

# THE BOWIE STATE UNIVERSITY SCOOP

The Official Newsletter of the Bowie State University Title III Program Administration Office



"The finish line is not the enrollment of students. We must retain and graduate students at a higher rate and ensure they are prepared for the rapidly changing workplace. Funds provided by Title III are essential for the programs and activities required to prepare our students and achieve the Racing to Excellence vision and strategic plan at Bowie State University."

- Dr. Breaux, President

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# The Director's Desk



Miss Mililani T. Sinclair, Director of the Office of Title III, is an experienced grants administrator whose career commenced as a Program Specialist in the Upward Bound program. She was also able to gain experience through her work with USDA, GEAR Up, Education Talent Search, and Student Support Services at her alma mater, Savannah State University. She received a Bachelors in Business Administration in Marketing and Masters in Public Administration.

As Director of Sponsored Programs at Talladega College, Miss Sinclair led a collaborative campus enhancement initiative and student success efforts that yielded \$8.7 million in funding. That revitalized the campus and transformed the students' learning experience through refurbishing classrooms and providing new technology to impact student learning outcomes positively.

Specifically, she spearheaded the institutional work about the UNCF Career Pathways Initiative (Lillian Foundation), the UNCF Institute for Capacity Building (Kresge Discrete Technical Assistance) Grant; and, the Talladega College and Inroads Career Pathways Partnership (Pilot Institution), to name a few. Overall, her focus was on operational efficiency, compliance, and fiscal prudence by ensuring the university's strategic imperative of student success was met by procuring the necessary tools and resources to meet the student body's experiential and academic needs.

As a Senior Program Specialist for Title III Program Administration at Clark Atlanta University, she developed many institutional processes that enhanced grant monitoring and implementation through the Title III office. She developed a successful internal competitive grant process for the HBGI and SAFRA Comprehensive Development Plan Process. The process included a manual that cultivated a competitive culture on the campus in preparation for a potential awarding change from the Department of Education. Also, she assisted with the monitoring of about \$25M. Through internal audits and reviews, Miss Sinclair revamped the Ph.D. Title III STEM Program implemented a stringent awarding policy and systemic guidelines to ensure the program adhered to the Department of Education regulations and remained compliant. She and her team could forecast and align trending reports to budget monitoring practices through monthly financial statements, leading to a 90% expense rate.

Miss Sinclair has documented success in developing and executing strategic plans and initiatives designed to support the institution. Miss Sinclair has managed over \$67 million in counting in her career as a grants administrator.



## 2020-2021 Activities

### HBCU Part B

Financial Literacy  
Multicultural Services  
Enhancing Library Resources  
Student Enrollment Management  
Research Program Administration & Compliance  
Academic Program Assessment -  
(CAPA, CAS, COB, CPS)  
Faculty Development  
Four Year Counseling  
Program Administration  
Improve Institutional Advancement  
Information Technology - Academic  
Information Technology - Institution  
Enhancing Student Performance (Tutoring)

### FUTURE Act

Experiential Learning  
Smart Classrooms Upgrade  
Academic Student Advisement  
Undergraduate Nursing Support

### HBGI

Program Administration  
Graduate Resource Center  
Computer Science Doctoral  
Program  
Office of Planning, Analysis,  
and Accountability

# Activity Spotlight: Classroom Upgrade

Activity Director: Chartez Bond, Associate Director of Media Relations



Technology plays a significant role in education. It is crucial for optimal course delivery and student learning. An enhanced classroom is a traditional lecture-style teaching space with technological equipment that can aid a course's instruction. The classroom upgrades feature an intelligent podium with a touch panel control system, PC and laptop connection, projector, and screen. The classroom upgrades will also include renovations needed to develop active learning classroom environments. This will allow faculty, students, and staff to use state-of-the-art instructional technology equipment and expose students to technology and learning environments that they will use in the future.

The classroom-style will promote student engagement with row seating and semi-round tables to allow students to collaborate in group settings. The classrooms encompass mobile student desks with tablet arms and integrated storage compartments that can be configured in many arrangements throughout the day. Other classrooms were converted into a collaborative learning environment with a round table student experience with instructor and student presentation capabilities. Giving faculty and students the ability to be innovative in the classroom setup and structure creates various learning environments that best suit diverse learning objectives.



