

Delta State

Academic Affairs/Provost and VPAA

College of Arts and Sciences

College of Arts and Sciences Mission Statement and Unit Profile

Mission statement

The mission of the College of Arts and Sciences is to provide learning opportunities in which students may increase knowledge; develop creativity, communication skills, critical thinking, and problem-solving abilities; and deepen their understanding of themselves, their society, and the environment. Through programs in the humanities, fine arts, mathematics, social sciences, and natural sciences, students are prepared to demonstrate competence in their chosen fields of study. Additionally, the College provides a strong liberal arts foundation for all degree programs through the general education core, defining for society what it means to be an educated person.

The College of Arts and Sciences is composed of three divisions and five departments: the Department of Art, the Division of Biological and Physical Sciences, the Division of Languages and Literature, the Department of Mathematics, the Department of Music, the Division of Social Sciences, the Department of Social Work, and the Department of Speech and Hearing Sciences. Majors in the College of Arts and Sciences may earn the Bachelor of Arts degree, the Bachelor of Science degree, the Bachelor of Science in Education degree, the Bachelor of Fine Arts degree, the Bachelor of Music degree, the Bachelor of Music Education degree, the Bachelor of Social Work degree, the Bachelor of Science in Social Justice and Criminology degree, and the Bachelor of Science in Interdisciplinary Studies degree. The teacher education program within the College of Arts and Sciences provides its majors with the opportunity to earn teacher certification through the Bachelor of Science in Education degree (English, mathematics, social sciences); the Bachelor of Music Education degree (music); the Bachelor of Arts degree (art, English, and foreign languages); and the Bachelor of Science degree (biology, chemistry and general science). The College of Education cooperates with professional education courses and field experiences.

Related Items

There are no related items.

SWOT

Providing Department: College of Arts and Sciences

Strengths

1. Proud and strong tradition of emphasizing the primacy of teaching, research and service;
2. Faculty and staff committed to providing a strong liberal arts foundation to prepare students for life as an engaged citizen
3. A reputation for highly qualified and dedicated faculty who excel in teaching undergraduate and graduate students.
4. Academic programs that are respected throughout the state.
5. Small class size in many lower and upper level courses.
6. Fully accredited programs in Music, Art, and Social Work.
7. New graduate programs in Geospatial Information Technologies and Liberal Studies.
8. Undergraduate and graduate students advised by faculty in their major
9. Nationally and internationally known guest speakers and artists regularly visit campus
10. Increased exploitation of technology to improve and enhance teaching in digital environments.

Weaknesses

1. Competitiveness in hiring new faculty-salary ranges for hiring new faculty lag behind other institutions, particularly in STEM fields
2. Music department facilities need updating/renovation. Replace aging equipment.
3. Library resources continue to come under pressure as costs increase and while resources remain static or are cut
4. Scholarship dollars not keeping pace with the rising cost of tuition, room and board.
5. Decreasing major populations in several areas
6. Dependency on adjunct faculty
7. Chair compensation relative to department size and scope

Opportunities

1. Grow graduate student population via the new Master of Arts in Liberal Studies degree and Master of Applied Sciences in Geo-spatial Information Technologies degree
2. Develop new undergraduate and graduate programs to meet market demands and student interest.
3. Work with Student success Center to recruit undeclared majors to the College
4. Increase credit hour production by promoting academic minors housed within the college.
5. Strengthen relationships, outreach, graduate and undergraduate research through the Center for Community and Economic Development.
6. Exploit out of state tuition waiver potential to attract new students to programs.
7. Continue to develop Honors Program

Threats

1. Potential for reduction in state funds if funding formula is employed
2. Increased competition for students by other state institutions
3. Population loss in the surrounding counties from which we draw a large percentage of our student population.
- 4.

Related Items

There are no related items.

Art

ART Mission Statement

Mission statement

The purposes of the Art Department are: to train teachers of art for the elementary and secondary schools, to prepare students for careers in the professional fields of art, and to offer courses to other students who wish to take art for its aesthetic and cultural values.

The Art Department will provide students with both fundamental and advanced understandings of their chosen artistic concentrations including the studies of Graphic Design, Crafts, Painting, Sculpture, and Photography.

The Art Department will develop and promote an environment of artistic achievement through presenting the broadest possible range of learning experiences for its students.

Through a diverse offering of coursework, guest artists and lecturers, field trips, class projects in the local community and other arts related learning events, the Art Department seeks to educate art students, students from across the university, and local community members in the arts and related fields.

The Art Department will support graduating students as they make the transition into professional artists and art teachers by providing information, skills, and professional guidance.

Related Items

There are no related items.

BA-ART-EDU 01: LO Teaching Art

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Each graduate will demonstrate proficiency in studio art.

Each graduate will demonstrate a knowledge and understanding of art history.

Each graduate will demonstrate methods and procedures important for effective art teaching that reflects an understanding of the Mississippi Visual and Performing Arts Frameworks.

Data Collection (Evidence)

Grades and test scores will be collected by the department. Grade distribution in studio art classes, art history, and evaluation forms completed by supervising teachers and cooperating teacher in student teaching internships and PRAXIS Tests will be analyzed to determine weakness and strength.

Results of Evaluation

90% of students earned a grade of "C" or better in art studio and art history classes. 100% of students passed student teaching once admitted. One student did not pass the PLT on the first try. Studio art and art history class scores will be monitored to see if curriculum adjustments need to be made. Students will be advised to take art studio and art history courses that will help prepare them for the Art Content Specialty Area Test of the PRAXIS II. PRAXIS scores will be monitored to see if curriculum adjustments need to be made. Assess writing samples in classes and grades made in English and Math courses to identify students who may have trouble on the PRAXIS I and try to offer help and suggestions.

Use of Evaluation Results

Studio art and art history classes will continue to be monitored and courses will be re-examined if students do not meet the minimum score or the grade of "C". Students were advised to take classes such as ART 492: Art Theory and Aesthetics as one of their art history electives because Aesthetics is one of the strands of the Frameworks and is covered on the PRAXIS II Art Specialty Test. PRAXIS specialty test will continue to be monitored and courses will be re-examined if students do not meet the minimum score.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 03: Quantitative Skills



GE 04: Inquiry and Technology



GE 07: Cultural Awareness



GE 09: Cross-disciplinary Appreciation



GE 10: Values

BFA-ART-CR 02: LO Proficiency in Crafts

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Graduates will be familiar and proficient with the diverse styles within the crafts major, including ceramics, fiber, and mixed media.

Graduates will have the knowledge and skills to enter their chosen field and be prepared for studio practice, studio production, community arts involvement, graduate school and employment.

Graduates will achieve a high level of skill in the use of basic tools, techniques and processes to produce work from concept to finished object.

Graduates will achieve significant competency in traditional or innovative approaches or techniques appropriate to their work, as well as personal conceptual direction.

Graduates will have an understanding of the diversity of styles and methods within crafts, including ceramics, fiber, and mixed media.

Data Collection (Evidence)

Grading will be based on the following: Completion of Assignments (75%; presented by you, on-time, at class critiques; Written Tests and Assignments (15%); and Participation (10%; attendance/tardiness/leaving early, work ethic towards projects, class discussions, critiques and in-class clean up).

Project will be graded using the criteria: presentation – presenting work verbally during critiques; craftsmanship - the way you handle the materials; concept - the idea(s) behind your work; and the overall impression of the work. Project grades will be averaged.

Ceramic and fiber pieces are submitted to the Annual Student Exhibition and Annual Mississippi Collegiate Competition. A ceramic piece and fiber piece won awards in the Mississippi Collegiate Competition.

Craft students produce a body of work for Senior Thesis with a written Thesis Statement, discussion with faculty thesis committee and Thesis Exhibition

Results of Evaluation


Critique skills and talking about artwork is sometimes challenging, but with practice, the majority of students are able to master this skill.

Of the 90 students enrolled in crafts courses during 2011-12, 98% received a “C” grade or better.

Use of Evaluation Results

Data will be compared next year.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 07: Cultural Awareness**

BFA-ART-GD 03: LO Proficiency in Graphic Design

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Graduates of the Graphic Design program will demonstrate mastery in basic Mac computer platforms and be skilled in layout, photo editing and illustration programs as well as have experience in Web design applications.

Graduates will demonstrate an understanding of contemporary art trends, major graphic designers work, and historical movements.

Graduates will demonstrate an understanding of professionalism required in the graphic design field and develop a substantive portfolio.

Graduate will demonstrate mastery of graphic design applications in the field by completing a 240 hour Graphic Design internship with an ad agency, graphic design firm, or related industry.

Data Collection (Evidence)

Class assignments measure ability to use computer skills in layout, illustration, and printed and Web applications.

Class critiques serve as a process for constructive criticism and learning.

Project scores are awarded to students based on their successful completion of individual assignments which are averaged together for a course grade. A grade of "C" is considered competent. Project evaluations are based on specific criteria set forth in each project and also include participation during In Progress and Final Critiques, and the Research and Development of a project.

Final portfolios comprised of 10-15 graphic design projects are presented for Senior Reviews each spring semester. The portfolio represents the student's range of computer application skill, mastery of typography and layout problems, and creative/conceptual. Every graphic design student must successfully complete the review before graduation.

Internships are evaluated by the supervisor of the firm providing the internship and are based on a rating scale for performance, adaptability and other factors. The evaluation also shows the strength, weakness, and probable success in the graphic design field. Exit interviews are held after the completion of the graphic design internship with the graphic design instructors and the art department chair

Results of Evaluation

Of the students enrolled in 116 graphic design courses, 98% received a grade of "C" or higher.

Of the 8 students completing internships with graphic design firm or related industry, 100% received a "B" grade or better.

Overall, students are well prepared for a career in graphic design. Nearly all score very high on internship and receive positive feedback from employers with above average grades. Changes made to the curriculum have added new courses of advanced web design and motion graphics to make students better candidates for graphic design positions.

Students are required to participate in a field trip to visit ad agencies and service bureaus to give students a valuable perspective of the graphic design field.

Arranged visits from one or more professionals give students the opportunity to hear about individual career path/work and also have one-on-one critiques to give students a valuable perspective on their work and of the graphic design field.


Use of Evaluation Results

The Graphic Design Curriculum will continue to be assessed and improved with additional classes created to adapt to this ever-changing field. Internship evaluations and exit interviews are crucial components for making changes in the graphic design curriculum.

History of Graphic Design has been added to the curriculum and is a suggested art history elective.


A Graphic Design Service Seminar has been added to the curriculum to give students the experience working as an in-house graphic design agency.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 09: Cross-disciplinary Appreciation**

BFA-ART-PA 04: LO Proficiency in Painting

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Graduates will have an understanding of basic principles of design and color, concepts, media and formats, and the ability to apply them to a specific aesthetic intent.

Graduates will have functional knowledge of the traditions, conventions, and evolutions of the discipline as related to issues of representation, illusion, and meaning.

Graduates will have knowledge and skills in the use of basic tools and techniques sufficient to work from concept to finished product which includes mastery of the traditional technical and conceptual approaches to painting.

Graduates will be able to recognize and interpret major works of art history from prehistory to the present.

Data Collection (Evidence)

Data will be collected by the instructor at the time of grading or with the collection of a final portfolio. Each student will be assessed a rating of the following: Successful, needs improvement, unsuccessful, or incomplete/not submitted. Grading will be based on the development of perception, ideas, and technical skills along with the individual's effort and progress that is determined by attendance, commitment to the work and completion of assignments as scheduled. Presentation and quality of outside assignments and written papers are also factored in.

Critiques will allow students to develop the visual and verbal vocabulary necessary to examine and review the strengths and weaknesses of paintings created by other students.

Painting students are required to take Modern Art or Contemporary Art History as an elective to recognize diversity of styles.

Paintings are submitted to the Annual Student Exhibition and Annual Mississippi Collegiate Competition.

Painting students produce a body of work for Senior Thesis with a written Thesis Statement, discussion with faculty thesis committee and Thesis Exhibition.

Results of Evaluation

Of the students enrolled in 56 painting courses during 2011-12, 100% received a "C" grade or better.

100% of students earned a "C" or better in painting courses during 2011-12.

Use of Evaluation Results

The painting program continues to be assessed and improved.

Related Items



GE 01: Critical and Creative Thinking



GE 07: Cultural Awareness



GE 08: Perspectives

BFA-ART-PH-05: LO Proficiency in Photography

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Graduates will create a coherent and personal body of work with technical proficiency, clarity of vision, and effective communication through photography/video/digital media.

Graduates will demonstrate an informed approach to theoretical, social, historical, and methodological concerns.

Graduates will be able to recognize the importance of diversity in styles, genres, and working methods within Photography and Video.

Graduates will develop aesthetic and technical skills that are valuable for the fields of fine art, photography, filmmaking, videography, digital media production, teaching, and commercial art.

Graduates will be able to understand and interpret contemporary philosophical, theoretical, and historical issues concerning media production.

Data Collection (Evidence)

Grading is based on the quality of work produced, the amount of effort expended, the amount of work completed, the amount of progress made, and class participation in discussions and critiques. Class critiques may involve all instructors in the program. Written documentation may be discussed and critiqued by all instructors in the program. All instructors in the program will discuss student progress. A "C" is considered a competent grade.

Photography students are required to take History of Photography to explore the contributions of artist in the development of photography/video and roles of the major figures involved.

Photography students produce a Senior Thesis project of personal interest with a written Thesis Statement and Thesis Exhibition under the direction of a faculty committee.

Photography/digital media/video works are submitted to the Annual Student Exhibition and Annual Mississippi Collegiate Competition.

Results of Evaluation

Of the students enrolled in 98 photography/video courses during 2011-12, 98% received a "C" grade or better.

Students are performing within an acceptable range of success with studio art projects and are underprepared in written statements and ability to analyze and discuss digital media/photography and video.

Instructors will continue to think creatively about the program, methods and techniques of assessment, and program development.

Use of Evaluation Results

Writing components have been added to course requirements to improve writing and analytical skills.

The Photography/Video curriculum has been and will continue to be assessed and improved. Additional classes in Mural Photographic Printing, Experimental Photography, and Bookmaking in Photography have been added based on student interest and prospective employment requirements.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 03: Quantitative Skills



GE 04: Inquiry and Technology



GE 07: Cultural Awareness



GE 09: Cross-disciplinary Appreciation

BFA-ART-SC 06: LO Proficiency in Sculpture

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Graduates will use hand tools and power machinery, learn their proper application and safety procedures and will maintain a clean and orderly the work space.

Graduates will demonstrate mastery of basic concepts with a wide range of sculptural materials, techniques and methods

of execution.

Graduates will have an understanding of basic design principles with an emphasis on three-dimensional design, and the ability to apply these principles to a specific aesthetic intent. This includes functional knowledge of the traditions, conceptual modes, and evolutions of the discipline.

Graduates will be able to understand the additive process as it involves synthetic reasoning, the subtractive process as it involves analytic reasoning and the constructive as it involves integrated reasoning and the expressive potential of each process.

Graduates will explore and develop individual ideas by drawing and creating original works of art while incorporating advanced sculpture techniques.

Graduates will create a body of work or develop a portfolio which is reflective of their coursework.

Data Collection (Evidence)

Grading is based on attention to work and effort in completion of all assignments, the progress and development of idea and skills, and effort to grasp and master all concepts. A grade of "C" is considered competent.

Class critiques serve as a process for constructive criticism and learning.

Sculptures are submitted to the Annual Student Exhibition and Annual Mississippi Collegiate Competition.

Sculpture students produce a body of work for Senior Thesis with a written Thesis Statement, discussion with faculty thesis committee and Thesis Exhibition.

Results of Evaluation

Of the students enrolled in 49 crafts courses during 2011-12, 100% received a "C" grade or better.

Sculpture students attended a Blacksmithing conference during the spring semester. This experience for the students led to the addition of Blacksmithing in the sculpture courses. A blacksmithing course is under consideration.

Use of Evaluation Results

Studio art courses will be examined and altered to meet the changing needs of students after graduation.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 07: Cultural Awareness

MED-SEC-ART 07: LO Teaching Art

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Each graduate in the Master of Secondary Education with an Art Emphasis will demonstrate effective procedures and methods for art instruction.

Each graduate will demonstrate methods and procedures important for effective art teaching that reflects an understanding of the Mississippi Visual and Performing Arts Frameworks.

Data Collection (Evidence)

Coursework is being monitored.


Results of Evaluation

Several students in the program have not had an undergraduate art education degree and have taken the required undergraduate courses and internship. Two specific prerequisite undergraduate courses are required: Art 361 Art Content & Technique and CUR 482 Art Education Techniques and Procedures. Classroom Management CUR 611 is also required before internship and is taken as one of the two elective courses. If the semester of internship is split between elementary and high school, this would give certification for kindergarten through 12th grade.

Use of Evaluation Results

Students in the Master of Education in Secondary Education Degree program with an Art Education Emphasis will participate in a Graduate Thesis Exhibition evaluated by the art faculty.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 07: Cultural Awareness**

 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**

ART 2012_01: Provide a position for an additional Graphic Design instructor with a MFA degree

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Goal 1 Provide a position for an additional Graphic Design instructor with a MFA degree

Evaluation Procedures

Candidates for this position will be interviewed with the most qualified candidate selected when funds are available. Graphic Design is the largest area in the unit and with the implementation of the Media Arts Track more courses need to be taught.

Actual Results of Evaluation

There will be an increase in numbers with the addition of students enrolled in the media arts track.

Use of Evaluation Results

Graphic Design team currently teaching a full load. Media Arts Track will require the hiring of an additional faculty member. At the present time funds are available.

Related Items

 **SP3.Ind01: Faculty and staff hiring**

ART 2012_02: Recruitment and Retention

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Recruit and retain students in the Department of Art

Evaluation Procedures

The department has participated in five college fairs. A portfolio day for high school juniors and seniors was held along with a department cookout so that the participants and parents could visit with faculty and students. The chair has been regularly contacting students on probation about progress being made.

Actual Results of Evaluation

The department has been maintaining current enrollment numbers with the help of the college nights. Our probation intervention strategies have helped students in the department.

Use of Evaluation Results

The department will continue college night recruitment. The art department cookouts has created a closer knit community. The faculty will develop a plan to visit area schools to increase the numbers at our annual portfolio day.

Related Items

  **SP2.Ind01: Enrollment**

  **SP2.Ind02: Retention**

ART 2012_03: Enhance Department Website

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Update the Department Website.

Evaluation Procedures

Faculty submitted information and images and recommend further improvements to Website.

Actual Results of Evaluation

A new website was produced with a calendar and other improvements.

Use of Evaluation Results

Faculty recommendations improved website.

Related Items

  **SP1.Ind05: Diversity -- access to diverse ideas/programs**

  **SP2.Ind01: Enrollment**

  **SP4.Ind07: Website**

  **SP5.Ind04: Cultural offerings**

ART 2012_04: Delta International Film and Video Festival

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Host the Seventh International Delta Film and Video Festival.

Evaluation Procedures

The Seventh International Delta Film and Video Festival was held March 28 -30 and was successful. Improvements were made in the area of advertising the event. The art department will improve advertising promotional package to attract students, faculty, and community to future film festivals

Actual Results of Evaluation

Record of attendance will be compared to the first six Delta International Film and Video Festivals. Feedback from questionnaires and other surveys will be analyzed.

Use of Evaluation Results

The seventh film festival included films from Bangladesh, Indonesia and throughout the United States. A substantial increase of entries over previous years was recorded.

Related Items

 **SP1.Ind05: Diversity -- access to diverse ideas/programs**

 **SP3.Ind06: Diversity**

 **SP5.Ind04: Cultural offerings**

 **SP5.Ind06: Community Outreach**

Biological and Physical Sciences

BPS Mission Statement

Mission statement

The Division of Biological and Physical Sciences serves as the academic unit at Delta State University that is staffed and funded for the purposes of teaching and advising, conducting scholarly activities, and providing public/professional service work in the natural sciences.

Related Items

There are no related items.

