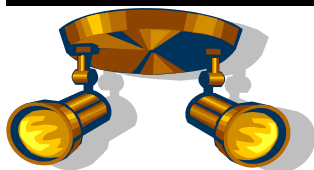




Assessment Times

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In the next edition...A comprehensive review of BSU general education syllabi along with recommendations for future practice



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IN THE SPOTLIGHT~ Department of History & Government



The Department's Assessment Coordinator Dr. Diarra O. Robertson, along with members of the faculty, have developed a comprehensive strategic plan aimed at closing the assessment loop and using data to improve student learning outcomes. Over the past four years the Department of History & Government has implemented several steps to improve the scope and validity of its assessment practices. Beginning in May 2013-2014, Dr. Robertson worked with faculty members to collect and analyze direct data for the Department's annual assessment report.

Previous assessment reports were based on indirect data (course grades), but this type of data constrains the analyst's ability to identify specific competencies where students may face challenges. In light of this concern, as well as the Center for Academic Programs Assessment (CAPA) and Middle States Commission on Higher Education (MSCHE) recommendation that direct measures were needed for sustainable assessment techniques, Dr. Robertson collaborated with faculty members to collect direct data from select courses (MSCHE Monitoring Response 2012). An initial step in this process was the collection of direct measures from several General Education courses, as well as the History Senior Seminar I (HIST 497) and the Government Capstone I (GOVT462). Once the data was collected and analyzed by Dr. Robertson, faculty members developed various plans of action for their respective courses to improve student performance. This past Academic Year (2014-2015), he worked with the lead instructors for the comprehensive exams in History (Dr. Cook-Bell) and in Government (Dr. Arah) to integrate grading rubrics into the evaluation process. Collectively, these steps have made a notable improvement in the Department's ability to identify areas where students may face challenges and engender a culture of assessment within the Department of History & Government.

CLA + ASSESSMENT FOR FRESHMAN & SENIORS

For the first time, Bowie State participated in the Collegiate Learning Assessment (CLA) for freshmen and seniors in AY 2014-2015. Students are performing at the mean for all similar institutions. The CLA results for both FR/SR cohorts were included in the Voluntary System of Accountability report, <http://www.voluntarysystem.org/participants> this year. The summary **value-added scores** are provided in the chart below:

	Expected Senior Mean	BSU Senior Mean
Total CLA+ Score	1034	1033
Performance Task (Written Essay)	1040	1043
Selected-Response Questions (25 MC)	1029	1022



On The Horizon:

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

In June 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 have been formed to begin work on the PRR.



"Whatever you persistently allow to occupy your thoughts will magnify in your life."

-Frederick Douglass



Research Skills Learning Module (RSLM) Pilot Study Results

	FRSE 101 Fall 2012 (n=100)	FRSE Research Skills Fall 2013 (n=133)	Control Group (n=119) 2013-2014	BDA Students 2014 (n=83)	BDA Students 2015 (n=81)	All Students 2012-2015 (n=433)
Mean Score	182	185	169	182	187	181

The RSLM was designed to improve ACRL competencies, which include the ability to define, access, evaluate, manage, integrate, create and communicate information. The iSkills assessment is the national standardized assessment used to measure student learning outcomes in these seven skill areas.

Incoming first-year students are improving in the ACRL selected skill areas over time. These areas include defining, accessing, integrating and communicating information. Skill areas that need additional focus for next year include evaluating and managing information.

MEDIAN SCORES FOR INCOMNG FRESHMAN iSKILLS ASSESSMENT

	Category	Define	Access	Evaluate	Manage	Integrate	Create	Communicate
2012	BSU	55	56	62	57	50	49	44
	National	70	78	50	70	64	56	64
	Median Score Difference	-15	-22	+12	-12	-14	-7	-20
2013	BSU	55	56	57	50	50	49	49
	National	70	78	50	70	64	56	64
	Median Score Difference	-15	-22	+7	-20	-14	-7	-15
	Category	Define	Access	Evaluate	Manage	Integrate	Create	Communicate
2014	BSU	55	56	62	57	50	49	44
	National	70	78	50	70	64	56	64
	Median Score Difference	-15	-22	+12	-13	-14	-7	-20
2015	BSU	55	56	57	50	50	49	49
	National**	64	61	64	64	59	57	59
	Median Score Difference	-9	-5	-7	-14	-9	-8	-10

** iSkills national reference group updated in 2014