# Activity Spotlight: Multicultural Services

Activity Director: Dr. Keadrick Peters, Program Coordinator

The creation of the Office of Multicultural Programs and Services was established in August 2019. The objective is to execute Bowie State University's strategic plan of enhancing our campus culture of diversity, inclusion, and civic engagement. The Office of Multicultural Programs and Services' mission and purpose aim to provide holistic student development opportunities reflective of the University's mission and afford our students a transformational experience as they prepare for careers, civic responsibility, and lifelong learning. With a concerted effort, the Office of Multicultural Programs and Services seeks to ensure all social identities (abilities, age, ethnicities/nationalities, gender identities/expressions, race, religions, sexual orientations, and socioeconomic status) are respected and valued to foster an inclusive BSU environment. Equally important, the Office of Multicultural Programs and Services serves as an essential resource that propels a culturally competent BSU community.



Each month the Office of Multicultural Programs and Services planned and executed ongoing intentional seminars, workshops, and training. This ensures that the entire Bowie State University community (faculty, staff, and students) develops an inclusivity mindset. The office hosted diversity-themed events and programs such as Hispanic Heritage Month in September/October, LGBT History Month in October, Native American Heritage Month in November, and Black History Month in February. They have also facilitated Diversity 101 workshops for First-Year Experience courses, conducted resident assistant diversity and inclusive community training, and administered Safe Space Training for faculty and staff. Lastly, the office organized preventive hate-bias presentations for students who live in the residence halls and student-athletes.



(Event: The Only One in the Room Panel - Pre-COVID)

In a short amount of time, the Office of Multicultural Services has trained over 25 faculty and staff to be safe space certified for LGBT+ students, 600 outreach efforts during diversity-themed programs and workshops, over 1100 residential students received cultural sensitivity hate bias presentation. They have also trained over 80 student-athletes on cultural sensitivity and hate bias presentation and completed 306 surveys indicating indicate more cultural sensitivity is needed primarily related to the LGBT community. Students are interested in more cultural social events to celebrate diversity. The intercultural diversity certificate program would help students grow with a great incentive.



(Coffee, Chat, & Civic Engagement - Pre-COVID)

# Historically Black Graduate Institutions

## Student Highlight: Denzel Prince



Denzel Prince previously functioned as an Executive Officer for US Army's 781st Military Intelligence Battalion Cyber Solutions Development Company. He performed duties as the Executive Officer of the Army's only Company comprised of Officer, NCO, Warrant Officer, and Civilian developers tasked to create tailored Cyber capabilities to satisfy Cyber Mission Force, Army, and Special Operations Forces requirements. He was second in command of a company of 92 hand-selected Soldiers and Civilians integrated with the National Security Agency(NSA), Joint Forces Headquarters Cyber-Army (JFHQ-C A), Cyber National Mission Force (CNMF), and US Cyber Command and responsible for their discipline, welfare, training, morale, and professional development.

As a former Cadet with the Bowie State ROTC program, Mr. Prince received his M.Sc. Computer Science in December of 2016. He previously served as an assistant to the System Administrator in Bowie State University's Computer Science Department. In this position, he frequently supported numerous systems that ran various interfaces such as Unix/Linux, VMWare, Windows for Operating Systems, and various other server applications. During this time, Mr. Prince received many accolades. His awards include the Bowie States University Presidential Leadership Award, Athletic Scholarship, ROTC Scholarship, Coins for Leadership Excellence from former Commanding General Peggy Combs, Deputy Commanding Officer Brigadier General Sean Gainey, and lastly, the 4th Brigade Commander Colonel Matthew Ingram.

Currently, Mr. Prince is a doctoral student in the Computer Sciences program. He is now in his second year as a fellow of the Historically Black Graduate Institutions Grant (HBGI). He has been an ideal recipient with a cumulative 3.8 GPA. Mr. Prince mentors, tutors, and guide both undergraduate students and newly adjusting graduate students at Bowie State University. Upon completing his degree, Mr. Prince plans to broaden his span of influence on future engineers and computer scientists by mentoring young scholars and pursuing a full-time role as a professor at Bowie State University.



# Story of Impact

## Enhancing Undergraduate Nursing

The COVID-19 pandemic resulted in changes in teaching and learning. As such, Nursing had to change from meeting face-to-face to virtual/online instruction. This meant that faculty had to adapt their teaching methodology. For example, faculty utilized virtual simulation to meet the student learning outcomes of courses. With Title III funds, the Department of Nursing purchased software to enhance student learning in the clinical setting. The Shadow Health program was utilized to supplement clinical pedagogy, as noted in the testimonial below from Dr. Denise Jarboe.