BS-BIO 01: Communication Skills

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Develop written communication skills appropriate for the sciences

Data Collection (Evidence)

Background: Students working on the BS in Biology degree at DSU are required to take three 300-level core courses covering the fundamental topics of cell biology, ecology, and genetics. As part of the final grade, each of these courses requires students to submit written assignments that assess substantive understanding of biological concepts and that are presented in a logical style.

From BIO 300 - Cell Biology

Students enrolled in this course are required to complete a technical paper on an instructor-approved topic in cell biology, following a format used by many biological journals. 75 percent of students will receive a C grade or better on the paper.

From BIO 301 - Ecology

Students enrolled in this course must submit a research paper on an instructor-approved topic in ecology, following the formatting guidelines used by most ecology journals. 75 percent of students will receive a C grade or better on the paper.

From BIO 328 - Genetics

Students enrolled in this course are required to submit specific format laboratory reports written using data collected during the course, and analysis of data, about the outcomes of Drosophila crosses. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

Results of Evaluation

From BIO 300 - Cell Biology

Eighty-eight percent of the students in BIO 300 Cell Biology received grades above C on the research papers for the AY 2011-2012.

From BIO 301 - Ecology

More than 85% of the research papers submitted in BIO 301 Ecology for the AY 2011-2012 received a grade of C or higher.

From BIO 328 - Genetics

For Fall 2011, the average score on lab reports was 79%, and 16 of 21 students (76%) mastered all assigned activities (performed at C or better level). For Spring 2012, the average score on lab reports was 86%, and 21 of 24 students (88%) mastered all assigned activities (performed at C or better level).

Use of Evaluation Results

From BIO 300 - Cell Biology

Some student who did not attain C or better chose a topic to work on early enough. Some did not submit drafts to the instructor for review and guidance as advised. Some of those who failed to attain C grade did not follow the paper writing guidelines. In future, the paper topics will be included in the syllabus, and students will be required to confirm choices of their topics in good time. Students will be required to follow a timeline in working on their papers and submit draft for review and guidance. More suggestions will be given on how to improve the breadth and depth of the term papers.

From BIO 301 - Ecology

Some students waited until very late in the semester to begin work on the research paper. In future semesters, the deadline for the final report will be earlier and students will be held strictly to the deadline. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to clarify for students exactly what a successfully written report should look like.

From BIO 328 - Genetics

Some students who did not perform at the C level on lab reports failed to submit all the reports. Others waited until very late in the semester to begin work on the final report, which was the most involved of all the reports. In future semesters, the deadline for the final report will be moved earlier and students will be held strictly to the deadline. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to make it clearer to students exactly what a successfully written report should look like.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 03: Quantitative Skills

BS-BIO 02: The Scientific Method

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate proficiency with the scientific method through answering questions using the scientific method

Data Collection (Evidence)

Background: Students working on the BS in Biology degree at DSU are required to take three 300-level core courses covering the fundamental topics of cell biology, ecology, and genetics. As part of the final grade, each of these courses requires students to submit laboratory reports in which they document laboratory exercises requiring the steps of the

scientific method: generating hypotheses, performing experiments, analyzing data, and deriving conclusions.

From BIO 300 - Cell Biology

Students enrolled in this course are required to complete laboratory reports documenting use of the scientific method related to cell-related experiments. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

From BIO 301 - Ecology

Students enrolled in this course must submit weekly lab reports identify the components of the scientific method as related to ecological exercises. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

From BIO 328 - Genetics

Students enrolled in this course are required to submit specific format laboratory reports written using data collected during the course, and analysis of data, about the outcomes of Drosophila crosses. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

Results of Evaluation

From BIO 300 - Cell Biology

For Fall 2011, 17 out of 20 students (85%) received grades of C or higher. For Spring 2012 16 out of 21 students (76%) received grades of C or higher for laboratory reports.

From BIO 301 - Ecology

For Fall 2011, the average score on lab reports was 75%, and 14 of 20 students (70%) performed at C or better. For Spring 2012, the average score on lab reports was 75%, and 16 of 25 students (64%) performed at C or better.

From BIO 328 - Genetics

For Fall 2011, the average score on lab reports was 79%, and 16 of 21 students (76%) mastered all assigned activities (performed at C or better level). For Spring 2012, the average score on lab reports was 86%, and 21 of 24 students (88%) mastered all assigned activities (performed at C or better level).

Use of Evaluation Results

From BIO 300 - Cell Biology

Some students who failed to attain C did not read the lab instruction in advance. Often this led to inability to complete the lab exercise on time. Some student failed to show up during labs that did not have a make-up option due to the types of materials used. Some students did not record or analyze the data as instructed. Some students did not respond to post-lab questions. In future, students will be required to demonstrate in some way that they read the lab instructions before the start of the labs. Students who are unable to attend their assigned labs will be advised to attend the alternate lab. Students will also be advised to revise their data analysis and graphing skills prior to labs that generate data that needs such analysis like tabulation and graphing.


From BIO 301 - Ecology

Some students who did not perform at the C level on lab reports failed to submit all the reports or turned in incomplete reports. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to clarify for students exactly what a successfully written report should look like.


From BIO 328 - Genetics

Some students who did not perform at the C level on lab reports failed to submit all the reports. Others waited until very late in the semester to begin work on the final report, which was the most involved of all the reports. In future semesters, the deadline for the final report will be moved earlier and students will be held strictly to the deadline. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to make it clearer to students exactly what a successfully written report should look like.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 08: Perspectives**

BS-BIO 03: Biological Lab and Field Techniques

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate proficiency in biological lab and field techniques

Data Collection (Evidence)

Background: Students working on the BS in Biology degree at DSU are required to take three 300-level core courses covering the fundamental topics of cell biology, ecology, and genetics. Each of these courses requires students to perform laboratory or field exercises that which introduce them to techniques and instrumentation used in scientific experiments.

From BIO 300 - Cell Biology

Students enrolled in this course are required to complete laboratory reports documenting use of the specific techniques performed in cell-related experiments. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

From BIO 301 - Ecology

Students enrolled in this course must submit weekly lab reports that include how specific techniques were performed in ecological exercises. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

From BIO 328 - Genetics

Students enrolled in this course are required to submit specific format laboratory reports written using data collected during the course, and analysis of data, about the outcomes of *Drosophila* crosses. Inherent in these reports is a description of techniques used. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

Results of Evaluation

From BIO 300 - Cell Biology

For Fall 2011, 17 out of 20 students (85%) received grades of C or higher, and in Spring 2012 16 out of 21 students (76%) received grades of C or higher for laboratory reports.

From BIO 301 - Ecology

For Fall 2011, the average score on lab reports was 75%, and 14 of 20 students (70%) performed at C or better. For Spring 2012, the average score on lab reports was 75%, and 16 of 25 students (64%) performed at C or better.

From BIO 328 - Genetics

For Fall 2011, the average score on lab reports was 79%, and 16 of 21 students (76%) mastered all assigned activities (performed at C or better level). For Spring 2012, the average score on lab reports was 86%, and 21 of 24 students (88%) mastered all assigned activities (performed at C or better level).

Use of Evaluation Results

From BIO 300 - Cell Biology

Some students who failed to attain C did not read the lab instruction in advance. Often this led to inability to complete the lab exercise on time. Some student failed to show up during labs that did not have a make-up option due to the types of materials used. Some students did not record or analyze the data as instructed. Some students did not respond to post-lab questions. In future, students will be required to demonstrate in some way that they read the lab instructions before the

start of the labs. Students who are unable to attend their assigned labs will be advised to attend the alternate lab. Students will also be advised to revise their data analysis and graphing skills prior to labs that generate data that needs such analysis like tabulation and graphing.

From BIO 301 - Ecology

Some students who did not perform at the C level on lab reports failed to submit all the reports or turned in incomplete reports. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to clarify for students exactly what a successfully written report should look like.

From BIO 328 - Genetics

Some students who did not perform at the C level on lab reports failed to submit all the reports. Others waited until very late in the semester to begin work on the final report, which was the most involved of all the reports. In future semesters, the deadline for the final report will be moved earlier and students will be held strictly to the deadline. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to make it clearer to students exactly what a successfully written report should look like.

Related Items



GE 01: Critical and Creative Thinking



GE 03: Quantitative Skills



GE 04: Inquiry and Technology

BS-BIO 04: Fundamental Concepts in Biology

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Master and retain contemporary fundamental philosophical concepts in biology (atom to ecosystem)

Data Collection (Evidence)

Background: Students working on the BS in Biology degree at DSU are required to take three 300-level core courses covering the fundamental topics of cell biology, ecology, and genetics. Because these core courses expand on basic biological concepts which students first experience in introductory biology and are required for all biology majors, success in these courses is used as the assessment of content considered necessary for all biology majors.

From BIO 300 - Cell Biology

Students enrolled in this course are required to learn the details of principles relating to the structure and function of cells. 75 percent of students will receive a grade of 65% or better on the final exam, which comprehensively tests content covered in the course.

From BIO 301 - Ecology

Students enrolled in this course are required to learn the details of ecological principles, developing an understanding of the interactions between organisms and their environment. 75 percent of students will receive a grade of 65% or better on the final exam, which comprehensively tests content covered in the course.

From BIO 328 - Genetics

Students enrolled in this course are required to learn the details of genetics including classical (Mendelian) genetics, molecular genetics, and population genetics. 75 percent of students will receive a grade of 65% or better on the final exam, which comprehensively tests content covered in the course.

Results of Evaluation

From BIO 300 - Cell Biology

For Fall 2011, the average score for the final examination was 68% and 8 of 18 students (44%) obtained a score of 65% and above. For Spring 2012, the average score for the final examination was 66% and 9 of 19 students (47%) scored 65% or above.

From BIO 301 - Ecology

For Fall 2011, the average score on the final exam was 82%, and 16 of 20 students (80%) obtained a score of 65% or above. For Spring 2012, the average score on the final exam was 72%, and 16 of 25 students (64%) obtained a score of 65% or above.

From BIO 328 - Genetics

For Fall 2011, the average score on the final exam was 66%, and 11 of 19 students (58%) obtained a score of 65% or above. For Spring 2012, the average score on the final exam was 64%, and 10 of 21 students (48%) obtained a score of 65% or above.

Use of Evaluation Results

From BIO 300 - Cell Biology

Some students don't score 65% or better because they did not prepare adequately for the final examination. Some did not use the chapter review questions that are always included at the end of every chapter. Some were not able to manage their time well during the final examination and were not able to finish on time. In future semesters students will be impressed upon the importance of using the review questions and proper time management when taking examinations. They will also be requested to constantly refer to the guidelines on how to succeed in cell biology, whose link will be added as part of the course on Blackboard (Canvas beginning summer 2013)

From BIO 301 - Ecology

Ecology includes many concepts that draw on a student's critical thinking and problem solving skills. Many of the test items on ecology exams require these skills. The course content, delivery methods, level of rigor, and exam difficulty are being evaluated to identify changes that can be made in the course to improve student performance at the end of the semester as indicated by the final exam score. In subsequent semesters, more class time will be devoted to working assigned homework problems, and tutorial sessions will be held for students who need additional help developing these skills. Also, performance on specific categories of test items will be examined to note which concepts students are finding the most difficult. Special attention will be paid to these concepts in future offerings of the course.

From BIO 328 - Genetics

The course content, delivery methods, level of rigor, and exam difficulty are being evaluated to identify changes that can be made in the course to improve student performance at the end of the semester as indicated by the final exam score. Genetics includes many concepts that draw on a student's critical thinking and problem solving skills. Many of the test items on genetics exams require these skills. In subsequent semesters, more class time will be devoted to working assigned homework problems, and tutorial sessions will be held for students who need additional help developing these skills. Also, performance on specific categories of test items will be examined to note which concepts students are finding the most difficult. Special attention will be paid to these concepts in future offerings of the course.

Related Items



GE 01: Critical and Creative Thinking



GE 04: Inquiry and Technology



GE 08: Perspectives

BS-BIO 05: Data Analysis

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate the skill to assess and analyze data with objectivity

Data Collection (Evidence)

Background: Students working on the BS in Biology degree at DSU are required to take three 300-level core courses covering the fundamental topics of cell biology, ecology, and genetics. Each of these courses requires students to perform laboratory experiments, collect data, analyze those data, and draw conclusions based on their analysis.

From BIO 300 - Cell Biology

Students enrolled in this course are required to complete laboratory reports which include describing how data was collected and how conclusions were drawn from analysis of the data. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

From BIO 301 - Ecology

Students enrolled in this course are required to complete laboratory reports which include describing how data was collected and forming conclusions from analysis of the data. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

From BIO 328 - Genetics

Students enrolled in this course are required to complete laboratory reports which include describing how data was collected and how conclusions were drawn from analysis of the data. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

Results of Evaluation

From BIO 300 - Cell Biology

For Fall 2011, 17 out of 20 students (85%) received grades of C or higher. For Spring 2012 16 out of 21 students (76%) received grades of C or higher for laboratory reports.

From BIO 301 - Ecology

For Fall 2011, the average score on lab reports was 75%, and 14 of 20 students (70%) performed at C or better. For Spring 2012, the average score on lab reports was 75%, and 16 of 25 students (64%) performed at C or better.

From BIO 328 - Genetics

For Fall 2011, the average score on lab reports was 79%, and 16 of 21 students (76%) mastered all assigned activities (performed at C or better level). For Spring 2012, the average score on lab reports was 86%, and 21 of 24 students (88%) mastered all assigned activities (performed at C or better level).

Use of Evaluation Results

From BIO 300 - Cell Biology

Some students who failed to attain C did not read the lab instruction in advance. Often this led to inability to complete the lab exercise on time. Some student failed to show up during labs that did not have a make-up option due to the types of materials used. Some students did not record or analyze the data as instructed. Some students did not respond to post-lab questions. In future, students will be required to demonstrate in some way that they read the lab instructions before the start of the labs. Students who are unable to attend their assigned labs will be advised to attend the alternate lab. Students will also be advised to revise their data analysis and graphing skills prior to labs that generate data that needs such analysis like tabulation and graphing.

From BIO 301 - Ecology

Some students who did not perform at the C level on lab reports failed to submit all the reports or turned in incomplete reports. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to clarify for students exactly what a successfully written report should look like.

From BIO 328 - Genetics

Some students who did not perform at the C level on lab reports failed to submit all the reports. Others waited until very late in the semester to begin work on the final report, which was the most involved of all the reports. In future semesters, the deadline for the final report will be moved earlier and students will be held strictly to the deadline. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to make it clearer to students exactly what a successfully written report should look like.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 03: Quantitative Skills



GE 04: Inquiry and Technology

 **GE 08: Perspectives**

 **GE 10: Values**

BS-CHE 01: Literature Search

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Conduct literature search

Data Collection (Evidence)

1. The assessment tool is a laboratory assignment in searching an electronic database of journals.
2. The library search is graded as a laboratory assignment.
3. If at least 70% of students score 70% on the assignment, success is demonstrated.

Results of Evaluation


The class average on this assignment was 85.7% which indicates success.

-  [Chemistry Exam Question Analysis 1112](#)

Use of Evaluation Results

1. After examining the instrument, no change in the assignment is recommended.
2. No change is being made since the difficulty level of the assignment was deemed quite challenging.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

BS-CHE 02: Laboratory Report

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Write technical laboratory report

Data Collection (Evidence)

1. The assessment tool is the student's cumulative lab report grade for CHE 311.
2. The data is collected by separating the student's lab grade from the final course average as per the syllabus.
3. An average lab report score is calculated for all labs submitted for grading. If at least 75% of students score > 75% on the lab report score, success is demonstrated.

Results of Evaluation

9 of 11 students scored above 75% on the lab report portion. This statistic represents 82% of the class; success is demonstrated.


-  [Chemistry Exam Question Analysis 1112](#)

Use of Evaluation Results

For smaller class sizes in the future, a PowerPoint presentation requirement may be added to give students practice in

presenting technical data before audiences.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

BS-CHE 03: Chemical Calculations

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate broad knowledge base through critical thinking in chemical calculations

Data Collection (Evidence)

1. The assessment tool is Chapter Test 1, which is composed primarily of chemical calculations.
2. The data is collected by separating the students' Test 1 grade. Dropped or missed grades count as a score less than 70%.
3. If at least 50% of students score greater than or equal to 70% on Chapter Test 1, success is demonstrated.

Results of Evaluation


7 of 11 students scored at least 70% on Chapter Test 1. This statistic represents 64% of the class; therefore, success is demonstrated.

-  [Chemistry Exam Question Analysis_1112](#)

Use of Evaluation Results

Additional homework problems similar to the test problems will be assigned. We will also try more student work in class on the white board using similar calculations.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 08: Perspectives**

BS-CHE 04: Best Safety Practices

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate best safety practices of experimental techniques

Data Collection (Evidence)

1. After instruction on a safety unit, students were given a laboratory manual generated quiz.
2. These questions on general safety and safety while performing laboratory techniques were analyzed by grading.
3. If at least 70% of the students score 70% on the quiz, success is demonstrated.

Results of Evaluation


19 of 20 students scored at least 75% on this unit of instruction; therefore, success is demonstrated.

- [Chemistry Exam Question Analysis 1112](#)


Use of Evaluation Results

This unit of instruction will continue. In addition, safety questions as well as a technique question on the final exam will be analyzed for sustained progress.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 08: Perspectives**

BS-CHE 05: Chemistry and Technology

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Utilize computational chemistry and instrumentation technology

Data Collection (Evidence)

1. The assessment tool is a laboratory assignment using the computational chemistry program, SPARTAN.
2. This assessment is graded the same as other laboratory assignments.
3. If at least 70% of the students score 70% on the assignment, success is demonstrated.

Results of Evaluation


The class average on this assignment was 100.0%, which indicates success.

- [Chemistry Exam Question Analysis 1112](#)

Use of Evaluation Results

1. A review of the assignment was conducted, but at this time no change in the assignment is recommended.
2. No change is being made since the class size is small and class performance varies from year to year.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 08: Perspectives**

 **GE 10: Values**

BS-CHE 06: Chemical Reactivity

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate a broad knowledge base through critical thinking for problem solving in chemical reactivity

Data Collection (Evidence)

1. The 1994 Organic Chemistry Final Examination is a comprehensive two-semester exam produced by the American Chemical Society Examination Institute.
2. It was administered as a pretest at the beginning of the 2nd-semester and used as a final exam at the end of the term.
3. If 70% of the students score higher on the pretest than on the post-test, success is achieved.

Results of Evaluation

13 of 17, or 76%, of the students achieved higher scores on the post-test than on the pretest. This percentage would be higher if two students' scores would not be included. One student did not take the pretest, and a second student did not complete or drop the course. As some students do not do well on standardized final examinations, 53% of the students scored at least 65% on the final exam.

-  [Chemistry Exam Question Analysis 1112](#)

Use of Evaluation Results

1. It seems that most of the students are not making significant gains in learning 2nd-semester material.
2. In addition to the regular homework problems, additional selective homework problems will be assigned, collected, and later returned to the student with written feedback from the instructor.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 04: Inquiry and Technology



GE 08: Perspectives



GE 09: Cross-disciplinary Appreciation

BS-ENV 01: Written Communication Skills

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate technical writing ability that will permit communication with the scientific community about environmental science

Data Collection (Evidence)

Background: All students working on the BS in Environmental Science degree at DSU are required to take two core courses covering fundamental topics related to the field of environmental science. As part of the final grade, each of these courses requires students to submit written assignments that assess substantive understanding of environmental science concepts and that are presented in a logical style. The Biology course is currently used to measure the achievement of the outcome.

From BIO 301 - Ecology

Students enrolled in this course must submit a research paper on an instructor-approved topic in ecology, following the formatting guidelines used by most ecology journals. The outcome is achieved if 75% of the students receive a grade of C or better on the research paper.

Results of Evaluation

From BIO 301 - Ecology

More than 85% of the research papers submitted in BIO 301 Ecology for the AY 2011-2012 received a grade of C or higher. Therefore, the outcome was achieved.

Use of Evaluation Results

From BIO 301 - Ecology

Some students waited until very late in the semester to begin work on the research paper. In future semesters, the deadline for the final report will be earlier and students will be held strictly to the deadline. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to clarify for students exactly what a successfully written report should look like.

