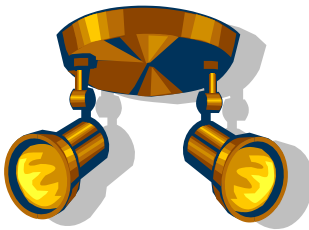




# Assessment Times

**Inside this issue:**

In The Spotlight 1  
 General Education Syllabi Rubric Results 2  
 General Education Syllabi continued 3  
 Periodic Review Report 4



Upcoming studies:  
 Analysis of the nationally-normed ETS iSkills and Proficiency Profile assessments



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**IN THE SPOTLIGHT~ COLLEGE OF BUSINESS**

Dr. Debra Pearl Hockenberry-Salsi is the Coordinator of Assessment and Accreditation in the College of Business. She teaches graduate courses in management for the Management, Marketing and Public Administration Department. Currently, she is working with Dean Nelson, the chairs, coordinators, and the faculty to prepare for the AACSB visit in the spring.

Over the last 20 years, Dr. Hockenberry-Salsi has been responsible for many types of assessments and accreditations for various universities throughout her academic career. Therefore, she understands the crucial need for consistency within a department and an alignment of goals with the mission of the college. As the former Associate Director of DeSales University, she was responsible for the attainment of the first ACBSP accredited MBA online program in Pennsylvania. In addition to academic assessment and accreditation for MBA programs, she has also worked with healthcare facilities in order to maintain JCAHO standards.

Dr. Hockenberry-Salsi enjoys publishing and presenting on her research that surrounds the symbolic and ultraliminal decision-making process. Her research focuses on comparing businesses who incorporate spiritual means of decision-making to those who use strict bottom-line financial approaches. She has been the keynote speaker at many conferences world-wide concerning mindfulness in the workplace, including University of Liverpool.

Most recently, she has presented with Robert Thurman at San Diego State University at the Conference for Contemplative Practices and will be presenting in Rome, Italy at the European Group for Organizational Studies: Critical Perspectives on Corporate Mindfulness and Workplace Spirituality.





**On The Horizon**

Bowie State University participated in the Collegiate Learning Assessment (CLA+) pilot study with the Council for Aid to Education. The CLA+ results are a powerful tool for assessing students' critical thinking and written communication skills by measuring the growth on these skills and determining how BSU compares to other institutions. Initial results will be available in fall 2016.

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 ★ "You don't make  
 ★ progress by standing  
 ★ on the sidelines,  
 ★ whimpering, and  
 ★ complaining. You  
 ★ make progress by  
 ★ implementing ideas."  
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 ★ -Shirley Chisholm  
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**GENERAL EDUCATION SYLLABI RUBRIC RESULTS**

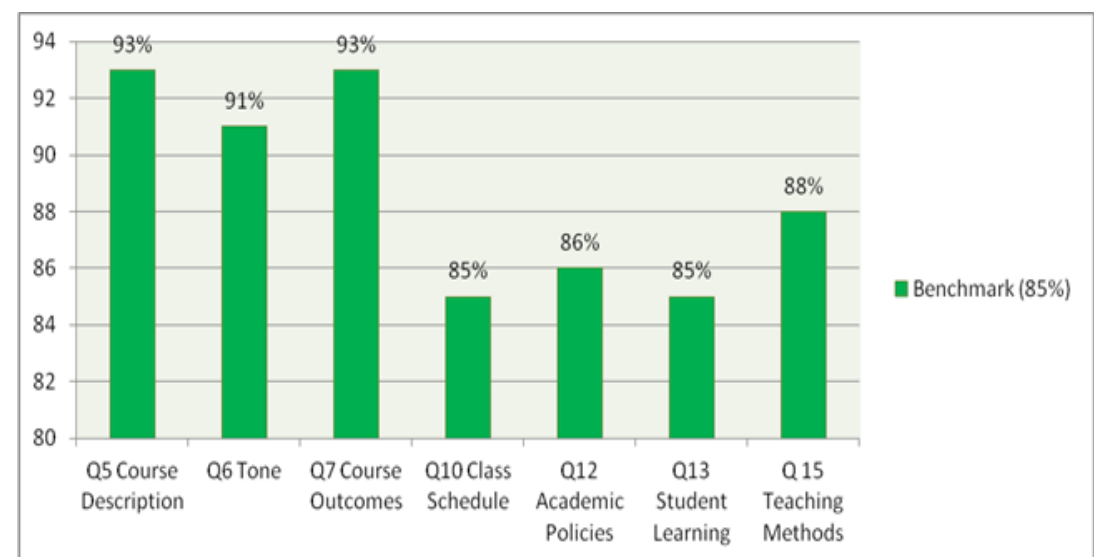
For the first time in institutional history, an extensive and through review of all general education syllabi was conducted in fall 2014 to address the team and self-study recommendations. The General Education Committee (GEC) was charged with the task and completed it in May 2015. The GEC consists of six administrators and 18 faculty representatives from each of the four colleges at the university. The evaluation process used to collect, review, and evaluate the 63 general education course syllabi was completed entirely online using Blackboard, the learning management system for BSU.

