



Assessment Times

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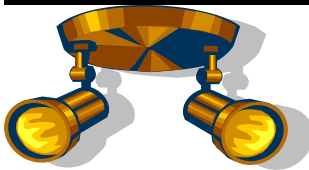
University Student Learning Assessment Committee

The University Student Learning Assessment Committee was formed in the fall of 2009. Dr. Trish Westerman was named as the founding Chair. The University Student Learning Assessment Committee is a standing Committee of the Faculty Senate that developed the planning template and reporting template for the

assessment of academic programs. Documentation and sharing of assessment practices promotes quality peer feedback and the sharing of best practices. The election of officers for the 2012-2013 academic year are the following: Dr. Trish Westerman, Chair; Dr. Diarra Robertson, Vice Chair and Dr. Adrian Krishnasamy, Secretary.

The USLAC committee members include: Anisha Campbell, Kimberly Daniel, William Davidson, Eva Garin, Patricia Hughes, Clayton Lang, Annie Ruth Leslie, Archie M. Morris, Nelson Petulante, Keith Plowden, J.W. Taylor, Makeba K. Thomas, Becky Verzinski, C. Jenise Williamson, Azene Zenebe.

Faculty Spotlight ~ ENGLISH DEPARTMENT



In the next edition...Analysis of the nationally-normed ETS iSkills and Proficiency Profile assessments.



How to contact us...

Academic Programs Assessment

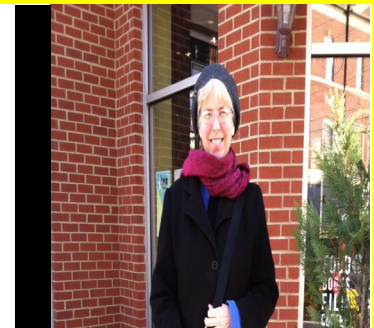
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Dr. Monique L. Akassi is the Coordinator of Composition in the Department of English and Modern Languages. She teaches both graduate and undergraduate courses in composition and rhetoric. She is the author of three books: Neo Hybrid Pedagogy: An Investigation On Writing Portfolios For African American Students; Postcolonial Composition Pedagogy; Using The Culture of Marginalized Students To Teach Writing, and Research and Writing Across The Curriculum, and a forthcoming book in 2013: Rhetoric of Delineation in Du Bois' Works.

Faculty Collaborating to Improve Student Learning

Dr. Akassi and Professor Williamson have partnered to implement a major paradigm shift in assessment in the Department of English and Modern Languages. Recently, they brainstormed and modified the holistic grading rubric into a standard rubric for the common final exam for all English Composition courses. The rubric is ideal for a major quantitative study that the professors will conduct in 2013 to assess the major problematic areas in writing as students are struggling to produce strong, ideal writings. The professors plan to present the findings to the Bowie community, provide future collective workshops, and co-author an article on the findings from the research.



Professor C. Jenise Williamson has been with BSU since 1993 when she founded the Creative Writing Program, one of only 11 in all of the nation's HBCUs. She has published short stories in literary magazines and an anthology of D.C. area women writers. Her specialty is prose-both fiction and creative non-fiction. She has recently been assigned the role of Assessment Coordinator for the Department of English and Modern Languages and is particularly interested in the use of rubrics to assess student writing across the curriculum.





On The Horizon:

Assessment Awards

In the Fall 2013 semester, and as a part of a peer review process for annual assessment efforts, the University Student Learning and Assessment Committee (USLAC) plans to recognize outstanding academic program assessment practice for three different levels: advanced, intermediate and developing.

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 ★ “ Always bear in mind
 ★ that your own
 ★ resolution to succeed
 ★ is more important than
 ★ any other one thing.”
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 ★ -Abraham Lincoln
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Congratulations! One Step Away Grant

Bowie State University has been awarded \$47,800 from the Maryland Higher Education Commission for the One Step Away Grant Initiative. This grant will focus on helping students in good academic standing with 90+ credits return to BSU and graduate in May 2014.



MSCHE Monitoring Report Progress

In 2011, Bowie State University was reaccredited by the Middle States Commission on Higher Education (MSCHE). A requisite component of reaccreditation was the submission of a monitoring report in October 2012 reflecting University activities related to “institutional effectiveness, with evidence that assessment information is used in budgeting, planning, and the allocation of resources (Standard 7); appropriate procedures and policies for the initiation, quality, and assessment of distance education offerings (Standard 13) and an organized and sustainable process with adequate administrative support and faculty resources, to assess the achievement of expected learning outcomes in all programs, including general education, with evidence that assessment information is used to improve teaching and learning (Standards 12 and 14).”

Staff in the Division of Academic Affairs, in collaboration with Self-Study co-chairs and various faculty committees, summarized the initiatives in these areas. MSCHE accepted the report and requested a progress report in April 2014 documenting further progress with general education and student learning outcomes assessment. For access to the full report and MSCHE response, please contact Gayle Fink, Asst. VP for Institutional Effectiveness, at 2-3403, or via email at gfink@bowiestate.edu.

Standardized Testing for General Education Competencies

<p>During the Fall 2012 semester, Freshman Seminar students were given one of two nationally-normed Educational Testing Service (ETS) assessments. For each test, iSkills and Proficiency Profile, 100 students were tested.</p>	<p>In the spring 2013 semester, 100 graduating seniors will be given the same tests. A comparative analysis will provide baseline data regarding BSU students’ general education competencies: critical thinking and information/ computer literacy (iSkills); written and oral communication, read-</p>	<p>ing, scientific and quantitative reasoning, and critical thinking (Proficiency Profile). By analyzing the data collected over time, academic interventions will be able to be developed to improve student learning specifically within the general education competencies.</p>
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BlackBoard Outcomes Update

The University installed Blackboard Outcomes in September 2012. The Outcomes system integrates with Bb Learn and supports faculty and administration in the implementation, reporting, and sharing of assessment activities.

An evidence-based assessment project was piloted this past fall. The project pulled writing samples from a course and assigned outside readers to review the samples against an established rubric. Using a standard rubric with multiple readers increased validity and promoted rubric refinement and inter-rater reliability.

OPAA also used the course evaluation tool to administer the end of term course evaluations to all online sections. Contact Gayle Fink, Asst. VP for Institutional Effectiveness, at 2-3403, or via email at gfink@bowiestate.edu if you have any questions about Bb Outcomes.