Faculty will consider using a second measurement of the outcome from the GIS 202 course, taught by faculty in another area, for the next cycle of evaluation.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 03: Quantitative Skills



GE 04: Inquiry and Technology

BS-ENV 02: The Scientific Method

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Answer environmental science questions using the scientific method

Data Collection (Evidence)

Background: All students working on the BS in Environmental Science degree at DSU are required to take two core courses covering fundamental topics related to the field of environmental science. As part of the final grade, each of these courses requires students to analyze data and document their conclusions. The Biology course currently used to measure the achievement of the outcome.

From BIO 301 - Ecology

Students enrolled in this course must submit weekly lab reports that identify the components of the scientific method as it relates to ecological exercises. The outcome is achieved if 75% of the students receive a grade of C or better averaged over all lab reports.

Results of Evaluation

From BIO 301 - Ecology

For Fall 2011, the average score on lab reports was 75%, and 14 of 20 students (70%) performed at C or better. For Spring 2012, the average score on lab reports was 75%, and 16 of 25 students (64%) performed at C or better.

Use of Evaluation Results


From BIO 301 - Ecology

Some students who did not perform at the C level on lab reports failed to submit all the reports or turned in incomplete reports. Additional reminders will be given that the reports are coming due so that students might get them finished in time

and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to clarify for students exactly what a successfully written report should look like.

Faculty will consider using a second measurement of the outcome from the GIS 202 course, taught by faculty in another area, for the next cycle of evaluation.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 08: Perspectives**

 **GE 10: Values**

BS-ENV 03: Environmental Science Lab and Field Techniques

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate proficiency in environmental science lab and field techniques

Data Collection (Evidence)

Background: All students working on the BS in Environmental Science degree at DSU are required to take two core courses covering fundamental topics related to the field of environmental science. Each of these courses requires students to perform laboratory or field exercises that introduce them to techniques and instrumentation used in environmental studies. The Biology course is currently used to measure the achievement of the outcome.

From BIO 301 - Ecology

Students enrolled in this course must submit weekly lab reports that include how specific techniques were performed in ecological exercises. The outcome is achieved if 75% of the students receive a C grade or better averaged over all lab reports.

Results of Evaluation

From BIO 301 - Ecology

For Fall 2011, the average score on lab reports was 75%, and 14 of 20 students (70%) performed at C or better. For Spring 2012, the average score on lab reports was 75%, and 16 of 25 students (64%) performed at C or better.


Use of Evaluation Results

From BIO 301 - Ecology


Some students who did not perform at the C level on lab reports failed to submit all the reports or turned in incomplete reports. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to clarify for students exactly what a successfully written report should look like.

Faculty will consider using a second measurement of the outcome from the GIS 202 course, taught by faculty in another area, for the next cycle of evaluation.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

BS-ENV 04: Broad Categories of Environmental Science

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate knowledge of fundamental concepts of environmental science in broad categories such as ecology and geospatial analysis

Data Collection (Evidence)

Background: All students working on the BS in Environmental Science degree at DSU are required to take two core courses covering fundamental topics related to the field of environmental science. Because these core courses expand on basic concepts that students first experience in introductory biology and because these concepts are required for all environmental science majors, success in these courses is used as the assessment of content considered necessary for all environmental science majors. The Biology course is currently used to measure the achievement of the outcome.

From BIO 301 - Ecology

Students enrolled in this course are required to learn the details of ecological principles, developing an understanding of the interactions between organisms and their environment. The outcome is achieved if 75% of students receive a grade of 65% or better on the final exam, which comprehensively tests content covered in the course.

Results of Evaluation

From BIO 301 - Ecology

For Fall 2011, the average score on the final exam was 82%, and 16 of 20 students (80%) obtained a score of 65% or above. For Spring 2012, the average score on the final exam was 72%, and 16 of 25 students (64%) obtained a score of 65% or above.

Use of Evaluation Results

From BIO 301 - Ecology

Ecology includes many concepts that draw on a student's critical thinking and problem solving skills. Many of the test items on ecology exams require these skills. The course content, delivery methods, level of rigor, and exam difficulty are being evaluated to identify changes that can be made in the course to improve student performance at the end of the semester as indicated by the final exam score. In subsequent semesters, more class time will be devoted to working assigned homework problems, and tutorial sessions will be held for students who need additional help developing these skills. Also, performance on specific categories of test items will be examined to note which concepts students are finding the most difficult. Special attention will be paid to these concepts in future offerings of the course.

Faculty will consider using a second measurement of the outcome from the GIS 202 course, taught by faculty in another area, for the next cycle of evaluation.

Related Items

There are no related items.

BS-ENV 05: Data Analysis

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate the skill to assess and analyze data with objectivity

Data Collection (Evidence)

Background: All students working on the BS in Environmental Science degree at DSU are required to take two core courses covering fundamental topics related to the field of environmental science. Each of these courses requires students to perform experiments, collect data, analyze those data, and draw conclusions based on their analysis. The Biology course is used to measure the achievement of this outcome.

From BIO 301 - Ecology

Students enrolled in this course are required to complete laboratory reports which include describing how data was collected and forming conclusions from analysis of the data. The outcome is achieved if 75% of students receive a C grade or better averaged over all lab reports.

Results of Evaluation

From BIO 301 - Ecology

For Fall 2011, the average score on lab reports was 75%, and 14 of 20 students (70%) performed at C or better. For Spring 2012, the average score on lab reports was 75%, and 16 of 25 students (64%) performed at C or better.

Use of Evaluation Results

From BIO 301 - Ecology

Some students who did not perform at the C level on lab reports failed to submit all the reports or turned in incomplete reports. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to clarify for students exactly what a successfully written report should look like.

Faculty will consider using a second measurement of the outcome from the GIS 202 course, taught by faculty in another area, for the next cycle of evaluation.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 04: Inquiry and Technology



GE 10: Values

MAS-GIT 01: GIT Application and Methodology

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Learn fundamental knowledge and applications of GIT and skills needed to communicate spatial information and methodological techniques

Data Collection (Evidence)

Background: students working on the MAS-GIT degree are required to complete 30 credit hours for obtaining the degree. The classes offered in the program cover the fundamental topics of GIS, Remote Sensing, GPS, digital data analysis and modeling, programming etc. Each of these classes require students to complete pertinent assignments, computer labs, and exams to measure their understanding of principles and practice in GIT.

1. From REM 516 - Remote Sensing

All MAS students are required to master the basic principles on which remote sensing is based, and how aerial and satellite remote sensing data (VIS, VNIR, SWIR, Thermal IR, RADAR, LiDAR) are acquired, processed and eventually applied in various fields. All the students are required to receive a B grade or better for this class.

2. From GIS 511 - Digital Image Processing

All MAS students are required to master the digital image basics, theory and techniques of image interpretation, rectification, restoration, correction, enhancement and classification, applications of feature extraction and change detection for Earth resources management using airborne and satellite images.

Results of Evaluation

1. From REM 516 - Remote Sensing

In REM516-Remote Sensing, 70% of the students received an A and 30% of the students received a B for the AY 2011-12. The average score of the cohort was above a B.

2. From GIS 511 - Digital Image Processing

In GIS 611 – Digital Image Processing, 73% of the students received an A and 23% of the students received B for the AY 2011-12. The average score was above a B.

Use of Evaluation Results

1. From REM 516 - Remote Sensing

Some students who received a B did not have sufficient review on basics of physics and reading of textbooks as suggested, which can help them to better understand the rationale of remote sensing theory. In the future years, a pretest of remote sensing basics will be given prior to the class so that the instructor can better know the students' background and provide one-to-one tutoring.

2. From GIS 511 - Digital Image Processing

Students who did not reach an A level experienced some difficulties using computers to do the image analysis. Sometimes they got stuck in computer labs and could not get on-site guidance. As the MAS-GIT is an online program, more step-by-step instructions are needed to compensate the lack of live communication. One of the solutions is to provide more screen shots for the computer labs in addition to text instructions, or have live talk and discussion to guide students through the step-by-step process.

Related Items

There are no related items.

MAS-GIT 02: Geospatial Information Technologies and Spatial Analysis

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate foundational skills needed to perform complex geospatial analyses. They will develop a working knowledge of ArcGIS, ENVI, and other contemporary GIT-related tools used in developing and implementing geospatial strategies.

Data Collection (Evidence)

Background: MAS students are required to master GIT techniques and adequate hands-on experience to utilize GIT software and tools. The techniques of preparing datasets, creating maps, and performing spatial analysis should be readily transferable to their future work places.

All students enrolled in GIS 511-Digital Image Processing are required to complete 5 computer labs and a course project to demonstrate their competency of using ENVI and ArcGIS to analyze image data, figure out the methods of integrating these two software and other GIS-related tools (Google Earth, USGS Earth Explorer etc.) to produce image products with

professional map legends for user reading and submit lab reports with their interpretation on resulting images.

Results of Evaluation

In GIS 511 - Digital Image Processing, 82% of the students received an A for the average of computer labs and 18% received B. On the research project, 91% of the students received an A. The average score of this class was above B.

Use of Evaluation Results

Some students who received a B were not able to integrate technologies from different classes to perform the project. They had difficulty linking outputs from one software (example, from Fall semester GIS classes) to another (Spring remote sensing classes). In the future, at least one lecture on the integration of data from different sources will be specifically designed to help with students to piece various datasets together.

Related Items

There are no related items.

MAS-GIT 03: Proposal Development

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate ability in developing research proposal and communicating project process in written, oral, and graphic media at a professional level.

Data Collection (Evidence)

Background: MAS-GIT students are required to submit lab reports for each computer lab assigned, write research proposals, communicate research ideas with the advisor prior to the formation of the proposal and in the course of conducting research.

All students enrolled in GIS 511-Digital Image Processing must complete lab reports for documenting the implementation of labs, analysis of results and related discussions. Students will receive B grade or above averaged over all lab reports. They are required to submit a 3-5 page research proposal to clearly demonstrate the methodology of research, provide a flowchart of research steps, and write progress report to the instructor.

Results of Evaluation

82% of students in the GIS511-Digital Image Processing received A averaged over all lab reports. 91% students received A for the research proposal.

Use of Evaluation Results

Students in the GIS 511-Digital Image Processing who received B averaged over all lab reports lacked clear explanation of their results and submitted incomplete reports. Students who received B for the research proposal did not communicate the complete story of proposed research. They could talk very well while could not express clearly in written form. In the future, more advise and resources on scientific writing will be provided to assist student writing.

Related Items

There are no related items.

MAS-GIT 04: Project Execution

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate critical thinking and independent research ability. They will be able to propose original research topic, conduct literature review, plan, implement, and execute a comprehensive GIS project.

Data Collection (Evidence)

Background: All students in the MAS program must design, develop and complete a major individual project that solves a real-world problem by applying GIS, remote sensing and GPS knowledge and skills. The project involves experiments and analysis, database and systems design, software development, systems implementation and eventual deployment.

All students enrolled in GIS 590-Capstone Project must write a research proposal to describe their design of project, plan the timeline for conducting the project. Upon the completion of project, students are required to submit a final project

report.

Results of Evaluation

27% of students in the GIS 590 GIS Capstone finished the project and submitted the report in August 2011 as the class was scheduled. 55% were late but still made it successfully for the December graduation, 18% of the students are in progress.

Use of Evaluation Results

Students who could not finish the project on time did not decide the project topic at required time and did not have effective communications with the instructor. This left them with limited time to finish the entire project. Some of them only analyzed part of the data as proposed. In the future, students are required to work with the instructor to plan the research project early in spring semester. The timeline of the project will be stressed and reminded. Students will be required to report the progress on regular basis to follow a timeline that ensures the completion of project.

Related Items

There are no related items.

MAS-GIT 05: Laboratory and Field Experiments

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Learn how to operate cutting-edge geospatial instruments to collect, process and visualize the data. Students will learn the data management skills from laboratory and field experiments.

Data Collection (Evidence)

Background: MAS students are required to master the techniques in using GIT-related instruments for data acquisition and the subsequent data analysis. They are required to participate or watch (the students who are in remote places therefore not able to come for campus experiments) the videos of their cohorts conducting field practice. All the students are required to process and analyze collected data.

Students enrolled in REM 616-Remote Sensing were arranged to carry out a laboratory and a field experiments in using a modern Garmin 550T Tracking GPS, a hyperspectral field spectrometer, a digital camera with GPS settings, an airborne hyperspectral mission. Students collected GPS readings of various ground objects and their corresponding spectrum, and took images of the objects. A computer lab was assigned for analyzing and databasing the collected data from the experiments.

Results of Evaluation

Students demonstrated extremely strong interest in the real-world experiments. 100% students did extra research motivated by these experiments and received A grade for this lab.

Use of Evaluation Results

In the future, more similar real-world experiments will be designed to involve students close to campus. A project in this direction can be set up on a continuous basis to build a geospatial database for the program. This will provide a valuable database and resources for future students and MAS-GIT program.

Related Items

There are no related items.

MSNS-01: Critical Thinking

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate critical thinking in their critique of a scientific article from a peer reviewed journal.

Data Collection (Evidence)

Students will be monitored in an upper level course by a review of their critique of peer reviewed journal articles.

Results of Evaluation

Most students in the program enroll in ELR 605 – Research methods in education. All MSNS students in the course were successful. The average score was 95.5% on the literature critique / review portion for students enrolled in the course.

Use of Evaluation Results

Faculty are discussing ways of assessing all students in the program on this learning outcome. Because there are no common courses for all students, the students in the program meet this outcome in various ways. The reported data are not disaggregated by program, so it is unclear how the MSNS students performed compared to other students in the course. Ongoing discussions are taking place to improve data collection and analysis.

Related Items

There are no related items.

MSNS-02: Written Communication Skills

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate writing communication skills through technical writing.

Data Collection (Evidence)

Students will be monitored in an upper level course by assessing their ability to write a 10-15 page paper in the field.

Results of Evaluation

Students in the program meet this objective in various ways, depending on the track. Most students take ELR 605, and complete a research proposal in their field. Nine students completed this assignment, earning a grade of A on the paper.

Use of Evaluation Results

Discussions are ongoing to determine how to best assess this learning outcome. There are few students in the program, and they are split among three diverse tracks – Biology Education, Chemistry Research, and Chemistry Education. The reported data are not disaggregated by program, so it is unclear how the MSNS students performed compared to other students in the course. Ongoing discussions are taking place to improve data collection and analysis.

Related Items

There are no related items.

MSNS-03: Independent Research

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate the ability to conduct independent research.

Data Collection (Evidence)

Students will be assessed by a presentation on their research findings.

Results of Evaluation

Two students in the chemistry option conducted independent research. One of these students presented a poster at the Mississippi Academy of Science. The second individual wrote an end of project paper for Divisional Records.

Use of Evaluation Results

The curriculum committee is developing a rubric that will provide a clearer picture of the level of success of MSNS students in each of several categories. Students will be ranked as Fail, Marginally Pass, Average, Above Average and Outstanding. Students who Fail or marginally pass will be given remediation steps. This is an ongoing discussion.

Related Items

There are no related items.

MSNS-04: Oral Communication

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate proficiency in oral science communication.

Data Collection (Evidence)

Students will be assessed by their oral master examinations.

Results of Evaluation

The two students in the Chemistry option both passed their oral masters examinations. This involves being questioned about previous class material by three faculty committee members.

Use of Evaluation Results

The curriculum committee is developing a rubric that will provide a clearer picture of the level of success of MSNS students in each of several categories. Additionally, efforts are being focused on increasing the enrollment and retention in the program. Faculty are also meeting to discuss the use of teaching dispositions as another learning outcome.

Related Items

There are no related items.

BPS 2012_01: Building renovation

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Continue development of the plan for the renovation of the physical facilities of Caylor-White-Walters Halls, emphasizing modernization of laboratory facilities.

Evaluation Procedures

Division faculty members met with appropriate planning personnel to follow the progress of our efforts in reaching this goal. Communication with the associated university and extramural parties involved in the project was maintained.

Actual Results of Evaluation

The initial phases of renovation (building of the new structure, HVAC & electrical work in Caylor-White-Walters is on schedule to be completed by August 17, 2011. Division personnel have performed admirably during the various disruptions that have occurred during the past year.

Use of Evaluation Results

Division faculty and staff input has been used to develop the movement and scheduling of classes in the next phase of the renovation. The process of reviewing division inventory items worthy of movement to the new facility has begun.

Related Items

  **SP4.Ind04: Facilities Management**

  **SP4.Ind06: Technology infrastructure**

BPS 2012_02: Student recruitment

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Increase the numbers of students majoring in sciences by 10% over the current number of majors.

Evaluation Procedures

Division faculty members identified efforts/partnerships that are most effective in producing increases in the numbers of students majoring in sciences at DSU.

Actual Results of Evaluation

The goal was not quite met.

Use of Evaluation Results

Activities that are believed to have value in attracting science students to DSU will be conducted during the 2011-2012 academic year. Additional strategies to attract potential students, such as the implementation of a science competition for high school students, will be promoted.

Related Items

  **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**

  **SP2.Ind01: Enrollment**

BPS 2012_03: Student retention

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Increase the retention of students majoring in the sciences.

Evaluation Procedures**Actual Results of Evaluation****Use of Evaluation Results****Related Items**

 [SP1.Ind03: Academic and support services](#)

 [SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising](#)

 [SP1.Ind08: Curriculum Development and Revision](#)

 [SP2.Ind02: Retention](#)

BPS 2012_04: Title III

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Incorporate Title III grant benchmarks into the culture of the Division during the next 4 years.

Evaluation Procedures**Actual Results of Evaluation****Use of Evaluation Results****Related Items**

There are no related items.

BPS 2012_05: Annual review/merit pay process

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Create an acceptable division standard for awarding of merit pay.

Evaluation Procedures**Actual Results of Evaluation****Use of Evaluation Results****Related Items**

There are no related items.

BPS 2012_06: Extramural funding

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Increase the extramural funding obtained by division faculty members in support of scholarly activity/academic programs to a level greater than \$1,000,000.

Evaluation Procedures

Actual Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

Delta Music Institute

DMI Mission Statement

Mission statement

The mission of the DMI is to provide our students with a broad and thorough education in the technological, business, and creative areas of the music and entertainment industry. In keeping with the overall mission of the University, the DMI program encourages significant student-faculty interactions through multiple opportunities for project-based learning, directs students to develop respect for different ethnic and socioeconomic groups through a common interest in music industry studies, and guides students in developing, assessing, and expressing their own thoughts effectively.

Related Items

There are no related items.

BSMIS 01: Overview of music industry

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

1. The student will be able to describe the current music industry environment.

GE 2, 3, 4, 7, 9, 10

Data Collection (Evidence)

DMI 101: Music Industry Survey

Pre and post-tests

Live Event Scenario

80% of students will achieve at 75% level or above on post-test

80% of students will achieve success at a 75% level or above on the "Live Event Scenario" assignment

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

80% of students will achieve at 75% level or above on setting and meeting goals and timeline

85% of students will achieve success at a 75% level or above on the final project and portfolio review

Results of Evaluation

DMI 101:

22 of 27 students achieved 75% or greater on the Post-test

17 of 27 students achieved 75% or greater on the Live Event Scenario assignment (10 students did not submit the assignment).

DMI 441:

1 of 1 students in DMI 441 achieved success at an A level; student made productive adjustments to goals and timeline in order to successfully complete required project management.

Use of Evaluation Results

The 2011-12 academic year was the first year the music industry studies major was offered. The DMI 101 class represents one of the classes in the department with the greatest number of students. The content is primarily delivered by lecture and is intended to be broad in scope with more 'drill down' in upper level courses to follow. Because only 63% of students were performing at 75% or above on the Live Event Scenario assignment and 37% did not submit the assignment at all, we reintroduced this assignment as a group project in the course, beginning Spring 2013. Students will be assessed both individually and as a group via a rubric.

DMI 441: Senior Project course is common in requirements for goal and timeline setting, but individualized in content and self-directed by each student. In addition to required written project journals, beginning in fall 2012 a video blog is added as part of their final project portfolio, requiring multimedia skills in their final work.