**Testimonial by:  
Denise E. Jarboe, DNP, RN, CCRN  
Assistant Professor of Nursing**

Shadow Health, a virtual simulation program, was provided to the students. The students highly regarded the program and provided them with opportunities to hone their communication and assessment skills. The virtual simulation program was used to evaluate the students on their head-to-toe physical assessment. Though this is not the preferred method, the Shadow Health program (virtual head-to-toe comprehensive physical assessment) was ultimately a positive strategy. Students were able (encouraged by the 10% grade) to redo the assessment until they received a score of 80 or better. In other words, "they did it until they got it right," which is a positive learning tool (reinforcing processes and communication skills). In the future, it is recommended that this program be used as an adjunctive teaching evaluation tool.

Additionally, through added Title III funding, during the Spring '21 semester, we will have two nursing students who will serve as mentors to their peers. The peer-to-peer virtual tutoring will operate through the Nursing Student Success Center. The peers will assist students who are having difficulty with specific content areas. The goal of this initiative is to promote student success.



Dr. Jacqueline Hill  
Activity Director



Donna Morgan  
Program Management Specialist



Denise E. Jarboe, DNP, RN CCEN  
Assistant Professor of Nursing



Peer-to-peer Nominees:  
Stephanie S. Hyacinth and Valerie N. Hyacinth

# Story of Impact

## Academic Program Assessment



Dr. Becky Verzinski  
Activity Director

During the 2019-2020 Title III program year, Bowie State University's Center for Academic Programs Assessment (CAPA) was able to send 24 faculty, staff, and administrators involved in assessment to a virtual assessment conference provided by the Association for the Assessment of Learning in Higher Education (AALHE). Typically, with an in-person conference, Bowie would only be able to send a few participants. Still, the online conference cost was substantially reduced, so the university could get a group registration and send 24 people. The conference took place exclusively online from July 8-19, 2020, and was attended by over 500 participants. The conference featured over 100 speakers and

100 sessions and events, including a virtual Exhibitor Hall. Participants from BSU were surveyed about the usefulness of this first AALHE online conference to their assessment work. The following are the participants' responses: following are the participants' responses:

91% found the conference to be a worthwhile professional development experience

95% would most likely attend a future AALHE conference

86% attended three or more conference sessions

86% plan to share what they learned with colleagues in their departments



Lynn Harbinson  
Coordinator

In early fall 2020, CAPA had another opportunity to send BSU

participants to an online conference when Drexel University decided to hold its in-person annual assessment conference online. Again, CAPA was able to fund 24 people to participate in this conference, including faculty, staff, and administrators involved in assessment. The conference, which is usually held in Philadelphia, was held exclusively online from September 9-11, 2020. Instead of the university being able to send only 8-10 participants, because of the decreased cost of the registration and no travel or lodging expenses, CAPA was able to fund significantly more participants. There were pre-conference workshops, assessment institutes, a variety of break-out sessions, networking events, roundtable discussions, and other sessions and activities related to higher education assessment that were available to all participants.



Austin Mitchell  
Program Administrative Specialist

## Story of Impact cont'd

There were pre-conference workshops, assessment institutes, various break-out sessions, networking events, roundtable discussions, and other sessions and activities related to higher education assessments available to all participants. BSU faculty and staff participants were surveyed about the usefulness of the Drexel University online conference to their assessment work. 100% of attendees found the conference to be a worthwhile professional development experience. 71% attended three or more sessions of the conference. Lastly, 86% planned to share what they learned with colleagues in their department. Additional feedback regarding follow-up professional development for BSU faculty conference attendance included the following:



86% percent of participants are interested in follow-up training (particularly with Tableau and CLR) & would participate in a future Drexel University assessment conference (virtual or in-person).

In addition to the virtual conferences, CAPA was also able to provide e-books to the 25 members of the assessment committee - CASTLE (Committee for the Assessment of the Learning and Experience). These e-books were explicitly related to online assessment. They were provided as online resources so the faculty members could access the books. The e-books that were purchased with Title III funds for the assessment faculty members were: Lessons from the Virtual Classroom: The Realities of Online Teaching, 2nd Edition, Kindle Edition, by Rena Palloff and Keith Pratt, and The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips 2nd Edition, Kindle Edition, by Judith Boettcher and Rita-Marie Conrad.

The CAPA office, BSU conference participants, and CASTLE members appreciate the opportunity to participate in these conferences and receive the e-book resources. From the responses to conference surveys, it is clear that the participants found these experiences to be valuable to their teaching. The majority of participants wished to participate in the future and planned to use and share what they learned. CAPA has also received positive feedback regarding the use of e-books for online assessment of student learning.

# Title III Team



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