All syllabi were collected electronically and catalogued in a Blackboard faculty community. The committee developed a standard rubric based on best practices for syllabi development in undergraduate education. The rubric was transferred into a Survey Monkey link in the Bb community to collect responses from the committee. By using existing technology, the entire review process was a successful endeavor in sustainability with no paper copies produced.

The syllabi rubric quantified three main areas under review: 1) the presence of certain characteristics [yes or no responses] 2) the level of best practices employed [developing, emerging and exemplary] 3) the primary and secondary general education core competencies assessed [written and oral communication; scientific and quantitative reasoning; critical analysis and reasoning; technological competency; information literacy].

Committee members were required to complete a minimum of six syllabi reviews that were randomly assigned and outside of their designated college; many completed more than the minimum required. A total of 207 reviews were completed with at least three reviews conducted per syllabus. The goal of the comprehensive review was to determine how many GEP syllabi met a minimum benchmark of 85% for the combined ratings of emerging and exemplary levels. The following charts show the summary of results by each of the three areas listed above.

**GEP Syllabi Benchmark Rating of 85% or Higher**





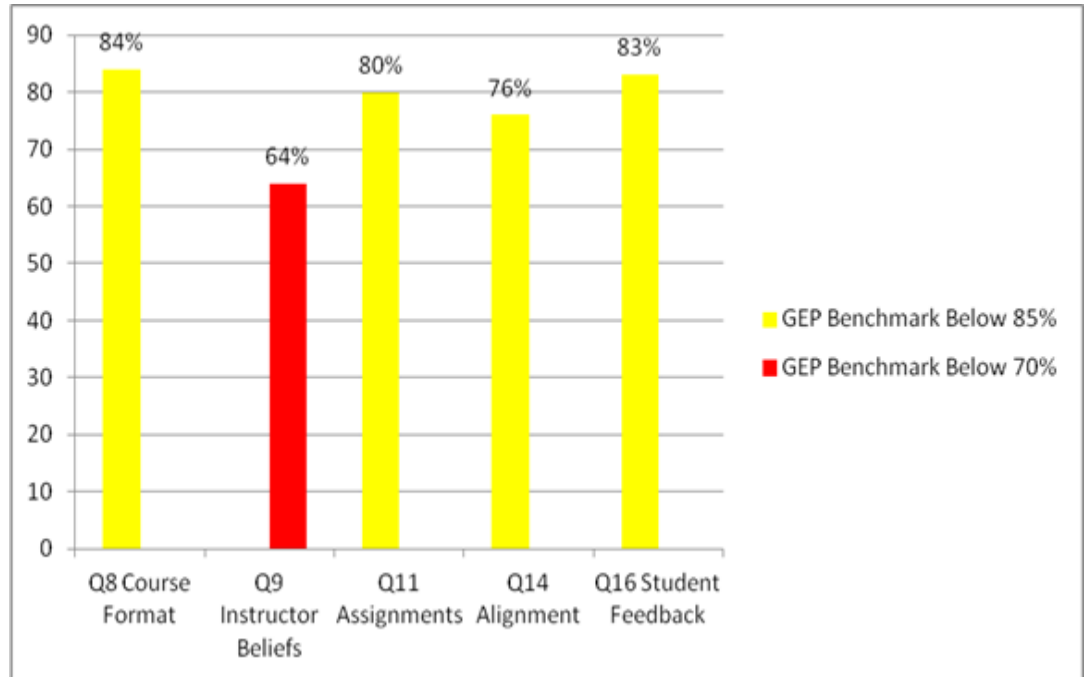
**On The Horizon**

As a part of their ROTC Developmental Assessment held the summer after their junior year, the BSU ROTC cadets take the Miller Analogies Test (MAT) and the Collegiate Learning Assessment (CLA). Performance on these tests, along with Military Science knowledge and physical tests, are what determine the cadets' ranking. The Center for Academic Programs Assessment (CAPA) will launch a pilot program in the AY 2016-17 to assist the cadets with managing test anxiety and preparing for the assessments.