Related Items



GE 02: Communication



GE 03: Quantitative Skills



GE 04: Inquiry and Technology



GE 07: Cultural Awareness



GE 09: Cross-disciplinary Appreciation



GE 10: Values

BSMIS 02: History of Recorded Music

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

1. The student will be able to explain the history of popular recorded music.

GE 2, 3, 6, 7, 8, 10

Data Collection (Evidence)

Students in DMI 302: History of Recorded Music xxx

Tests
Essays
Group work



Results of Evaluation



Xxxx

Use of Evaluation Results

xxx

Related Items

  **GE 02: Communication**

  **GE 03: Quantitative Skills**

  **GE 06: Social Institutions**

  **GE 07: Cultural Awareness**

  **GE 08: Perspectives**

  **GE 10: Values**

BSMIS 03: Multimedia Skills

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

1. The student will be able to describe demonstrate fundamental multimedia skills.

GE 1, 2, 3, 4, 7, 9, 10

Data Collection (Evidence)

DMI 100: Intro to Multimedia - iLife

Pre and post-tests

Individual Projects

Group Projects

80% of students will achieve at a 75% level on post-test.

80% will achieve success at an 80% level or above on 1 group and 4 individual projects.

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

80% of students will achieve at 75% level or above on setting and meeting goals and timeline

85% of students will achieve success at a 75% level or above on the final project and portfolio review

Results of Evaluation

DMI 100:

Of the 32 students enrolled in this class, 1 withdrew before the class meeting. Two students did not attend after the first week but did not withdraw, therefore receiving failing grades. The following statistics apply to the 31 students who completed the course.

94% (29 of 31) achieved 75% or better on post-test.

94% (29 of 31) achieved 80% or above on group project.

Results were varied on individual projects, but out of the 124 possible projects (4 projects times 31 students), 105 achieved better than 80% success. That was an 85% success rate. Of the 19 that didn't meet the 80% level, 14 failed to turn in a project on time.

DMI 441:

1 of 1 students in DMI 441 achieved success at an A level; student made productive adjustments to goals and timeline in order to successfully complete required project management.

Use of Evaluation Results

DMI 100


DMI 100 is one of the largest of the DMI classes as it is required of all new students in the BSMIS degree program. It is designed to acquaint the student with the computers and software he or she will be using for the rest of his or her college career. Since participants scored a much higher success rate on group projects than individual projects, the course was slightly revamped to include more group learning opportunities. In addition, the rubrics used in determining the outcomes of group projects were redesigned to require more specific and stringent results.


DMI 441: Senior Project course is common in requirements for goal and timeline setting, but individualized in content and self-directed by each student. In addition to required written project journals, beginning in fall 2012 a video blog is added as part of their final project portfolio, requiring multimedia skills in their final work.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 07: Cultural Awareness**

 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**

BSMIS 04: Comprehensive Music Industry Project

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

1. The student will be able to describe, plan, and execute an comprehensive music industry project.

GE 1, 2, 3, 4, 7, 9, 10

Data Collection (Evidence)

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

80% of students will achieve at 75% level or above on setting and meeting goals and timeline

85% of students will achieve success at a 75% level or above on the final project and portfolio review


Results of Evaluation

1 of 1 students in DMI 441 achieved success at an A level; student made productive adjustments to goals and timeline in order to successfully complete required project management.


Use of Evaluation Results

DMI 441: Senior Project course is common in requirements for goal and timeline setting, but individualized in content and self-directed by each student. In addition to required written project journals, beginning in fall 2012 a video blog is added as part of their final project portfolio, requiring multimedia skills in their final work.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 07: Cultural Awareness**

 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**

BSMIS 05: Internship

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

1. The student will be able to complete an internship incorporating music industry knowledge and application of related skills.

Data Collection (Evidence)

Students in DMI 442: Internship

Weekly log sheets

Weekly meetings (face to face/virtual)

Interview with internship provider

Post internship review by provider


Results of Evaluation

2011-12 was the first year of the BSMIS degree. There were no students attempting DMI 442: Internship.

Use of Evaluation Results

2011-12 was the first year of the BSMIS degree. There were no students attempting DMI 442: Internship.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 07: Cultural Awareness**

 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**

BSMIS-AET 01: Theory and Application of Recording Equipment and Methods

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

1. The student will be able to demonstrate theoretical and applied knowledge of studio recording equipment and recording methods.

GE 1, 2, 3, 4, 7, 9, 10

Data Collection (Evidence)

DMI 311: Recording Studio Theory & Practice II

Demonstration of ICON console use

70% of students will achieve at 80% level or above on demonstrating proper use of ICON console

85% of students will achieve success at a 75% level or above on the final project and portfolio review

DMI 322: Critical Listening

2011-12 was the first year of the BSMIS degree, and there were no students attempting DMI 322: Critical Listening.

DMI 331: Audio Mixing and Monitoring I

2011-12 was the first year of the BSMIS degree. There were no students attempting DMI 331: Audio Mixing and Monitoring I.

Results of Evaluation


Of nine students in the class seven passed the proficiency the first time. With additional instruction, the two that failed the first time passed on the retest.

Use of Evaluation Results

The two items that were the most difficult for students were selecting master mode to assign inputs and master mode for creating aux sends for all channels.

Instructor provided additional hands-on activities in the class to increase student learning in selecting master mode to assign inputs and selecting master mode for creating aux sends for all channels.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 07: Cultural Awareness**

 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**

BSMIS-AET 02: Theory and Application of Live Sound Reinforcement and Production

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

1. The student will be able to demonstrate theoretical and applied knowledge of live sound reinforcement methods and production.

Data Collection (Evidence)

DMI 311: Recording Studio Theory & Practice II

Tests?

Group projects?

Demonstrations?

Recital Exercise?

DMI 314: Live Sound Reinforcement II

2011-12 was the first year of the BSMIS degree. There were no students attempting DMI 314: Live Sound Reinforcement II.


Results of Evaluation

xxx

Use of Evaluation Results

xxx

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 07: Cultural Awareness**

 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**

BSMIS-MIE 01: Creation and Production of Original Content

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

1. The student will practice and complete creative music industry projects associated with the creation and production of original content.

GE 1, 2, 3, 4, 9, 10

Data Collection (Evidence)

DMI 210: The Craft of Songwriting

Popular song analysis

Song creation (four songs in different forms)

80% of students will achieve at 75% level or above on song analysis

80% of students will achieve success at a 75% level or each of their original songs

DMI 310: The Business of Songwriting

Song creation with a co-writing partner

Completed song demo in partnership with student engineers

80% of students will achieve success at a 75% level or each of their original co-written songs

80% of students will achieve success at 75% level or above on studio demo of original song

DMI 320: Music Production I

Pre and post-tests

Individual Projects

Post evaluation

80% of students will achieve success at a 75% level on post-test.

80% will achieve success at an 80% level or above on 3 small individual projects and 1 large final project. There were four grades of "A" awarded and five grades of "B".

DMI 435: Sound Design for Film & Digital Media

The 2011-12 academic year was the first year the music industry studies major was offered. No students attempted DMI 435: Sound Design for Film & Digital Media.

Results of Evaluation

DMI 210:

8 of 9 students achieved success at a 90% level or above on song analysis

6 of 9 students achieved success at a 90% level or above on song #1;

4 of 8 students achieved success at a 75% or above level on song #2;

7 of 9 of students achieved success at a 75% or above level on song #3;

6 of 9 of students achieved success at a 75% or above level on song #4

DMI 310:

6 of 7 students achieved success at a 90% level or above on co-write #1; 6 of 7 students achieved success at a 80% level or above on studio demo session.

DMI 320:

Spring 2011 was the first time this class had been taught. It was given a course designation of DMI 492, but later changed to DMI 320. It is required for those seeking the BSMIS degree on the "music entrepreneurship" track. It is an advanced class, and only ten people registered for it. Of those, one stopped attending class without withdrawing and received a failing grade.

Of the remaining nine, 100% achieved the target success levels on both the post-test and the projects.



Use of Evaluation Results


DMI 210: The subjective nature of songwriting does not lend itself easily to traditional assessment methods. Instructor has made adjustments in measurable data, including elements of form and structure. Deadlines for assignments are clarified and multiple delivery methods for assignments are incorporated into the syllabus for the fall 2012 semester.

DMI 310: Instructor will refine grading rubrics to clarify expectations of the assignment.

DMI 320: The course was redesigned to include less pure lecture and more integration of lecture along with the studio experience that students requested. The student projects also included more stringent rubrics for the individual projects. With these changes, students achieved a 95% success rate.

Related Items

  **GE 01: Critical and Creative Thinking**

  **GE 02: Communication**

  **GE 03: Quantitative Skills**

  **GE 04: Inquiry and Technology**

  **GE 09: Cross-disciplinary Appreciation**

  **GE 10: Values**

BSMIS-MIE-02: Music and Entertainment Industry Entrepreneurial Practices

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

1. The student will employ entrepreneurial practices associated with artists and content developed for the music and entertainment industry.

GE 1, 2, 3, 4, 9, 10

Data Collection (Evidence)

DMI 300: Indie Music Entrepreneurship

The 2011-12 academic year was the first year the music industry studies major was offered. No students attempted DMI 300: Indie Music Entrepreneurship.

DMI 310: The Business of Songwriting

Song creation with a co-writing partner

Completed song demo in partnership with student engineers

Presentation of a copyright infringement case

80% of students will achieve success at a 75% level or each of their original co-written songs

80% of students will achieve success at 75% level or above on studio demo of original song

80% of students will achieve success at 75% level or above on presentation of copyright infringement case

DMI 315: Online Music Marketing

Assignment for Identifying and Targeting A Niche Market

Assignment to develop an individual Wordpress page

80% of students will achieve success at 75% level or above on assignment for Identifying and Targeting A Niche Market

80% of students will achieve success at 75% level or above on assignment for developing an individual Wordpress page

DMI 320: Music Production I

Pre and post-tests

Individual Projects

Post evaluation

80% of students will achieve success at a 75% level on post-test.

80% will achieve success at an 80% level or above on 3 small individual projects and 1 large final project. There were four grades of "A" awarded and five grades of "B".

DMI 435: Sound Design for Film & Digital Media

The 2011-12 academic year was the first year the music industry studies major was offered. No students attempted DMI 435: Sound Design for Film & Digital Media.

Results of Evaluation

DMI 310:

6 of 7 students achieved success at a 90% level or above on co-write #1; 6 of 7 students achieved success at a 80% level or above on studio demo session

6 of 7 of students achieved success at a 80% level or above on copyright infringement case

DMI 315:

50% of students will achieve success at 75% level or above on assignment for Identifying and Targeting A Niche Market

90% of students will achieve success at 75% level or above on assignment for developing an individual Wordpress page.

DMI 320:

Spring 2011 was the first time this class had been taught. It was given a course designation of DMI 492, but later changed to DMI 320. It is required for those seeking the BSMIS degree on the "music entrepreneurship" track. It is an advanced class, and only ten people registered for it. Of those, one stopped attending class without withdrawing and received a failing grade.

Of the remaining nine, 100% achieved the target success levels on both the post-test and the projects.

Use of Evaluation Results

DMI 310: Rubrics for assessing studio demo will be refined to clarify expectations.

DMI 315:

6 of 12 students achieved success at 75% level or above on assignment for Identifying and Targeting A Niche Market

11 of 12 students achieved success at 75% level or above on assignment for developing an individual Wordpress page.

This was the first time this course was taught. Instructor made improvements in design and delivery for unit on targeting a niche market to be incorporated into the syllabus for the spring of 2013. Instructor will clarify requirements for Wordpress page assignment to allow for more accurate assessment.

DMI 320: The course was redesigned to include less pure lecture and more integration of lecture along with the studio experience that students requested. The student projects also included more stringent rubrics for the individual projects. With these changes, students achieved a 95% success rate.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 03: Quantitative Skills



GE 04: Inquiry and Technology



GE 09: Cross-disciplinary Appreciation



GE 10: Values

DMI 2012_01: DMI Marketing Plan (Enrollment)

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Develop a comprehensive marketing plan for the Delta Music Institute and the BS-MIS degree.

Evaluation Procedures

Student prospects will be identified and targeted for multi-faceted marketing efforts, using both traditional and new media methods. Numbers of marketing impressions will be calculated and evaluated at the conclusion of the campaign.

Actual Results of Evaluation

A formal marketing was not implemented due to budget and time constraints. However, DMI implemented several opportunities to promote the program and the University. DMI faculty and staff attended college fairs in Memphis, Jackson, and Bolivar County in association with the Admissions office; DMI hosted a second "DMI Night" showcase at Hal & Mal's in Jackson to raise awareness of the program; DMI faculty and staff made multiple private visits to area schools; DMI bands provided performances around the region and at the Chicago Blues Festival to raise awareness for the program; a team of DMI students won third place in the Shure Microphone Scholastic Fantastic competition, receiving national attention.

The informal use of social media networks (Facebook, YouTube, Twitter, Wordpress) by DMI faculty, staff, and students continues to be an effective way to market the program. A DMI upperclass student developed a series of DMI "Media Minutes," interviewing students and faculty about the program. Word of mouth advertising, both traditional and digital, continues to bring the most return for our marketing efforts.

The DMI Mobile Music Lab, in its initial outings and interactions, is proving to be a "rolling billboard" for the DMI and Delta State.

Use of Evaluation Results

As budget allows, DMI will continue to produce clearly defined marketing pieces to promote the program. The continued development and use of the DMI website and social media networks and outlets will be increased to further spread information about the music industry studies program. The DMI Mobile Music Lab will continue to be promoted and made visible through traditional marketing means as well as online.

Related Items

 [SP2.Ind01: Enrollment](#)

DMI 2012_02: DMI All Access Series

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Develop and implement a "DMI All Access Series" to create opportunities for students to interact with music industry professionals.

Evaluation Procedures

Determine, through formal and informal means, if student interaction with music industry professionals enhances student learning and compliments learning environment.

Actual Results of Evaluation

Students gained valuable insight into music industry practices and pitfalls and were offered opportunities to network with professionals in various areas of the industry.

Use of Evaluation Results

Anecdotal evidence indicates that students are interested in a mix of content that is current and applicable to their goals. Special events committee will work to provide a mix of current and historical content as it relates to the music industry.

Related Items

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

 [SP2.Ind02: Retention](#)

DMI 2012_03: Updated five year enrollment goals

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Review and reset DMI enrollment goals for next five years.

Evaluation Procedures

Monitor enrollment

Actual Results of Evaluation

AY 11-12 was the first year the BS-MIS degree has been offered. 27 students are currently enrolled in the new degree program, 26 students in the BSIS degree program with 1-2 DMI concentrations, and 2 students in the BA in music degree program with an SRT emphasis. 10 students graduated during the 11-12 academic year.

Use of Evaluation Results

Update enrollment in new BS-MIS degree, BSIS degree, and BA-SRT degree in order to establish next level of enrollment goals.

Related Items

 [SP2.Ind01: Enrollment](#)

Interdisciplinary Studies

IS Mission Statement

Mission statement

The Bachelor of Science in Interdisciplinary Studies Program (BSIS) is a university-wide degree program that enables students to create interdisciplinary specialties that prepare them for careers in a world that increasingly bridges academic disciplines.

Related Items

There are no related items.

BS-IS 01: LO Mastery of Concepts

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Apply interdisciplinary concepts, methods, and practice.

Data Collection (Evidence)

* Intellectual Autobiography (BIS 300): 80% of students will achieve A on the essay (scored by common rubric)





* Research Paper (BIS 310): 80% of students will achieve A on the essay (scored by common rubric)

Results of Evaluation

Findings:

* Intellectual Autobiography (BIS 300): 66% of students achieves A on the essay (scored by common rubric)

* Research Paper (BIS 310): 50% of students achieved A on the essay (scored by common rubric)

-  BIS 300 Rubric
 -  [Intellectual Autobiography Rubric](#)
-  BIS 310 Rubric
 -  [Research Paper Rubric](#)

Use of Evaluation Results

1. Recommendations:

- Continued the use of rubrics but continue to refine them for BIS 300 and 310
- Improved the success rates of BIS 300 and BIS 310 by giving students information on helpful websites such as Purdue's OWL, tutorials on plagiarism, and through re-evaluation of the course syllabi

Related Items



 **GE 03: Quantitative Skills**



 **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**



 **SP1.Ind07: Resources: access to appropriate library and learning resources**



 **SP1.Ind08: Curriculum Development and Revision**



 **SP2.Ind02: Retention**



 **SP5.Ind06: Community Outreach**

BS-IS 02: LO Application of Research

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Apply quantitative and qualitative research methods.

Data Collection (Evidence)

1. Tools:

* Capstone Proposal (BIS 400)

2. Data Collection:

* Capstone Proposal (BIS 400): 80% of students will achieve A on the proposal (scored by common rubric)

Results of Evaluation

Findings:

* Capstone Proposal (BIS 400): 40% of students achieved A on the proposal (scored by common rubric)


-  BIS 400 Rubric
 -  Proposal Rubric

Use of Evaluation Results


2. Changes Made:

*Previously students submitted two proposals at the beginning of the semester and decided on which to pursue in the middle of the semester. Now students submit one proposal at the beginning of the semester and develop it throughout the semester. This allows for deeper exploration of the proposed topic.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 08: Perspectives**

 **GE 09: Cross-disciplinary Appreciation**

 **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**

 **SP1.Ind08: Curriculum Development and Revision**

 **SP2.Ind02: Retention**

 **SP5.Ind01: Distance Education Offerings**

 **SP5.Ind06: Community Outreach**

BS-IS 03: LO Interdisciplinary Acumen

Start: 7/1/2011

End: 6/30/2012

Learning Outcome




Demonstrate advanced interdisciplinary acumen and the ability to integrate chosen disciplinary concentrations.

Data Collection (Evidence)

1. Tools:

*Capstone Project (BIS 410)

2. Data Collection:

- * Capstone Project (BIS 410): 80% of students will achieve A on the project (scored by common rubric)
-  BIS 410 Rubrics
 -  [Folder Components](#)
 -  [Presentation](#)

Results of Evaluation

Findings:



* Capstone Project (BIS 410): 67% of students achieved A on the project (scored by common rubric)

Use of Evaluation Results

1. Changes Made:

- Refined the Folder Components rubric to evaluate not only the inclusion of material but whether or not the project reflected integration of chosen disciplinary concentrations

Related Items

  **GE 01: Critical and Creative Thinking**

  **GE 02: Communication**

  **GE 03: Quantitative Skills**

  **GE 04: Inquiry and Technology**

  **GE 08: Perspectives**

  **GE 09: Cross-disciplinary Appreciation**

  **SP1.Ind08: Curriculum Development and Revision**

  **SP2.Ind02: Retention**

  **SP5.Ind01: Distance Education Offerings**

  **SP5.Ind06: Community Outreach**

BS-IS 2012_01: G Continued Program Review

Start: 7/1/2011

End: 6/30/2012

Unit Goal

(continued from 08-09) Work with all academic units on campus, developing concentrations or tracks specifically for the BSIS degree in each area of academics (not necessarily the same as the academic minors now listed in catalog).

Evaluation Procedures

track collaborations

Actual Results of Evaluation

this goal was not pursued in the previous year and will be reviewed to see if it needs to remain a current goal.

Use of Evaluation Results

N/A

Related Items

  **SP1.Ind08: Curriculum Development and Revision**

BS-IS 2012_2: G Degree and Community

Start: 7/1/2011

End: 6/30/2012

Unit Goal

For their capstone projects, graduates will develop theses, products, or presentations, drawing on their various areas of concentration, that will serve their degree and professional interests, the DSU community, and the extended community.

Evaluation Procedures

Capstone projects will be disseminated or presented to a wide audience to include peers, DSU community, and the extended (impacted) community.

Actual Results of Evaluation

28 students graduated in during 2011-2012. Their projects served a variety of personal, community, and professional interests: personal business plans, education modules and programs, non-discrimination handbooks, creative writing portfolios, small business development guidebook, music performance and CD's, community-based surveys, and public-interest presentations.

