the BDA 2014 cohort is consistent with previous freshmen seminar cohorts who were also given the supplemental instruction via Blackboard.

**Table 1: Research 101 Learning Modules and iSkills Mean Scores for Freshmen**

Freshmen Cohort	ALL 1st Year Students	Fall 2012	Fall 2013 FRSE Control Group	Fall 2013 FRSE Research 101	Fall 2013 Combined	Bulldog Academy 2014
Number Tested	416	100	119	113	232	84
Mean Score	179	181	169	185	177	182

**FACULTY SPOTLIGHT~BEHAVIORIAL HEALTH AND HUMAN SERVICES**

Charla McKinzie Bishop is originally from New York City and has a Master's in Counseling and a Doctorate in Applied Developmental Psychology. She began her tenure at Bowie State in August of 2005 in the Behavioral Sciences and Human Services Department. Initially, she started as a professor of research methodology (statistics, data analysis, and research methods), however, her background as a developmental psychologists was needed for evaluation and development of the pedagogy major (now known as child and adolescent studies). As coordinator of the child and adolescent studies major, she has worked to restructure the curriculum, develop new courses, and broaden campus-wide awareness of this multidisciplinary program (i.e. psychology, social work, sociology, education) on child development. She currently teaches courses in child development, child abuse, child assessment, research methods, data analysis, and statistics. In addition to program coordination and teaching, she is busy writing manuscripts on topics including perceived discrimination, juvenile delinquency, and identity development and decision making in college. Her most recent publications were in the fall of 2013 and were two entries for the Encyclopedia of Cross Cultural Psychology. One was on cross cultural patterns in adolescent identity development, and the other was the cross cultural role and function of play. Outside of her research on adolescents and identity development, she functions as the Assessment Coordinator of the Behavioral Sciences and Human Services Department. In this role, she collects, evaluates, and reports on child and adolescent, criminal justice, human resource development, and sociology programs. This process has been very rewarding as it has revealed positive data on the successfulness of these four programs, and their coordinators, faculty and students.





*On The Horizon:*

Bowie State University submitted a Progress Report in April 2014 to the Middle States Commission on Higher Education (MSCHE). In June 2014, the commission accepted the progress report without any conditions.

In June 1, 2016, the Periodic Review Report (PRR) is due. A PRR is submitted five years after an institution's decennial self-study and evaluation team visit. The PRR assists the commission in determining whether the institution remains in and can sustain compliance with accreditation standards.

At its best, the periodic review of accredited institutions is a creative means of assisting in the continuous assessment of the institutions' educational mission, goals, and objectives.

Committee work groups will be formed in early fall 2014 to begin work on the PRR.



## ASSESSMENT IN ACTION: COLLEGE OF BUSINESS

During the spring 2014 semester, the College of Business, with the assistance of Janice Stoudemire of Palmetto Consulting and ACBSP, created narrated faculty training modules for placement in the College's Instruction and Assessment 101 course for COB faculty which is accessible via Blackboard. The modules covered the assessment process, Blooms Taxonomy and writing student learning outcomes. With this training, faculty within each concentration developed student learning outcomes for all core courses, program/discipline level outcomes and aligned them with existing program goals.

In addition, faculty completed a round of assessment of the discipline specific program goals via the newly-developed and aligned course student learning outcomes (i.e. students will demonstrate mastery of business knowledge and skills in the following areas: accounting, economics, management, finance, quantitative analysis, marketing, legal environment, international and information systems). Faculty members met to reflect on the results of the spring assessment and to develop strategies to improve student learning and performance where students failed to meet benchmarks.

In May of 2013, the College of Business received notification from the Accreditation Council for Business Schools and Programs (ACBSP) of its reaffirmation of accreditation without conditions, notes or opportunities for improvement. In November of 2013, the College of Business also received acceptance of its first annual report as a candidate for accreditation from the Association to Advance Collegiate Schools of Business (AACSB).

## ONE STEP AWAY INITIATIVE GRADUATES ~ 2013-2014

Nine students graduated with the assistance of the One Step Away (OSA) Grant funded by the Maryland Higher Education Commission and the University System of Maryland. Bowie State University was just one of two four-year institutions to be awarded the OSA grant for an additional year to support near-completer students. Pictured in the top row are: Jonathan Mukasa, Nathaniel Edwards, Winston Stokes, Chaney Brooks, Joriee Dorman, and Anthony Brooks, Jr. Pictured in the bottom row are: Shantele Duncan-Clark, Kaamilya Clyne Williams and Shannon Lindsay

