



# Assessment Times

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## IN THE SPOTLIGHT~COLLEGE OF BUSINESS



Thanks to the dedication of the faculty, the College of Business has worked diligently to advance the efforts of its assurance of learning process. In April of 2013, the College submitted its first maintenance of accreditation report to the Accreditation Council for Business Schools and Programs (ACBSP). The report was accepted without conditions. Subsequently, within each discipline, faculty collaborated to develop core course student learning outcomes and discipline specific outcomes which aligned with existing program level goals thus allowing for more comprehensive assessment of programs. In addition, led by the

College's Assurance of Learning Committee, rubrics were reviewed, revised and created to ensure that assessment of learning was consistent and reflective of the characteristics deemed by faculty to be associated with established goals and outcomes. Faculty also took advantage of faculty development opportunities both at the university level (BSU Faculty Institute) and within the College of Business. The College was excited to have both Dr. Cristi Ford, Director of the RAIL program with the University of the District of Columbia and Janice Stoudemire, former president of ACBSP to join the faculty in leading workshops on assessment, alignment and development of student learning outcomes. The College continues its efforts toward earning accreditation from the Association to Advance Collegiate Schools of Business (AACSB International), the premier accrediting agency for schools of business worldwide. To date, the college has submitted a self-study, standards alignment plan and two annual reports, both of which were accepted without condition. As part of its demonstrated commitment to quality, the College has improved the academic and professional qualifications of its overall faculty, expanded its assessment efforts across all core courses and undertaken efforts to complete the assessment cycle by implementing strategies designed to improve student learning. The Masters of Public Administration Program continues to maintain accreditation through the National Association of Schools of Public Affairs and Administration (NASPA) having submitted its most recent report in October 2014.



In the next edition...

An analysis of the CLA Pilot Project for incoming freshman and graduating seniors and Lessons Learned from Research I01



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## CLA + PILOT PROJECT FOR FRESHMAN & SENIORS

Bowie State was offered the opportunity to participate in an assessment project for CLA+ through the Council of Education. CLA+ measures critical-thinking, problem solving, scientific and quantitative reasoning, and the ability to critique and make arguments in addition to writing mechanics and effectiveness.

Many institutions—both in the United States and internationally—have used the CLA to benchmark value-added growth in student learning. Institutions can use CLA+ for additional admissions information for college applicants by evaluating the strengths and weaknesses of entering students. Results for graduating seniors may be used as an independent corroboration of the rapid growth of competency-based approaches among colleges. Graduating seniors use their results—issued in the form of verified digital badges—to provide potential employers with evidence of their work readiness. One hundred freshmen participated in this pilot assessment project in the fall of 2014, and 100 graduating seniors will participate in spring 2015.