Use of Evaluation Results

Students projects are being well-received; students are continuing to pursue jobs in their related fields

Related Items

  **SP2.Ind03: Graduation Rate**

  **SP2.Ind04: Degrees**

  **SP5.Ind06: Community Outreach**

BS-IS 2012_3: G Encourage Students to Work with Other Faculty to Complete Projects

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Encourage students in working/research relationships with faculty in their various concentration areas in order to build students' resumes and develop partnerships so that students will have access to career advice and references from advisors in various academic areas.

Evaluation Procedures

- Director held conferences with students during advising to determine interaction rate with other faculty.
- Faculty held conferences with students during capstone proposal semester to determine interaction rate with other faculty.
- Graduation exit survey determines the student satisfaction with contact with faculty members in all disciplines.

Actual Results of Evaluation

All 28 students graduating Fall 11 and Spring 12 were actively involved in collaborations with faculty in one or more areas or units. (Students choose two or three areas of concentration; collaborations are possible with any and all of the areas). Collaborations were variously staged between or among student and faculty or staff in Delta Music Institute and Business; Social Sciences Division and Department of HPER; Sociology department and Capps Archives; Interdisciplinary Geospatial Information Technologies and Business; Family/Consumer Sciences and Business; Political Science and Social Science.

Use of Evaluation Results

Collaborations with faculty are deemed successful with completion of Capstone project.

Related Items

  **SP1.Ind05: Diversity -- access to diverse ideas/programs**

  **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**

  **SP1.Ind07: Resources: access to appropriate library and learning resources**

BS-IS 2012_4: G Expose Students to Various Faculty through Collaborative Teaching, etc.

Start: 7/1/2011

End: 6/30/2012

Unit Goal

(continued from 08-09) Increase the exposure of BSIS students to various faculty members in the BIS courses by collaborative teaching, team teaching, and guest lectures.

Evaluation Procedures

Interdisciplinary components of BIS classes will continue to be monitored

Actual Results of Evaluation

Students responded positively to the variety of experiences through informal surveys, class discussions and lectures taught by faculty from various disciplines.

Use of Evaluation Results

Positive results are being used to continue the development of a strategy for increasing more communications between the students, faculty, and University community.

Related Items

  **SP1.Ind05: Diversity -- access to diverse ideas/programs**

BS-IS 2012_5: G Increase Awareness of Degree

Start: 7/1/2011

End: 6/30/2012

Unit Goal

(continued from 08-09) Increase awareness of the BSIS program in the recruiting, admission, and orientation departments so that all students will be suitably advised as to major, degree, and advisor in order to ensure timely progress towards degree completion.

Evaluation Procedures

Measures to increase in enrollment continued; Incoming students will meet with BSIS advisor, declare BSIS major, choose concentration areas, and proceed to graduation in a timely fashion.

Actual Results of Evaluation

Overall enrollment has increased. The BSIS program has a more prominent presence on campus and for prospective students. Students' initial contact with BSIS advisor, in relationship to time at DSU, will be tracked in advisee folders.

Use of Evaluation Results

Working with recruiting, admission, and orientation personnel will continue. BSIS transcript evaluation form has been disseminated to Registrar and Admissions. BSIS brochure is in development.

Related Items

 [SP1.Ind03: Academic and support services](#)

 [SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising](#)

 [SP1.Ind08: Curriculum Development and Revision](#)

 [SP2.Ind01: Enrollment](#)

 [SP2.Ind02: Retention](#)

 [SP2.Ind03: Graduation Rate](#)

 [SP2.Ind04: Degrees](#)

BS-IS 2012_6: G Scholarships

Start: 7/1/2011

End: 6/30/2012

Unit Goal

(continued from 07-08) Initiate a fundraising campaign through the DSU Foundation to raise scholarship monies for Interdisciplinary Studies majors.

Evaluation Procedures

Track scholarship monies.

Actual Results of Evaluation

Mrs. Jutta Ferretti has donated monies to establish a BSIS scholarship. The John and Jutta Karnstedt Ferretti BSIS scholarship will be presented to one student each year. There was no recipient this year. There were no students who met the requirements of the scholarship.

Use of Evaluation Results

Progress in scholarship fundraising will be measured by actual monies and numbers of students assisted to determine best practices in campaigning and distribution of assistance. Scholarship applications were determined in consultations among the Directors of BSIS, DMI and GIS. Effort will continue with goals assessed and revised yearly

Related Items

 [SP2.Ind07: Scholarships and Aid](#)

BS-IS 2012_7: G Student Awareness of Program

Start: 7/1/2011

End: 6/30/2012

Unit Goal

The BSIS director will track how students become aware of the program.

Evaluation Procedures

Each student in the BSIS program is asked to fill out an information form. A line will be added to the form asking how students became aware of the Interdisciplinary Studies program.

Actual Results of Evaluation

Students who ---

Use of Evaluation Results

4.The Director of BSIS will be able to track how students come to the program and will be able to tailor recruiting material based on these findings.

Related Items

There are no related items.

Languages and Literature

LL Mission Statement

Mission statement

The Division of Languages and Literature strives to teach students the values and functions of the written and spoken word. The division teaches students to read, write and speak the English language with greater fluency, creativity and accuracy. In addition, the Division offers students the chance to become proficient in the reading, writing and speaking of three modern foreign languages. To meet these goals, we offer two degrees in seven majors: a BA in English (with an emphasis in literature, creative writing, or philosophy), and a BSE in English, a BA in journalism, a BA in Spanish, French, German or foreign languages/philosophy, and a BA in communication studies and theatre arts (with emphasis in communication studies or theatre). Furthermore, we offer **minors** in English, French, German, journalism, philosophy, Spanish, speech, and theatre arts.

After students finish their chosen course of study, several opportunities await them. Many will teach in different settings and at different levels. Others will become lawyers, editors, translators, journalists, actors and politicians. Some will join the ranks of the clergy, and others will become missionaries. All of our graduates will do writing of some sort: novels, poems, news stories, scholarly work, advertising, feature stories, sermons, and film scripts, to mention a few. Some will be trained for specific jobs, teaching in public schools for example. All will learn skills that will help them succeed in whatever profession they choose to enter. Jobs become obsolete, but thinking, reading and writing skills never do. When honed with dedication and passion, these skills will only get better.

Related Items

There are no related items.

BA-CSTA-CS 01: Oral Communication Skills

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate effective oral communication skills in courses ranging from the basic to the advanced.

(Note: all upper-level classes for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

A criteria form is used to evaluate introductory, informative, persuasive, and ceremonial speeches in the COM 101: Public Speaking course (See Appendix G in File Library.) for sample informative speech criteria). Each major category (e.g., is weighted according to significance. Data is derived from observing and critiquing individual speeches. Students receive both oral feedback (directly after a speech) and a written critique.

In many upper-division courses, questions are often used to evaluate individual and/or group presentations. In other courses, an interactive quiz show assignment is used to evaluate effective use of oral communication. Effective communication skills are evaluated on whether students answer questions in a coherent and cogent manner.

If 80% of the students earn a "C" or higher on the assignment, then the student learning outcome will be satisfied.

- APPENDIXES A to Z

Results of Evaluation

In the Fall 2011 semester, approximately 76% of student speakers earned a C or higher on the informative speech assignment. In Spring 2012, the number of students who earned a C or higher on the informative speech increased to 84% (Table I provides data from grades earned on the informative speech assignment.)

While many COM 101 students improve during the course of a semester, systematic weaknesses include poor organizational and outlining skills, improper use of evidence, incomplete or incorrect attribution of sources (e.g., the use of oral footnotes during a speech), inadequate research skills as well as poor use of movement and gestures (physical delivery).

COM 101: While the student learning outcome was not satisfied during the fall 2011 semester, it was satisfied during the spring 2012 semester.

In the Fall 2011 semester, approximately 72% of the COM 301 students earned a C or higher on the Quiz Show Assignment. In the Spring 2012 semester, approximately 63% of the COM 325 students earned a C or higher on the Quiz Show Assignment (see Table II).

While some students could effectively express ideas and concepts, others displayed lapses of knowledge and inability to express concepts effectively.

COM 301: The student learning outcome was not satisfied.

COM 325: The student learning outcome was not satisfied.

TABLE I
Scores for Informative Speech Assignment (COM 101: Public Speaking)

| Semester | Number of Sections | Number of Speeches | Number of Speeches that Received a C or Higher |
|-------------|--------------------|--------------------|--|
| Fall 2011 | 7 | 121 | 93 (76%) |
| Spring 2012 | 7 | 125 | 105 (84%) |

Note: Students who were absent on the day of a scheduled speech (and did not have a verifiable and documented excuse) were not counted as part of the aggregate.

TABLE II (COM 301 and 325)

Quiz Show Assignment


| Semester | Number of Sections | Number of Students | Number of Students that Received a C or Higher |
|-------------|--------------------|--------------------|--|
| Fall 2011 | 1 | 11 | 8 (72%) |
| Spring 2012 | 1 | 11 | 7 (63%) |

Use of Evaluation Results

For the COM 101 students, develop and implement different mini-speech assignments (non-graded speech exercises) that focus on areas of weakness (source citation, movement and gestures). Require students to evaluate a poorly written outline and/or unscramble a “scrambled” outline; establish a day devoted to research (library tour); search for more student and professional videos to physical gestures and movement; Develop exercises and handouts and other innovative exercises to encourage students to employ more effective gestures and movement; add facilitation assignments to upper-division courses.

For advanced level courses, additional training in recall and effective expression of ideas is needed. A class session should be devoted to teaching students communication competency, specifically the use of precise and concise expression of ideas as well as how to organize one's ideas effectively.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

 **GE 10: Values**

BA-CSTA-CS 02: Writing & Research Skills

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate excellent written communication skills in courses ranging from the basic to the advanced.

(Note: all upper-level classes for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

A writing rubric is used to evaluate major papers/projects (See Appendix H in File Library.). In addition, tips on how to research and write a research paper, along with examples of well-written essays, are given to the students. An hour of class time is devoted to discussing these issues. If 80% of students earn a C or higher on the assignment, then the student learning outcome has been satisfied.

-  [APPENDIXES A to Z](#)

Results of Evaluation

In the interpersonal communication course (COM 202), the percentage of students who received a C or higher on the research/relationships projects was 91% (Fall 2011). This percentage decreased (76%) the following semester (See Table III.).

COM 202: While the student learning outcome was satisfied in the fall, it was not satisfied during the spring semester. See note.

Note: Scores for Fall 2011 represent student work from one instructor. Scores for Spring 2012 represents scores from two instructors.

In the intercultural communication course (COM 325), the percentage of students who earned a C or higher on the major project assignment (e.g., film analysis, research of a specific culture) was 77.7% (Spring 2012). See Table IV

COM 325: The student learning outcome was not satisfied.

While many students received a C or higher on this assignment, some students still display poor writing skills (organization of information, development of arguments, use of evidence, grammar, paragraph formation, etc.).

TABLE III

Scores for Relationship Analysis Paper/Research Paper (COM 202: Interpersonal Communication)

| Semester | Number of Sections | Number of Papers Received | Number of Papers that Received a C or Higher |
|-------------|--------------------|---------------------------|--|
| Fall 2011 | 2 | 36 | 33 (91%) |
| Spring 2012 | 2 | 26 | 20 (76%) |

Note: Students who did not submit a paper by the deadline (and did not have a verifiable and documented excuse) were not counted as part of the aggregate.

TABLE IV

Scores for Major Project (COM 325: Intercultural Communication)


| Semester | Number of Sections | Number of Papers Received | Number of Papers That Received a C or Higher |
|-------------|--------------------|---------------------------|--|
| Spring 2012 | 1 | 9 | 7 (77.7%) |

Note: Students who did not submit a paper by the deadline (and did not have a verifiable and documented excuse) were not counted as part of the aggregate.

Use of Evaluation Results

In beginning (interpersonal communication) and advanced (intercultural communication) courses, instruction will re-emphasize the importance of developing effective writing skills. In some sections, students will now be required to turn in journal entries and other writing assignments that are designed to strengthen writing competence. Also, instructors will require students to turn in rough drafts prior to assignment deadline, as opposed to suggested rough draft deadlines.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 05: Self**

BA-CSTA-CS 03: Technology Skills

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate effective use of technology in public speaking situations.

(Note: all upper-level classes for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

Oral presentations are supplemented w/ PowerPoint (PP). Students are evaluated on their ability to use the technology effectively in public settings (the criteria include: clarity of information, relevance of PP to topic, proper sequencing of slides, correct information on slides, visually appealing).

If 80% of students earn a C or higher on an assignment that uses PowerPoint, then the student learning outcome has been satisfied.

Results of Evaluation

For the COM 101 course, the use of technology is part of a larger assessment of the effectiveness of the presentation. As indicated in the "oral communication" learning outcome, during the Fall 2011 semester approximately 76% of student speakers earned a C or higher on the informative speech assignment. In Spring 2012, the number of students who earned a C or higher on the informative speech increased to 84% (Table I above provides data from grades earned on the informative speech assignment).


COM 101: While the student learning outcome was not satisfied during the fall 2011 semester, it was satisfied during the spring 2012 semester.

While students still have problems with organization of material, proper display of items on slides, the Power Point presentations have improved in quality and content.

Use of Evaluation Results

Instructors will now approve student PP before use in class; limit the number of slides per presentation to five; instructor presents two PP presentations—one effective, the other ineffective to draw out the elements that make up an effective PP presentation; ask a guest speaker to discuss the differences between an effective and ineffective PP presentations. Cite studies that indicate problems audiences encounter with professional PP presentations.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

BA-CSTA-TA 01: Acting Techniques

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Display effective stage movement skills

Demonstrate ability to use vocal skills in character portrayal on stage

(Note: all upper-level classes for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

In THE 225: Introduction to Theater, tests will be used to evaluate a student's knowledge of various genres, styles and staging terminology, character development, and biographical information about the playwrights. Selected material for the course includes plays from the Greek and Roman times to recent modern productions presented on Broadway. In an effort to enable them to understand the time and commitment required for a theatrical production, students in this course are given the option of working on one of the stage crews of the campus production. Students who cannot give the time to this project will instead write in-depth research papers, incorporating aspects of three of the works addressed in the course. The paper must incorporate aspects of three of the works covered in the course.

If 80% of students earn a "C" or higher on the respective assignments, then the student learning outcome has been satisfied.

In theater courses 339 and 221, Dramatic Performance and Production and Theater Activities, respectively, the campus productions are the focus. **In these specific courses, the course grade is the major course assignment (students either act or participate in the technical aspect of theatre production).**

Interpretation of the material and creative staging techniques are emphasized and practiced. Expertise is requested from faculty and students from other disciplines as well. For example, some of the departments offering assistance for the theater are Art, Fashion Merchandizing, and the Delta Music Institute. Students are graded on a pass/fail method. Members of the cast and crew understand their specific importance to the overall product. If a student is committed to the tasks during the rehearsal period and follows through by performing those tasks from opening night to the closing of the show, the student receives an "A" for participation in either of these courses. In addition to the assessment of the work ethic of the student involved in onstage or offstage tasks, another crucial assessment of a successful performance is the audience response. Actors, technical crew members, and the director all want to hone skills to make campus productions more effective, interesting, and enjoyable for those who attend the performances. To gain specific insight into that perspective, responses from students and faculty are sought after each performance. Those responses are made known to the cast and crew immediately; concerning legitimate criticisms. If corrections can be made before the next performance, they are addressed. If some aspects cannot be changed, the feedback received often helps in succeeding productions of the future. In an effort to improve our program, we will continue to seek feedback from our spectators.

Quantitative and qualitative responses, from both faculty and students, will be encouraged in several areas: acting acuity, technical effectiveness, and/ or directorial decisions. Because the campus production may be the first live theater performance some students have seen, there are those students who may prefer more guidance in the evaluation process. In this case a rubric with a quantitative rating scale from 1 to 5, with one indicating the poorest level of performance to five indicating excellent skill, can be provided. This evaluation form will focus on such acting skills as: projection, enunciation, stage movement, and character motivation; lighting, set design, and costuming in the technical areas; and material selection and interpretation in the directorial area. The evaluation form will also include the option of responding to qualitative questions as well. The specific methods for measuring this are still being explored.

If 80% of students earn a "C" or higher on the major course assignment, then the student learning outcome has been satisfied.

Results of Evaluation

Students enrolled in THE 225 receiving a C or higher on tests, writing assignments, and projects amounted to 80% of the class. (See Table V.).

THE 225: The learning outcome was satisfied.

Students enrolled in THE 211 and 339 receiving a C or higher on acting expertise amounted to 100% of class. (see Table VI).

THE 221 and THE 339: The learning outcome was satisfied.

TABLE V

Scores for Theater Production Project (THE 225: Introduction to Theater)

| Semester | Number of Sections | Number of Students | Number of Participants in Theater Production Project Receiving a C or Higher in Class |
|-----------|--------------------|--------------------|---|
| Fall 2011 | 1 | 20 | 16 (80%) |

TABLE VI

Scores for Acting Proficiency (THE 221: Theatre Activities; THE 339: Dramatic Performance and Production)

| Semester | Number of Sections | Number of Students | Number of Students who Received a C of Higher on Acting or Technical Theatre |
|-------------|--------------------|--------------------|--|
| Spring 2012 | 2 | 29 | 29 (100%) |

Use of Evaluation Results

Give students more varied opportunities to develop their creative talents and interest for acting in and/or staging productions. Provide those students, with beginning interests in theater, opportunities to realize those performance-related aspirations. Although we have state-of-the-art equipment in our facilities, more in-depth training for students operating this equipment is a need that we should address in the future.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

 **GE 10: Values**

BA-CSTA-TA 02: Writing Skills

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate excellent written communication skills.

(Note: all upper-level classes for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

In THE 311 (Performance Theory), students were required to complete a major assignment called the James Thurber Short Story assignment. Students were required to complete several written assignments prior to the oral presentation. Students were required to address three fundamental questions:

(1) Why you chose this particular piece. What resonated with you when you read it?

(2) What is the historical context? When was it written? What is the significance of the piece and how does it relate to what was happening at the time it was written?

(3) What does it mean? What message, if any, is the author trying to convey? In the case of the dramatic pieces, what does the character want?

If 80% of students earned a "C" or higher on the assignment, then the student learning outcome was satisfied.

Results of Evaluation

While all students earned a C or higher on the various assignments, student writing, specifically the mechanics of writing, is a concern (See Table VII).

THE 311: The student learning outcome was satisfied.

TABLE VII


Scores for James Thurber Short Story Assignment (THE 311: Performance Theory)

| Semester | Number of Sections | Number of Students | Participants in Theatre Production Receiving a C or Higher on Assignment |
|-------------|--------------------|--------------------|--|
| Spring 2012 | 1 | 12 | 12 (100%) |

Use of Evaluation Results

Although the SLO was achieved, at least a third of the THE-311 students need improvement in basic writing skills: from subject verb agreement, proper capitalization, and how to cite work from external sources. Students will be encouraged to take assignments to the Writing Center before turning in final drafts.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 05: Self**

BA-CSTA-TA 03: Use of Technology

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate effective use of technology in theatrical performances

Data Collection (Evidence)

Theater lends itself to both basic and creative venues in technology. Allowing students to implement effective use of design techniques in set, sound, and lighting techniques is a vital part of the program.

In these specific courses, the course grade is the major course assignment (students either act or participate in the technical aspect of theatre production).

THE 221 and THE 339 are specifically designed to assist students achieve competences in the use of technology (for specific competency areas see above).

If 80% of students earned a "C" or higher on the major course assignment, then the student learning outcome was satisfied.

Results of Evaluation

Students enrolled in THE 211 and 339 receiving a C or higher in technical theatre amounted to 100% of class (see Table VIII).

THE 221 and THE 339: The learning outcome was satisfied.

Although students demonstrated fundamental competency in technical aspects related to theatre, many still need

to fully develop their knowledge of lighting, and sound design. These inadequacies exist because historically there has been no personnel available with training in these design areas in our program (Van Jenkins, an adjunct instructor, has expertise in sound and lightening, but he works full-time as the Technical Director at the Performing Arts Center). Training for students is dependent on our financial ability to hire designers outside the university for some specifically more technically challenging productions. We have made a request to hire a full-time theater director who can teach these skills to our students.