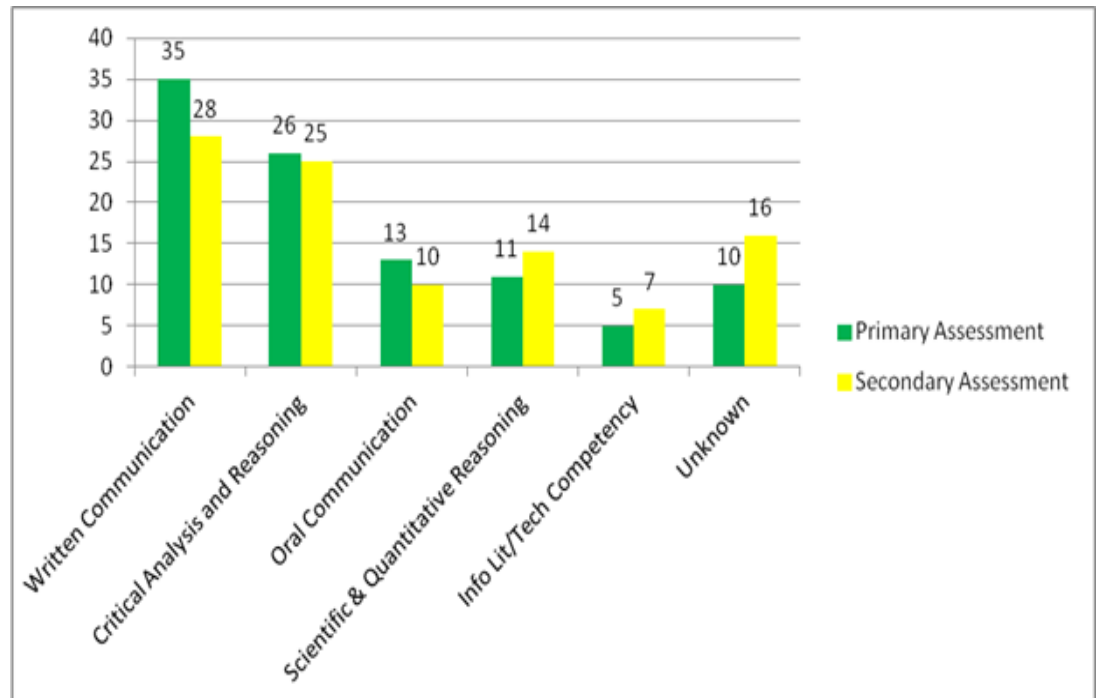
## GENERAL EDUCATION SYLLABI RUBRIC RESULTS cont.

**GEP Syllabi Benchmark Rating Below 85%**



The articulation of the instructor's beliefs/approach to teaching and learning is the sole area that scored below 70%. The alignment of learning outcomes with specific assignments/tasks was the second lowest at 76%. Overall, the comprehensive review revealed that the GEP syllabi were satisfactory based on the best practices criteria.

**Primary and Secondary Core Competencies Assessed in GEP**





**On The Horizon**

Bowie State University will be participating in a writing pilot study in the next year. The assessment initiative is a U.S. Department of Education (DOEd) and Educational Testing Services (ETS) grant called "Exploring Writing Achievement and Its Role in Success at 4-Year Postsecondary Institutions" to study writing achievement and to ascertain how achievement in this area relates to student success.

# GENERAL EDUCATION SYLLABI RUBRIC RESULTS cont.

In summary, the syllabi review gave new insight regarding the core competencies assessed in the GEP. Surprisingly, written communication was both the primary and the secondary core competency assessed in general education courses with critical thinking a distant runner-up on both accounts. This was in direct contrast to the course mapping conducted in spring 2014 by the GEC. Based on the review of student learning outcomes, critical thinking and reasoning were the most frequently measured core competency within the GEP, with written and oral communication the second most frequent. Within the next five years, another syllabi audit will be conducted for comparative purposes.



# PERIODIC REVIEW REPORT

The Periodic Review Report is ordinarily submitted five years after an institution's decennial self-study and evaluation team visit. As a retrospective, current, and prospective analysis of an institution, the PRR provides significant institutional progress and planning information to the Commission on Higher Education and assists the Commission in determining whether the institution remains in and can sustain compliance with accreditation standards. The preparation of a PRR, like that of a self-study document, provides opportunities for constructive discussion among the institution's several constituencies, bringing various points of view to the consideration of recent institutional developments and current institutional issues.

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. The MSCHE self-study and evaluation are seen as directly related to institutional planning, viability, and quality, the more valuable the self-study and evaluation process will be to the institution. The resulting report should serve as a useful planning and development document for the institution. A successful PRR process also allows an institution to reflect upon and acknowledge its progress and accomplishments and to develop plans or create consensus regarding important next steps.

The PRR must include the following sections:

- I. Introduction**
- II. Responses to Recommendations from the Previous Decennial Evaluation**
- III. Major Challenges and/or Opportunities**
- IV. Enrollment and Finance Trends and Projections**
- V. Assessment Processes and Plans**
- VI. Linked Institutional Planning and Budgeting Processes**
- VII. Conclusion**

Bowie State will submit the PRR by June 1, 2016 for MSCHE review.

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 ★ "Coming together is  
 ★ a beginning; keeping  
 ★ together is progress;  
 ★ working together is  
 ★ success."  
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 ★ -Henry Ford  
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