TABLE VIII

Scores for Technical Proficiency (THE 221: Theatre Activities; THE 339: Introduction to Theater)

| Semester | Number of Sections | Number of Students | Number of Students who Received a C of Higher on Technical Theatre |
|-------------|--------------------|--------------------|--|
| Spring 2012 | 2 | 29 | 29 (100%) |

Use of Evaluation Results

Experts in these technical areas will be contacted to give students more dynamic options in design. For example, contact the Delta Music Institute Director to establish training workshops conducted by DMI for students for training of theater students enrolled in THE 339: Dramatic Performance and Production Techniques. Arrange lighting workshops to be conducted by lighting consultants (e.g., Van Jenkins), and/or by students trained by lighting consultants.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

BA-ENG 01: Analysis of Literature

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate the ability to critically analyze works of major writers (mostly British & American) who compose (d) in English and selected works of other major writers whose works can be read in English translations.

Data Collection (Evidence)

A satisfactory grade in English 304, a capstone course for all English majors

English 304 scores are collected and reported by the instructor of the class. **(Note: all majors are required to take this course; it is taught once a year, by the same instructor, who uses a common rubric to evaluate all writing assignments, so all students are evaluated according to the same standards.)**

The goal is for 80% of the students in the class to make a grade of C or higher in English 304. When this goal is reached or exceeded, a satisfactory SLO has been achieved.

Results of Evaluation

81.8% of the students (N=11) who completed English 304 in the current year made a score of C or higher (See Table VII & Appendix A in the File Library.).

Table VII

Grades Reported from English 304 Classes

| Year* | Total # of Students | Total # of Students with Grade of C or Higher | Per cent Reaching Goal |
|--------------|----------------------------|--|-------------------------------|
| 2004 | 12 | 7 | 58% |
| 2005 | 15 | 12 | 80% |
| 2006 | 14 | 13 | 93% |
| 2007 | 12 | 9 | 75% |
| 2008 | 24 | 22 | 91.6% |
| 2009 | 12 | 10 | 83.3% |
| 2010 | 9 | 8 | 88.8% |
| 2011 | 11 | 9 | 81.8% |

*Note: Class is taught only in the Fall Term.

- [APPENDIXES A to Z](#)

Use of Evaluation Results

Students who do not have a C or better in the class will be encouraged to repeat the course and attend one-on-one help sessions with the instructor twice a week in the Writing Center.

In the spring of 2008, the Unit Assessment Committee recommended that students pursuing the B.A. degree in English take the PRAXIS II exam sometime during their senior year. The entire English faculty considered this proposal during the 2008-09 academic year, but concluded that this would cause an unnecessary cost for students. The Assessment Committee tried to develop an “in house” pre & post test for students pursuing the B.A. degree in English. However, no consensus could be

reached on a format for this exam. Thus, the committee has recommended using grades in other capstone courses (ENG. 435/436 or Shakespeare, for example) to assist with measuring this SLO. Data collection began with the summer of 2010. (See Table IX.)


The instructor in ENG 312 classes will add an additional exam between the midterm and the final.

Table IX

Grades in Capstone Courses for Majors

| Year | Grades | ENG 309 | ENG 310 | ENG 312 | ENG 313 | ENG 435/436 |
|-----------|-------------|----------------|----------------|---------------|----------------|-----------------|
| 2010-2011 | C or better | 17 of 22 = 77% | 15 of 18 = 83% | 9 of 12 = 75% | 17 of 21 = 81% | 11 of 13 = 85% |
| 2011-2012 | C or better | 11 of 13 = 85% | 17 of 22 = 77% | 9 of 16 = 56% | 9 of 10 = 90% | 12 of 12 = 100% |
| 2012-2013 | | | | | | |

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

 **GE 10: Values**

BA-ENG 02: Writing

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization.

Data Collection (Evidence)

B.A. students take the Writing Proficiency Exam. The DSU Office of Institutional Research reports the aggregate WPE scores to the Unit, after they have been evaluated by the faculty readers who have been chosen from the entire full-time faculty.

If 80% of the students receive a CR (Credit) on the WPE, then a satisfactory SLO has been achieved.

Results of Evaluation

For the current year, 100% of the students (N=5) in the B.A. program in English who took the Writing Proficiency Exam received a score of CR (See Table VIII).

Table VIII


WPE Results for Undergraduate English Majors

| Year | # Taking the Exam | # Receiving Credit | % Receiving Credit |
|---------|-------------------|--------------------|--------------------|
| 2005-06 | 10 | 9 | 90% |
| 2006-07 | 5 | 4 | 80% |
| 2007-08 | 4 | 4 | 100% |
| 2008-09 | 4 | 2 | 50% |
| 2009-10 | 7 | 5 | 71% |
| 2010-11 | 3 | 3 | 100% |
| 2011-12 | 5 | 5 | 100% |


Use of Evaluation Results

Advisors **will continue** to encourage students to attend the preparation sessions prior to taking the WPE.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

BA-ENG 03: Research and Criticism

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate familiarity with research procedures and critical perspectives in the discipline.

Data Collection (Evidence)

A satisfactory grade on English 304 documented research assignments

and

a portfolio review by the Assessment Committee of selected research/analytical papers written while the students were enrolled in the program

English 304 assignment grades are collected and reported by the instructor of the course.

The portfolio is maintained by the student during the time the student is enrolled in the program.

If 80% of the students make an average grade of C or higher on the research assignments in English 304, a satisfactory SLO has been accomplished.

The goal of the portfolio is to collect and present several papers written by the students during the course of their program of study. Each paper must have a grade of C or higher. The student presents the portfolio to the Assessment Committee, and the committee evaluates the portfolio according to a common rubric. If 80% of the students earn a satisfactory evaluation on their portfolios, a satisfactory SLO has been accomplished.

Results of Evaluation

81.8% of the students (N=11) who completed English 304 in the current year made a score of C or higher (See Table IX & Appendix A in File Library.).

100% of the graduates (N=10) in the current year received a successful portfolio review from the Assessment Committee (See Table X.)

Table IX
Grades Reported from English 304 Classes

| Year* | Total # of Students | Total # of Students with a Grade of C or Higher in Class | Per cent Reaching Goal |
|--------------|----------------------------|---|-------------------------------|
| 2004 | 12 | 7 | 58% |
| 2005 | 15 | 12 | 80% |
| 2006 | 14 | 13 | 93% |
| 2007 | 12 | 9 | 75% |
| 2008 | 24 | 22 | 92% |
| 2009 | 12 | 10 | 83.3% |
| 2010 | 9 | 8 | 88.8% |
| 2011 | 11 | 9 | 81.8% |

*Note: Class is taught only in the Fall Term.

Table X
Portfolio Review for Senior English Majors

| Year | # Reviewed by the Assessment Committee | # Reaching Target Goal of 2.5 or Higher | % Reaching Target Goal |
|---------|--|---|------------------------|
| 2005-06 | 5 | 5 | 100% |
| 2006-07 | 9 | 9 | 100% |
| 2007-08 | 6 | 6 | 100%* |
| 2008-09 | 9 | 9 | 100%** |
| 2009-10 | 10 | 10 | 100%*** |
| 2010-11 | 9 | 9 | 100%**** |
| 2011-12 | 6 | 6 | 100%***** |

*Note: Totals include two students who took ENG 490 and made a grade of B or better.

**Note: Totals include one student who took ENG 490 and made a grade of B or better.

***Note: Totals include two students who took ENG 490 and made a grade of B or better.

****Note: Totals include two students who took ENG 490 and made a grade of B or better.

*****Note: Totals include two students who took ENG 490 and made a grade of B or better.

- [APPENDIXES A to Z](#)

Use of Evaluation Results

The Assessment Committee is revising a rubric specifically aimed at evaluating papers written by students seeking the B.A. in English. This rubric, when completed, will be reviewed by the entire English faculty. NOTE: Students who earn the B.A. in English with a Concentration in Creative Writing are exempt from this evaluation because they take a specific course (ENG 490) which prepares them for portfolio presentation. The grade of B or higher in English 490 is considered a satisfactory SLO for students in this program.

(See Table XI).

Table XI
Portfolio Review for Senior English Majors

| Year | # Reviewed by the Assessment Committee | # Reaching Target Goal of 2.5 or Higher | % Reaching Target Goal |
|---------|--|---|------------------------|
| 2005-06 | 5 | 5 | 100% |
| 2006-07 | 9 | 9 | 100% |
| 2007-08 | 6 | 6 | 100%* |
| 2008-09 | 9 | 9 | 100%** |
| 2009-10 | 10 | 10 | 100%*** |
| 2010-11 | 9 | 9 | 100%**** |
| 2011-12 | 6 | 6 | 100%***** |

*Note: Totals include two students who took ENG 490 and made a grade of B or better.

**Note: Totals include one student who took ENG 490 and made a grade of B or better.

***Note: Totals include two students who took ENG 490 and made a grade of B or better.

****Note: Totals include two students who took ENG 490 and made a grade of B or better.

*****Note: Totals include two students who took ENG 490 and made a grade of B or better.

Related Items

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

BA-ENG 04: Theories and Use of Language

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate an understanding of theories and practices of language and grammar.

Data Collection (Evidence)

A satisfactory grade in English 406 (History and Grammars of the English Language), a capstone course for all English majors (**Note: all majors are required to take this course; it is taught once a year, by the same instructor, who uses a common rubric to evaluate all writing assignments, so all students are evaluated according to the same standards.**)

English 406 scores are reported by the instructor who teaches the class. If 80% of the students in English 406 make a grade of C or higher, a satisfactory SLO has been reached.

Results of Evaluation

91% of the students (N=11) who completed English 406 in the current year made a score of C or higher. (See Table XI & Appendix A in File Library)

Table XI
Grades Reported from English 406 Classes



| Year* | Total # of Students | Total # of Students With Grade of C or Higher | Per cent Reaching Goal |
|-------|---------------------|---|------------------------|
| 2005 | 15 | 13 | 86% |
| 2006 | 13 | 10 | 77% |
| 2007 | 20 | 15 | 75% |
| 2008 | 15 | 12 | 80% |
| 2009 | 20 | 17 | 85% |
| 2010 | 18 | 16 | 88% |
| 2011 | 9 | 7 | 77.7% |
| 2012 | 11 | 10 | 91% |

-  [APPENDIXES A to Z](#)

Use of Evaluation Results

The one student who made below a C for the final grade in ENG 406 failed the final exam. The next time the course is taught the instructor will, one again, offer a comprehensive, in-class review before the final exam.

Related Items

  **GE 02: Communication**

  **GE 07: Cultural Awareness**

  **GE 10: Values**

BA-FL 01: Comprehensive Language Skills

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate proficiency in speaking, reading, writing and listening skills in the target language (French or Spanish). The primary goal of the major is to improve students' skills in communication: for reading writing, speaking and listening. In learning a new structure of language, from their native tongue to French/Spanish, students will also be improving their base of critical and creative thinking skills.

Data Collection (Evidence)

The Foreign Language faculty has been using a common rubric to evaluate the four skills. Yearly, the Foreign Language faculty adapts the rubric used, after consultation with Dr. Marilyn Schultz, the unit's assessment expert. The four skills are measured, evaluated and recorded by the instructor accordingly:

Listening: Language Lab and Podcast exercises

Writing: Essays and other written assignments collected in a portfolio

Reading: Standardized quizzes

Speaking: Dialogues and role playing spoken in the target language

If 80% of the students receive an average rating of satisfactory on all four areas of evaluation, then a successful SLO has occurred.

(Note: All required classes in each target language are taught by the same instructor at all times; so, all students are evaluated by the same standards.)

**Results of Evaluation
TABLE XII**

| | Writing | Listening | Speaking | Reading |
|-----------|--|--|---|---|
| Level I | Ask/answer questions in areas of immediate need and familiar topics | Understand the language in areas of immediate need and familiar topics | Pronounce the language well enough to be understood by native speakers | Understand material presented in simple paragraphs, especially in cultural areas |
| Level II | Ask/answer questions in a more extended way in areas of immediate need and familiar topics. Answer questions about the context of stories and articles | Comprehend the language well enough to understand native speakers. Have a more extended conversation in areas of immediate need and familiar topic | Pronounce the language well enough to be understood by native speakers. Have a more extended conversation in areas of immediate need and familiar topic | Understand material in newspaper and scholarly articles, including cultural subjects. |
| Level III | Write essays and other genres of extended length with minimal interference from the native tongue | Engage in conversation on areas of French/Spanish literature and culture and follow stories presented in film and recordings | Engage in conversation on areas of French/Spanish literature and culture and follow stories presented in film and recordings | Read longer stories and essays being able to understand the political and social background |
| Level IV | Write research papers on chosen literature topics | Be able to engage in a protracted conversations on familiar topics | Be able to engage in a protracted conversations on familiar topics | Be able to read and understand complex works of literature, especially poetry |

Assessments for the BA in Modern Foreign Language (French/Spanish 2011-2012)

| | Level I | Level II | Level III | Level IV | % of Total |
|----------------|---------|----------|-----------|----------|------------|
| Excellent | 47 | 18 | 13 | 8 | 37% |
| Good | 38 | 12 | 8 | 2 | 26% |
| Satisfactory | 36 | 13 | | | 21% |
| Unsatisfactory | 22 | 7 | | | 13% |
| Poor | 7 | 3 | | | 3% |
| Total | 157 | 48 | 21 | 10 | 100% |

Students were clearer in the expectations of individual assignments and the courses through the use the rubric. As a result of this, their work was more consistent. However, it seemed that oral proficiency had gone down while reading proficiency seemed to be higher.

The rubric showed consistency the two foreign languages.

Use of Evaluation Results

The Analysis Team decided to weigh some elements, such writing and reading, about the same, but to raise the oral proficiency slightly more. As a result, more class time will be spent in asking questions in the target language with students answering orally in the target language. Written answers were still evaluated individually so that students could understand the percent of the question answered correctly.

The Analysis Team also decided to weigh reading slightly lower in terms of percentage than other skills in the upper level courses to give students more experience in speaking the foreign language. In more upper level classes, content material will be delivered via podcasts in the target language to give more time to reading selections in class and discussing the texts orally. Students will have more practice in speaking the language while still maintaining contact with well-written texts in the target language.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

BA-FL 02: French or Spanish Literature

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will be able to identify the contributions of major French or Spanish writers, explain their works, and discuss the historical context in which they wrote.

Data Collection (Evidence)

The foreign language faculty used a common rubric to score and evaluate student knowledge and understanding of the literature and culture of the target language.

If 80% of the students receive a grade of C or better on a comprehensive exam at each level, then a successful SLO has been accomplished for that level.

(Note: All required classes in each target language are taught by the same instructor at all times; so, all students are evaluated by the same standards.)

| | | | |
|--------------------|--|-------------------------------------|------------------------------------|
| Level I Students | Comprehensive exam for target language | Average student evaluation for exam | See section three for the results. |
| Level II Students | Comprehensive exam for target language | Average student evaluation for exam | " " " " |
| Level III Students | Comprehensive exam for target language | Average student evaluation for exam | " " " " |
| Level IV Students | Comprehensive exam for target language | Average student for exam evaluation | " " " " |

Results of Evaluation

TABLE XIII

| | | | |
|--------------------|--|-------------------------------------|-------|
| Level I Students | Comprehensive exam for target language | Average student evaluation for exam | 80.% |
| Level II Students | Comprehensive exam for target language | Average student evaluation for exam | 89.5% |
| Level III Students | Comprehensive exam for target language | Average student evaluation for exam | 100% |
| Level IV Students | Comprehensive exam for target language | Average student for exam evaluation | 100% |

Students generally were stronger in author backgrounds and culture than in analysis of literary texts.

Use of Evaluation Results

The Analysis Team decided to put more emphasis in classroom instruction in analysis of texts in the target language and less emphasis on historical and cultural context.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 05: Self**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**

BA-JOU 01: Applying Journalistic Techniques

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate the ability to apply journalistic techniques to determine appropriate topics for news and feature stories.

(Note: all required courses for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

Published work of articles relevant to a target audience indicates mastery of this skill. The primary target audience is the campus community, as indicated by publication in *The Delta Statement*. In cases where target audience is a regional, state or national readership, sources of information must be locally accessible.

Students submit ideas as queries for editorial review at *The Delta Statement*, as well as to regional, state and national publications.

Data is collected and analyzed through periodic reviews of *The Delta Statement* as well as broader publications markets. This outcome is also measured through classroom assignments and periodic exams.

If 80% of the students average a grade of C or better on these assignments, then a satisfactory SLO has been achieved.

Results of Evaluation

This cumulative skill is developed in all reporting, writing and editing courses. Table XIV shows the number of students at each level who reached a benchmark score of 80 per cent in 2011-12.

JOU 215 (Newspaper Workshop) emphasizes teamwork in identification and execution of story ideas, and includes students from all levels. The student-produced *Delta Statement* won top awards for news, features, sports, movie reviews and editorial writing in a statewide competition judged by the Mississippi State Press Association in Spring 2012. This is an indicator of the success in achieving this goal.

Six students completing JOU 493 in 2011-12 demonstrated ability to apply journalistic methodology in the professional environment, as measured by external employers.

Table XIV: STUDENT LEARNING OUTCOMES OF ACHIEVEMENT

| | Semester | Relevant Course | Students Tested | 80% or higher |
|---|-------------|----------------------------------|-----------------|---------------|
| News Topics | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 9 |
| | | JOU 301: Editing for Print Media | 8 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| Interviewing Skills | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 14 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| Media and Feature Writing | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 7 |
| | | JOU 215: Newspaper Workshop | 19 | 11 |
| | | | | |
| Technology Relevant to Print Publishing | Spring 2011 | JOU 302: Print Layout and Design | 11 | 9 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| | | | | |
| | Spring 2012 | JOU 203: Basic Photography | n/a | n/a |
| | | JOU 215: Newspaper Workshop | 19 | 10 |
| | | | | |
| Media Law and Ethics | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 301: Editing for Print Media | 8 | 8 |
| | | JOU 303: Journalism History | 9 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 7 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |

| | | | | |
|--|-----------|-----------------------------------|---|---|
| Apply skills in a professional situation | 2011-2012 | JOU 493: Internship in Journalism | 6 | 6 |
|--|-----------|-----------------------------------|---|---|

Use of Evaluation Results


Continue the use of web resources to develop skills of understanding credibility of online resources and verifying facts which originate from online research.

Assign papers which require analysis of recent examples of outstanding published articles as model topics, including 2011 Pulitzer Prize winners, 2011 winners of National Magazine Editors' awards, and original online articles published in the investigative website *ProPublica*.


Use current online *Writer's Market* as a resource to understand marketability of ideas to target audiences outside the local area.

Through guest speakers, encourage students to supplement online research with traditional library and community research sources. Work with Mississippi Association of Broadcasters and Mississippi Press Association to expand statewide network of radio and television internships.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

 **GE 09: Cross-disciplinary Appreciation**

BA-JOU 02: Interviewing Skills

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Master a wide range of interviewing skills as a means to gather information for news and feature stories.

(Note: all required courses for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

Classroom exercises develop and assess ability to conduct background research as preparation for interviews; to formulate effective questions; to dress appropriately for interview situations; to take effective, accurate notes; to gather anecdotal background information during interviews; and to execute fair usage of material. One classroom exercise

requires students to interview each other and write stories using quotes, then receive feedback on fairness and accuracy from the interview subject. Another exercise presents one interview subject to the entire class, a shared subject matter that enables comparative assessment of skills.

The ability to write and publish articles using quotes gathered from interviews demonstrates effective achievement of the learning outcome. Consistently favorable feedback from a target audience, including the interview subject, indicates mastery of this skill.

If 80% of the students average a grade of C or better on these assignments, then a satisfactory SLO has been achieved.

Results of Evaluation

Interview skills are emphasized in all reporting and writing courses. Development of appropriate techniques is sometimes challenging for students who are uncomfortable approaching strangers to solicit information. However, with practice, the majority of students are able to master this vital skill. Table XIV shows the number of students who reached a benchmark score of 80 percent in classroom exercises and exams during 2011-12.

The student-produced *Delta Statement* won multiple awards in writing contests for news, features, editorials, columns and sports in a statewide competition judged by the Mississippi State Press Association in Spring 2012. The use of interview techniques in reporting and writing these articles indicates success in achieving this goal.

Six students completing JOU 493 in 2011-12 demonstrated ability to apply journalistic methodology in interview situations in a professional environment, as measured by external employers.

Table XIV: STUDENT LEARNING OUTCOME ACHIEVEMENT

| | Semester | Relevant Course | Students Tested | 80% or higher |
|---|-------------|----------------------------------|-----------------|---------------|
| News Topics | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 9 |
| | | JOU 301: Editing for Print Media | 8 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| Interviewing Skills | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 14 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| Media and Feature Writing | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 7 |
| | | JOU 215: Newspaper Workshop | 19 | 11 |
| | | | | |
| Technology Relevant to Print Publishing | Spring 2011 | JOU 302: Print Layout and Design | 11 | 9 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| | | | | |
| | Spring 2012 | JOU 203: Basic Photography | n/a | n/a |
| | | JOU 215: Newspaper Workshop | 19 | 10 |
| | | | | |
| Media Law and Ethics | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 301: Editing for Print Media | 8 | 8 |
| | | JOU 303: Journalism History | 9 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 7 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |

| | | | | |
|--|-----------|-----------------------------------|---|---|
| | | | | |
| Apply skills in professional situation | 2011-2012 | JOU 493: Internship in Journalism | 6 | 6 |

Use of Evaluation Results

Increase number of "live" exercises which encourage students to make full use of online resources to locate names and contact information for interview subjects.


Increase exercises which teach students to use cell phones to contact a wide range of interview subjects whose expert input can enhance local stories.

Require all students to simultaneously use digital recording devices and professional reporter notebooks during interviews.


Increase classroom use of interview tapes from digital resources to demonstrate effective interviewing.

Increase use of classroom guests as subjects for practice interviews.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

 **GE 07: Cultural Awareness**

BA-JOU 03: Writing in "Media Style"

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate ability to write news and feature stories quickly and effectively, using "media" style.

(Note: all required courses for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

Students demonstrate mastery of a range of "good practice models" of media writing, through classroom exercises, writing assignments and exams. Work is evaluated according to a rubric that measures use of lead paragraphs, inverted pyramid organization, and Associated Press style. Timed exercises are used to build and measure speed, writing technique and factual accuracy.

Participation in JOU 215 (newspaper workshop) is required of all journalism majors and minors, and requires periodic demonstration of both writing ability and timeliness in published editions of *The Delta Statement*.

If 80% of the students average a grade of C or better on these assignments, then a satisfactory SLO has been achieved.

Results of Evaluation

This cumulative skill is developed in all reporting and writing courses. Table XIV shows the number of students who reached a benchmark score of 80 per cent.

Evaluation of published news and feature stories in the student-produced *Delta Statement* demonstrates effective application of these skills. Further evidence of results is the extensive body work of journalism students published in the *Cleveland Current*, *Bolivar Commercial* and *Delta Democrat-Times* during 2011-12. In Spring 2012, journalism majors and minors won top state awards for news and features, as well as 2nd place for the newly launched online website.

Six students completing JOU 493 in 2011-12 demonstrated ability to write timely stories in professional journalistic style, as measured by external employers.

Table XIV: STUDENT LEARNING OUTCOME ACHIEVEMENT

| | Semester | Relevant Course | Students Tested | 80% or higher |
|---|-------------|----------------------------------|-----------------|---------------|
| News Topics | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 9 |
| | | JOU 301: Editing for Print Media | 8 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| Interviewing Skills | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 14 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| Media and Feature Writing | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 7 |
| | | JOU 215: Newspaper Workshop | 19 | 11 |
| | | | | |
| Technology Relevant to Print Publishing | Spring 2011 | JOU 302: Print Layout and Design | 11 | 9 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| | | | | |
| | Spring 2012 | JOU 203: Basic Photography | n/a | n/a |
| | | JOU 215: Newspaper Workshop | 19 | 10 |
| | | | | |
| Media Law and Ethics | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 301: Editing for Print Media | 8 | 8 |
| | | JOU 303: Journalism History | 9 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 7 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |

| | | | | |
|--|-----------|-----------------------------------|---|---|
| | | | | |
| Apply skills in professional situation | 2011-2012 | JOU 493: Internship in Journalism | 6 | 6 |

Use of Evaluation Results

Encourage familiarity with good models of media style through periodic classroom quizzes on news topics from targeted publications which are available online.


Add more timed classroom exercises to improve news writing skills.

Emphasize use of current journalism style by making online 2012 AP stylebook available for classroom use.

Enhanced online edition of The Delta Statement was developed in Fall 2011 and launched in Spring 2012.


Encourage continued student participation in regional and national news and feature writing competitions.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

BA-JOU 04: Technology in Publishing

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate broad understanding of technology relevant to print publishing.

(Note: all required courses for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

Classroom tests and assignments in photography and layout courses measure ability to use digital cameras and layout software to “tell the story” in print media.

Classroom assignments measure ability to design and execute digital newspaper and magazine pages using professional InDesign software. Digital portfolios are evaluated at the end of each class period.

The excellent graphic quality of *The Delta Statement* demonstrates application of publishing technology in production of a professional print product. It also demonstrates effective collaboration with skilled graphic artists, essential in the contemporary media environment.

If 80% of the students average a grade of C or better on these assignments, then a satisfactory SLO has been achieved.

Results of Evaluation

This skill is developed in JOU 302 (print layout and design), as well as JOU 203 (basic photography) and JOU 215 (newspaper workshop). Table XIV shows the number of students who reached a benchmark score of 80 per cent in exercises and exams during 2011-12.

Evaluation of photography and layout in the student-produced *Delta Statement* by the Mississippi State Press Association provides a further indicator. In Spring 2012, the *Delta Statement* editorial team won multiple layout/design awards for ad design, front page design and photography.

The newly-launched website was judged 2nd among four year universities in the statewide competition.

Six students completing JOU 493 are able to take basic photographs and to collaborate with graphic arts experts in a professional setting.

Table XIV: STUDENT LEARNING OUTCOMES of ACHIEVEMENT

| | Semester | Relevant Course | Students Tested | 80% or higher |
|---|-------------|----------------------------------|-----------------|---------------|
| News Topics | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 9 |
| | | JOU 301: Editing for Print Media | 8 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| Interviewing Skills | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 14 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| Media and Feature Writing | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 7 |
| | | JOU 215: Newspaper Workshop | 19 | 11 |
| | | | | |
| Technology Relevant to Print Publishing | Spring 2011 | JOU 302: Print Layout and Design | 11 | 9 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| | | | | |
| | Spring 2012 | JOU 203: Basic Photography | n/a | n/a |
| | | JOU 215: Newspaper Workshop | 19 | 10 |
| | | | | |
| Media Law and Ethics | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 301: Editing for Print Media | 8 | 8 |
| | | JOU 303: Journalism History | 9 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 7 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |

| | | | | |
|--|-----------|-----------------------------------|---|---|
| | | | | |
| Apply skills in professional situation | 2011-2012 | JOU 493: Internship in Journalism | 6 | 6 |

Use of Evaluation Results

Journalists who enter the job market with a basic understanding of video and audio podcasting now hold a competitive edge over those who lack this training. Podcasting is increasingly used throughout the profession, including traditional print media.

Offer courses in audio and video editing, as well as documentary production as soon as funds are available to supply adjunct instruction for this aspect of professional training.

The *Delta Statement* website will be used as a teaching tool to improve skills at digital journalism.

Related Items



GE 01: Critical and Creative Thinking



GE 04: Inquiry and Technology

BA-JOU 05: Media and the Law

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Understand the relationship between the media and the law and understand the ethical responsibilities of journalists

(Note: all required courses for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

Classroom exercises and tests measure this ability in all news writing, reporting and editing courses.

If 80% of the students average a grade of C or better on these assignments, then a satisfactory SLO has been achieved.

Review of The Delta Statement by the Publications Analysis Team.

Results of Evaluation

Editors demonstrate working knowledge of legal and ethical issues, and consult with the Student Press Law Association (SPLC) whenever a questionable situation arises.

The absence of any grounds for legal action against The Delta Statement indicates that student editors can effectively apply classroom knowledge to operation of a campus publication.

Students demonstrate working knowledge of media law, including the First Amendment.

Table XIV shows the number of students who reached a benchmark score of 80 per cent in exercises and exams during 2011-2012.

Delta Statement editors demonstrate working knowledge of legal and ethical issues, and consult with the Student Press Law Association (SPLC) whenever a questionable situation arises.

The absence of any grounds for legal action against The Delta Statement indicates that student editors can effectively apply classroom knowledge to operation of a campus publication.

Table XIV: STUDENT LEARNING OUTCOMES ACHIEVEMENT

| | Semester | Relevant Course | Students Tested | 80% or higher |
|---|-------------|----------------------------------|-----------------|---------------|
| News Topics | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 9 |
| | | JOU 301: Editing for Print Media | 8 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 2 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| Interviewing Skills | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 14 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| Media and Feature Writing | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 7 |
| | | JOU 215: Newspaper Workshop | 19 | 11 |
| | | | | |
| Technology Relevant to Print Publishing | Spring 2011 | JOU 302: Print Layout and Design | 11 | 9 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| | | | | |
| | Spring 2012 | JOU 203: Basic Photography | n/a | n/a |

| | | | | |
|--|-------------|-----------------------------------|----|----|
| | | JOU 215: Newspaper Workshop | 19 | 10 |
| | | | | |
| Media Law and Ethics | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 301: Editing for Print Media | 8 | 8 |
| | | JOU 303: Journalism History | 9 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 7 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| Apply skills in professional situations. | 2011-2012 | JOU 493: Internship in Journalism | 6 | 6 |

Use of Evaluation Results

Recommend continued membership and use of expertise of the SPLC.

Continue to emphasize media law and ethics as essential component of all journalism courses.

Textbooks that feature media law and ethics components have been adopted for use in all courses. Legal and ethical understanding is broadened through journalism history, political science and mass communications courses required of all journalism majors. Ethical standards are taught using the "Statement of Principles" of the American Society of Newspaper Editors.

(See Appendix I in File Library below.)

[APPENDIXES A to Z](#)

(See Appendix I in File Library below.)

-  [APPENDIXES A to Z](#)

Related Items

 [GE 06: Social Institutions](#)

 [GE 10: Values](#)

BA-JOU 06: Professional Applications

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Apply journalism skills in professional situations in the wider community.

(Note: all required courses for majors are taught by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.)

Data Collection (Evidence)

Employer evaluations of interns measure a full range of learning outcomes.

Students submit portfolios of work performed during internships for evaluation.

If 80% of the students average a grade of C or better on these assignments, then a satisfactory SLO has been achieved.

Results of Evaluation

All student interns working for regional employers during the 2011-12 academic year received very favorable employer evaluations (see Table XIV).

Students successfully use portfolios of their best published articles to obtain internships and entry level journalism positions.

Table XIV: STUDENT LEARNING OUTCOMES ACHIEVEMENT

| | Semester | Relevant Course | Students Tested | 80% or higher |
|---|-------------|----------------------------------|-----------------|---------------|
| News Topics | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 9 |
| | | JOU 301: Editing for Print Media | 8 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| Interviewing Skills | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 14 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 6 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| Media and Feature Writing | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 7 |
| | | JOU 215: Newspaper Workshop | 19 | 11 |
| | | | | |
| Technology Relevant to Print Publishing | Spring 2011 | JOU 302: Print Layout and Design | 11 | 9 |
| | | JOU 215: Newspaper Workshop | 19 | 13 |
| | | | | |
| | Spring 2012 | JOU 203: Basic Photography | n/a | n/a |
| | | JOU 215: Newspaper Workshop | 19 | 10 |
| | | | | |
| Media Law and Ethics | Fall 2011 | JOU 201: Writing for Mass Media | 13 | 8 |
| | | JOU 301: Editing for Print Media | 8 | 8 |
| | | JOU 303: Journalism History | 9 | 8 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |
| | | | | |
| | Spring 2012 | JOU 202: News Reporting | 11 | 8 |
| | | JOU 304: Feature Writing | 9 | 7 |
| | | JOU 215: Newspaper Workshop | 19 | 12 |











| | | | | |
|--|-----------|-----------------------------------|---|---|
| | | | | |
| Apply skills in professional situation | 2011-2012 | JOU 493: Internship in Journalism | 6 | 6 |

Use of Evaluation Results

Broaden student internship opportunities to include broadcast and web-based opportunities.

Through active networking with the Mississippi Press Association and the Mississippi Association of Broadcasters to bring more newspapers, television and radio stations into the internship network.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 03: Quantitative Skills**
-  **GE 04: Inquiry and Technology**
-  **GE 05: Self**
-  **GE 06: Social Institutions**
-  **GE 07: Cultural Awareness**
-  **GE 08: Perspectives**
-  **GE 09: Cross-disciplinary Appreciation**
-  **GE 10: Values**

BSE-ENG 01: LO Literature

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

I. Students will demonstrate the ability to critically analyze works of major writers (mostly British & American) who compose(d) in English and selected works of other major writers whose works can be read in English translations, including works written for young adult readers.

Data Collection (Evidence)

PRAXIS II scores in English Language and Literature

and a satisfactory grade in English 304 (Advanced Composition), a capstone course for all English majors (**Note: all majors are required to take this course; it is taught once a year, by the same instructor, who uses a common rubric to evaluate all writing assignments, so all students are evaluated according to the same standards.**)

PRAXIS II scores are reported by Educational Testing Services, the company that produces and evaluates the exam,

English 304 grades are collected and reported by the instructor of the class.

The goal is for 80% of the students to make a PRAXIS II score of 157, the score required to receive a Class A teacher license in Mississippi, and the goal is for 80% of the students in English 304 is to make a grade of C or higher.

Results of Evaluation

100% of the students (N=4) who took the PRAXIS II exam made a score of 157 or higher (See Table XV).

81.8% of the students (N=11) who completed English 304 in the current year made a score of C or higher (See Table XVI & Appendix A in File Library).

Table XV

PRAXIS II Scores for DSU English Majors

| Year | Candidates | Range | Average Score | Pass Rate |
|---------|------------|---------|---------------|-----------|
| 2003-04 | 7 | 161-182 | 170.14 | 100% |
| 2004-05 | 11 | 159-177 | 168.0 | 100% |
| 2005-06 | 2 | 159-172 | 165.5 | 100% |
| 2006-07 | 6 | 159-190 | 176.66 | 100% |
| 2007-08 | 4 | 157-191 | 171.0 | 100% |
| 2008-09 | 7 | 161-195 | 176.0 | 100% |
| 2009-10 | 4 | 159-196 | 186.0 | 100% |
| 2010-11 | 10/11 | 151-196 | 174.8 | 90% |
| 2011-12 | 4 | 164-176 | 160.75 | 100% |

Table XVI

Grades Reported from English 304 Classes

| Year* | Total # of Students | Total # of Students with a Grade of C or Higher in Class | Per cent Reaching Goal |
|-------|---------------------|--|------------------------|
| 2004 | 12 | 7 | 58% |
| 2005 | 15 | 12 | 80% |
| 2006 | 14 | 13 | 93% |
| 2007 | 12 | 9 | 75% |
| 2008 | 24 | 22 | 92% |
| 2009 | 12 | 10 | 83.3% |
| 2010 | 9 | 8 | 88.8% |
| 2011 | 11 | 9 | 81.8% |


*Note: Class is taught only in the Fall Term.

-  [APPENDIXES A to Z](#)

Use of Evaluation Results

Students who do not have a C or better on the first two major writing assignments of the semester will be encouraged to attend one-on-one help sessions with the instructor twice a week in the Writing Center.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

 **GE 10: Values**

BSE-ENG 02: Writing

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

2. Students will demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization.

Data Collection (Evidence)

The PRAXIS I Writing Test

or

the Writing Proficiency Exam

Educational Testing Services, the company that develops, distributes, and evaluates the PRAXIS I Writing Test, reports the scores to the Unit.

The DSU Office of Institutional Research reports the aggregate WPE scores to the Unit, after they have been evaluated with the use of a common rubric by faculty readers who are chosen from the entire full-time faculty.

If 80% of the students who take the PRAXIS I Writing Test score 172 or higher (the minimum score required to enter the DSU Teacher Education Program),

or

if 80% of the students who take the WPE receive a CR (Credit), then SLO proficiency in this area has been reached.

Results of Evaluation

For the current year, 100% of the students (N=5) in the program who took the PRAXIS I Writing Test scored 172 or above. (See Table XVII.)

And, for the current year, 100% of the students (N=4) in the program who took the Writing Proficiency Exam earned a CR or credit (See Table XVIII.).

Table XVII
PRAXIS I Writing Test Results

| Year | Total # of Students | Total # of Students Who Reached the Target Score of 172 | Per cent Who Reached the Target Goal |
|-------------|----------------------------|--|---|
| 2006-07 | 9 | 9 | 100% |
| 2007-08 | 11 | 11 | 100% |
| 2008-09 | 11 | 10 | 93% |
| 2009-10 | 6 | 5 | 83% |
| 2010-11 | 5 | 5 | 100% |
| 2011-12 | 5 | 5 | 100% |

Table XVIII
WPE Results for Undergraduate English Majors (BSE)


| Year | # Taking the Exam | # Receiving Credit | % Receiving Credit |
|----------|-------------------|--------------------|--------------------|
| 2005-06 | 10 | 9 | 90% |
| 2006-07 | 5 | 4 | 80% |
| 2007-08 | 5 | 4 | 80% |
| 2008-09 | 3 | 3 | 100% |
| 2009-10 | 3 | 2 | 67% |
| 2010-11* | 0 | 0 | 0% |
| 2011-12 | 4 | 4 | 100% |

*Note: During 2010-11, none of the BSE candidates took the WPE; they all took the PRAXIS I Writing Exam. See Table XVII above.

Use of Evaluation Results

What we have in place is working rather well for this SLO. So, we do not recommend any changes at this time.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

BSE-ENG 03: Research

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate proficiency with research procedures and critical perspectives in the discipline.

Data Collection (Evidence)

A satisfactory grade on research assignments in English 304

(Note: all majors are required to take this course; it is taught once a year, by the same instructor, who uses a common rubric to evaluate all writing assignments, so all students are evaluated according to the same standards.)

and a portfolio review of selected research/analytical papers written during enrollment in the program

English 304 grades on research projects are collected and reported by the instructor of the class.

The portfolio is maintained by the student during the time the student is enrolled in the program.

The goal is to make an average grade of C or higher on all research projects in English 304. If 80% of the students meet this goal, a satisfactory SLO has been reached.

The goal of the portfolio is to collect and present several papers written by the students during the course of the program of study. Each paper must have a grade of C or better. The student presents the portfolio to the Assessment Committee. The target goal is to make an average score of 2.5 from the three-member committee. If 80% of the students receive an average score of 2.5, then a satisfactory SLO has been achieved.

Results of Evaluation

81.8% of the students (N=11) who completed English 304 in the current year made a score of C or higher (See Table XIX & Appendix A in File Library.).

A score for the cohort group (N= 4) of 2.5 on all areas of evaluation for the portfolio review is considered a satisfactory SLO. 100% of the graduates received a successful portfolio review by the Assessment Committee.

The four candidates submitted portfolios prior to and during their internships for evaluation. Two had to revise their portfolios before they were accepted. All earned acceptable scores on all indicators. The scores average 2.76.

The four 2011-2012 candidates submitted English education portfolios used to assess the NCTE standards identified: 3.1-3.7. The weakest areas seem to be 3.1.5 in-depth knowledge of the evolution of the English language and the historical influences on its various forms. This weakness may appear because they have few representative work samples from either their courses or their teaching to demonstrate this knowledge. (See Table V & Appendix B in File Library.)

Table XIX

Portfolio Review for Senior English Majors

| Year | # Reviewed by the Assessment Committee | # Reaching Target Goal of 2.5 or Higher | % Reaching Target Goal |
|-------------|---|--|-------------------------------|
| 2005-06 | 5 | 5 | 100% |
| 2006-07 | 9 | 9 | 100% |
| 2007-08 | 6 | 6 | 100% |
| 2008-09 | 7 | 7 | 100% |
| 2009-10 | 4 | 4 | 100% |
| 2010-11 | 6 | 6 | 100% |
| 2011-12 | 4 | 4 | 100% |

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Use of Evaluation Results


Students that did not make a C or better will be encouraged to repeat the course and attend one-on-one help sessions with the instructor twice a week in the Writing Center.

Three years ago, the unit established a new class, ENG 486, which is partly aimed at helping students prepare their portfolios for final presentation. This class met for the first time in the Spring 2010 semester, and it was very effective for helping students complete their portfolios. The students, however, suggested that they be informed earlier in their programs about the importance of the portfolio. The Unit Assessment Committee has recommended that upon initial entry into the program each student be presented with a list of guidelines and expectations required for the portfolio. The Assessment Committee has completed a working draft of these guidelines given them to the entire English faculty for

suggestions and input. The Assessment Committee is now reviewing suggestions from the entire English faculty.

Related Items

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

BSE-ENG 04: Language Theory

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate an understanding of theories and practices of language and grammar.

Data Collection (Evidence)

PRAXIS II scores in English Language & Literature,

and

a satisfactory grade in English 406 (History and Grammars of the English Language ((**Note: This is a capstone course that all majors are required to take; it is taught once a year, by the same instructor, who uses a common rubric to evaluate all assignments, so all students are evaluated according to the same standards.**))

PRAXIS II scores are reported to the unit by Educational Testing Services, the company that writes and evaluates the exam.

English 406 scores are reported by the instructor that teaches the class.

The goal is to reach a PRAXIS II score of 157, the score that is required to receive a Class A teacher license in Mississippi.

The goal in English 406 is to make a grade of C or higher. If 80% of the students meet this goal, a satisfactory Student Learning Outcome has been reached.

Results of Evaluation

100% of the students (N=4) who took the PRAXIS II exam made a score of 157 or higher (See Table XX).

90.1% of the students (N=11) who completed English 406 in the current year made a score of C or higher (See Table XXI & Appendix A in File Library.).

Table XX

PRAXIS II Scores for DSU English Majors

| Year | Candidates | Range | Average Score | Pass Rate |
|-------------|-------------------|--------------|----------------------|------------------|
| 2003-04 | 7 | 161-182 | 170.14 | 100% |
| 2004-05 | 11 | 159-177 | 168.0 | 100% |
| 2005-06 | 2 | 159-172 | 165.5 | 100% |
| 2006-07 | 6 | 159-190 | 176.66 | 100% |
| 2007-08 | 4 | 157-191 | 171.0 | 100% |
| 2008-09 | 7 | 161-195 | 176.0 | 100% |
| 2009-10 | 4 | 159-196 | 186.0 | 100% |
| 2010-11 | 10 | 151-196 | 174.8 | 90% |
| 2011-12 | 4 | 164-176 | 160.75 | 100% |

Table XXI

Grades Reported from English 406 Classes

| Year* | Total # of Students | Total # of Students With Grade of C or Higher | Per cent Reaching Goal |
|-------|---------------------|---|------------------------|
| 2005 | 15 | 13 | 86% |
| 2006 | 13 | 10 | 77% |
| 2007 | 20 | 15 | 75% |
| 2008 | 15 | 12 | 80% |
| 2009 | 20 | 17 | 85% |
| 2010 | 18 | 16 | 88% |
| 2011 | 9 | 7 | 77.8% |
| 2012 | 11 | 10 | 91% |

*Note: Class is offered only in the Spring Term.

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Use of Evaluation Results

100% of the students who took the test this year reached the benchmark score of 157 or higher.

The one who made below a C for the final grade in ENG 406 failed the final exam. The next time the course is taught the instructor will, once again, offer a comprehensive, in-class review before the final exam.

Related Items

  **GE 02: Communication**

  **GE 07: Cultural Awareness**

  **GE 10: Values**

End: 6/30/2012

Learning Outcome

Students will demonstrate basic knowledge of the theory and practice of pedagogy for grades 7-12.

Data Collection (Evidence)

Students will take the Principles of Learning and Teaching (PLT) test.

ETS, the company that develops, validates and scores the test, reports the results to the unit.

If 80% of the students score 152 or above on the test, this is considered a satisfactory SLO. (Note: a score of 152 is required to gain teacher licensing in the state of Mississippi.)

During the student teaching semester, candidates are evaluated on their teaching performance by both the cooperative teacher and the university supervisor. A rubric is used for the evaluation, and the goal is to receive a 3 score of a possible 4 on all required NCTE standards. If 80% of the candidates receive a score of 3 or better, a satisfactory SLO has been achieved.

Results of Evaluation

100% of the students (N=4) who took the PLT for the current year made a score of 152 or higher. (See Table **XXII**.)

Students who did their student teaching this year received an average of 3.75 or above on all 13 of the NCTE standards. The target goal for a successful SLO is 3.0 or above. (See Appendix C and D in File Library.)

Table **XXII**

PLT Scores for DSU English Majors

| Year | Candidates | Range | Average Score | Pass Rate |
|---------|------------|---------|---------------|-----------|
| 2003-04 | 7 | 162-180 | 170.57 | 100% |
| 2004-05 | 11 | 153-172 | 164.72 | 100% |
| 2005-06 | 2 | 163-166 | 164.72 | 100% |
| 2006-07 | 6 | 163-171 | 168.16 | 100% |
| 2007-08 | 4 | 157-179 | 168 | 100% |
| 2008-09 | 7 | 167-191 | 174.4 | 100% |
| 2009-10 | 4 | 157-180 | 167 | 100% |
| 2010-11 | 6 | 158-185 | 172 | 100% |
| 2011-12 | 4 | 166-170 | 166.25 | 100% |

-  [APPENDIXES A to Z](#)

Use of Evaluation Results

The average score in this cohort group of students is 166.25. This is a strong average, but not as high as some from past years. The four students earned a mean score in the acceptable range on all 13 standards assessed for 2011-12.


The four students earned a mean score in the acceptable range on all 13 standards assessed for 2011-12. The average scores for the 2011-2012 NCTE standards on the English Language Arts Supplemental ranged from 3.625 (between acceptable and outstanding) and 3.875 (near outstanding). The four candidates demonstrated overall satisfactory performance on the indicators represented on this assessment. The cohort's highest average is on NCTE 4.7, suggesting

candidates engage students “in learning experiences that consistently emphasize varied uses and purposes of language in communication.”

Determining the weakest area is difficult since the lowest score is 3.625, a respectable score. The cohort averages more than acceptable on all other NCTE standards assessed on the ELA Supplemental Assessment #6.

The 2011-2012 four candidates performed satisfactorily on the standards assessed with the English Language Arts Supplemental #6. The results on such a small sample do not clearly reflect the weaknesses of the cohort. The faculty continues to strive to support candidates in achieving the standards represented on this assessment.

Related Items


 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

 **GE 06: Social Institutions**

 **GE 09: Cross-disciplinary Appreciation**

MED-SEC-ENG 01: Understanding Literature

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate an advanced and comprehensive understanding of the works of major writers of British and American literature.

Data Collection (Evidence)

An oral comprehensive exam designed and administrated by three professors on the graduate English faculty

The chair of the three-person examining committee reports the results of the exam to the unit.

The goal is to receive an evaluation of “pass” on the exam. If 90% of students receive this score a satisfactory SLO will be achieved.

Results of Evaluation

For the current year, 100% of the students (N=5) who took the comprehensive graduate exam received a passing score. (See Table XXIII & Appendix E in File Library.)

Table XXIII

M.Ed. Oral Comprehensive Exam

| Year | Candidates | # Number Receiving Credit | Pass Rate |
|---------|------------|---------------------------|-----------|
| 2005-06 | 2 | 2 | 100% |
| 2006-07 | 5 | 5 | 100% |
| 2007-08 | 4 | 3 | 75% |
| 2008-09 | 1 | 1 | 100% |
| 2009-10 | 5 | 5 | 100% |
| 2010-11 | 2 | 2 | 100% |
| 2011-12 | 5 | 5 | 100% |

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Use of Evaluation Results

All candidates who are nearing completion of this program will be encouraged to read and study with care all of the suggestions on the M.Ed. reading list prior to taking the oral exam. The unit holds an orientation session with all of new students in the program in the fall semester of each year. At this orientation, special emphasis will be placed on preparation for the comprehensive exam. Last year, a sub-committee of the Graduate Committee developed a more detailed rubric for evaluation of the oral comprehensive exam. The entire graduate faculty is now evaluating the new rubric.

Related Items

There are no related items.

MED-SEC-ENG 02: Advanced Writing

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate an advanced ability to write literary analysis essays on works of literature.

Data Collection (Evidence)

A graduate-level writing proficiency exam. The Graduate Committee designs and administers the exam and reports the results to the unit.

If 80% of the students receive a passing score on this exam, a satisfactory SLO has been achieved.

Results of Evaluation

During the current year, 100% of the students (N=5) who took the GWPE in English made a passing score. (See Table XXIV.)

Table XXIV

Graduate Writing Proficiency Exam for M. Ed. Candidates in English

| Year | Candidates | # Receiving Credit | Pass Rate |
|---------|------------|--------------------|-----------|
| 2006-07 | 2 | 2 | 100% |
| 2007-08 | 2 | 2 | 100% |
| 2008-09 | 6 | 5 | 84% |
| 2009-10 | 5 | 4 | 80% |
| 2010-11 | 6 | 5 | 84% |
| 2011-12 | 5 | 5 | 100% |

Use of Evaluation Results

Despite the outstanding success rate on the exam, the graduate committee considered holding one orientation/preparation session prior to administering the exam. On further reflection, the graduate committee recommends that each candidate have an orientation meeting with the chair of his/her committee prior to taking the oral exam.

Related Items

There are no related items.

MED-SEC-ENG 03: Teaching Methods

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will demonstrate proficiency in teaching various methods of literature and composition.

Data Collection (Evidence)

A graduate-level portfolio documenting clinical field experience. The portfolio is maintained by the student and reported to the Graduate Committee. The goal is to receive an evaluation score of 3 or higher on the portfolio from the Graduate Committee. If 90% of the students receive an evaluation of 3 or higher, a satisfactory SLO has been achieved.

Results of Evaluation

This assessment tool was implemented in the Fall of 2006. Eleven students have finished the program, and two are now building their portfolios. (See Table XXV and Appendix F in File Library.)

Table XXV

Field Experience Portfolio Evaluation for M. Ed. Candidates in English

| Year | Candidates | # Receiving Credit | Pass Rate |
|---------|------------|--------------------|-----------|
| 2008-09 | 1 | 1 | 100% |
| 2009-10 | 3 | 3 | 100% |
| 2010-11 | 2 | 2 | 100% |
| 2011-12 | 5 | 5 | 100% |

Use of Evaluation Results

Because of new NCATE standards, the Graduate Committee, in consultation with the College of Education, has developed new assessment tools for this learner outcome. Beginning in the Fall Semester of 2012, all students who earn the M.Ed. in English who are seeking Mississippi AA Teaching License must be evaluated according to the new assessments. Data collection has already begun, but comparative data will not be available until next year.

Related Items

There are no related items.

L&L 2012_01: Scholarship Production

Start: 7/1/2011

End: 6/30/2012

Unit Goal

To increase scholarship production in the Unit by 5% in 2011-12

Evaluation Procedures

We tallied the number of publications and presentations at all levels: local, state, regional and national.

Actual Results of Evaluation

The goal was exceeded.

| Goal | Institutional Goals | Baseline (AY 08-09) | Year 1 (09-10) | % of Increase or Decrease vs. 08-09 | Year 2(10-11) | % of Increase or Decrease vs. 2009-10 | Year 3 (11-12) | % of Increase or Decrease vs. 2010-11 |
|---|---------------------|---------------------|----------------|-------------------------------------|---------------|---------------------------------------|----------------|---------------------------------------|
| To increase scholarship production by 5% in 2011-12 | SP 3 & 5 | | 94* | + 23.6 % (N = 18) | 106 | + 12.7% (N = 12) | 119 | + 12.3% (N = 13) |

* These results may have been higher, but the data for Dr. Karen Bell was not available.

Use of Evaluation Results

We anticipate that this will help boost our esprit de corps—demonstrating that we continue to be productive, dedicated professionals despite the fact that the top administration seems to have the Unit targeted, without sound justification, for budget cuts. To quote Dorothy Shawhan, Chair Emeriti of the Unit, “It seems some folks are trying to dismantle Languages and Literature.” Much of the budget cutting in the academic area seems to support Professor Shawhan’s conclusion. We can also use the results for recruiting faculty and students, demonstrating that the Unit is composed of a community of scholars despite low financial compensation for faculty and higher tuition prices for students.

Related Items

 [SP3.Ind07: Credentials](#)

 [SP5.Ind06: Community Outreach](#)

L&L 2012_02 : New Promotional Brochure

Start: 7/1/2011

End: 6/30/2012

Unit Goal

To write, design and publish a new promotional brochure for the unit

Evaluation Procedures

Peer and consumer reviews of the final version

Actual Results of Evaluation

The brochure, after six drafts, was completed and published

Use of Evaluation Results

The Dean of Enrollment liked the brochure so much that she ordered an additional 1000 copies

printed that she paid for from her budget. This success helps promote student recruitment, and it increases the visibility of Languages and Literature with peer units on campus. Also, because the brochure is generic in scope, publishing costs were kept to a minimum. It was not necessary to publish a brochure for all of the various disciplines in the unit.

Related Items

 [SP2.Ind01: Enrollment](#)

 [SP4.Ind07: Website](#)

Mathematics

MAT Mission Statement

Mission statement

The purposes of the Department of Mathematics are to prepare teachers of mathematics for the elementary and secondary schools, to provide a foundation for professional careers in mathematics, and to provide for the mathematical needs of the general student.

Related Items

There are no related items.

BS-MAT 01: LO Proficiency in College Algebra

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate proficiency in basic knowledge of College Algebra topics.

Data Collection (Evidence)

The final examination in MAT 104 College Algebra will be used to determine the level of mastery of the topics in College Algebra. The examination is written each semester by a committee of faculty members who do not teach the course during that particular semester, and the examination material covers specific course objectives which have been defined by a committee of departmental faculty. All college algebra students take this common final examination during an exam period that is dedicated solely to this course. Following the administration of the final exam, an item analysis will be performed to determine areas of weakness and strength.

Results of Evaluation

An analysis of the fall 2011 semester examination, given by objective, is shown in the following table. The objective number corresponds to the published objectives for College Algebra (MAT 104). The final examination questions were matched to these thirteen objectives. The number of students that demonstrated mastery of each objective was computed. (The list of the course objectives is included below.)

| Objective Number | Mastery Percentage | Number of exam questions for that objective |
|------------------|--------------------|---|
| 1 | 48 | 10 |
| 2 | 43 | 3 |
| 3 | 57 | 3 |

| | | |
|----|----|---|
| 4 | 56 | 4 |
| 5 | 44 | 3 |
| 6 | 36 | 5 |
| 7 | 32 | 3 |
| 8 | 34 | 3 |
| 9 | 48 | 4 |
| 10 | 40 | 4 |
| 11 | 16 | 3 |
| 12 | 36 | 4 |
| 13 | 35 | 2 |

Objectives for College Algebra (MAT 104):

1. Simplify algebraic expressions.
2. Solve linear equations.
3. Solve quadratic equations.
4. Solve inequalities.
5. Solve applied problems.
6. Describe and define a function.
7. Find the equation for a linear function satisfying given conditions.
8. Identify the domain and range.
9. Find the intercepts of an equation or graph.
10. Sketch the graph of a function.
11. Verify that a function has an inverse and compute the inverse of a function.
12. Simplify exponential and logarithmic expressions and solve equations.
13. Solve systems of equations.

Use of Evaluation Results


Based on the analysis from the 2008 – 2009 academic year, the final exam in the fall 2009 was completely reworked in terms of the number of questions, the number of questions which address each objective, and the directions for each question. Only minor changes were made for the fall 2011 exam. Each objective in this year’s exam was tested with at least three questions with the exception of Objective 13. This objective incorporates a very particular type of problem and is a minor portion of the course as a whole. The directions and types of problems included in the exam came directly from the homework problem sets; this method of choosing exam questions was used so that the students would have problems to work which were identical to those which they had been used to seeing in their preparations for tests.

When compared with the mastery level listed in the 2010 – 2011 report, the students appear to have done better on some objectives and worse on others. A decline is noted in objectives 1, 3, 6, 7, 8, 10, 11, and 12. It should be noted that improvement was shown on objectives 5, 9, and 13 which were targeted in the evaluation from the fall 2010 data.

All sections of MAT 104 have retained much of the redesign proposed by this department to IHL and the National Center for Academic Transformation (NCAT). The students had some lecture time in which the course content was presented. The textbook and accompanying software package (Hawkes Learning System) were used by the students. All homework, quizzes, and unit tests were completed using the computer software. Before a student could take a unit test, the student had to complete a practice test covering the same topics and make the minimum required score. This was done to ensure that the students had prepared for the unit tests. The faculty noticed an improvement in the unit test scores for students who had prepared for the tests in this way. The faculty are continuing to explore means of improvement of student

performance in the coming academic year.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 03: Quantitative Skills**

BS-MAT 02: LO Understanding fundamentals of mathematics

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate understanding of fundamental ideas, concepts, and applications of mathematics.

Data Collection (Evidence)

The capstone course for students in the BS program is MAT 490. In this course, the students read a variety of articles which included but were not limited to biographical writings about contemporary mathematicians, research articles, and articles about current topics in mathematics.

Additionally, the students explored mathematical questions in a research setting to understand better what research mathematicians do.

The department requires that each student complete the ETS Major Field Test.

ETS Major Field Test Content Areas:

1. Calculus
2. Algebra (linear and abstract)
3. Other topics: advanced calculus, real analysis, discrete mathematics, probability and statistics, dynamical systems, point-set topology, geometry, differential equations, numerical analysis, and complex analysis.

Results of Evaluation

The students summarized four articles to be included in their portfolios. Each student made a presentation and led a class discussion on two of the chosen articles. The students learned skills in communicating complex ideas as well as learning how to approach new material with only limited knowledge of foundational ideas.

The students were engaged in trying to solve a problem about which they had no significant prior knowledge or justify an outcome of a problem about which they had no prior knowledge. The solution processes required the students to incorporate and integrate knowledge from several subject areas in order to resolve the problem.

At the beginning of the 2010 – 2011 academic year, the department reset the required minimum score on the Major Field Test. Based on the results of the previous year, it was decided that a minimum of 134 from the previous year would be raised to 140. It was believed that this was reasonable for our students considering that content is included on this test which is not covered in any of the classes which we offer at Delta State. Although this was considered a low score, the department determined that for the second year with a minimum requirement, this was reasonable. For the 2011 – 2012 year, the faculty determined to keep the score at 140. One BS student took the test and completed it successfully on the third attempt. The scores in the order in which they were attained for this student were 131, 125, and 149. The department is concerned that the students are not seriously preparing for this assessment. Review sessions were held in the spring semester for any student preparing for the Major Field Test.

Use of Evaluation Results

The students were successful in reading and summarizing the articles. In the future, articles will continue to be chosen based on the students' areas of interest.

Research-type questions will continue to be chosen based on the ability of the students as well as their interests and career goals. Connections between various branches of mathematics will continue to be stressed in the major content courses in the major.

The department is still trying to determine the best time for students to take this test. Although a couple of formal review sessions were held prior to the test this year, the department is considering holding additional review sessions next year to help the students prepare for the test. It should be noted that the BS student who took the test this year did not take full advantage of individual tutoring to prepare for the exam. Also, the department is concerned that the students may not be taking this test seriously.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 03: Quantitative Skills



GE 04: Inquiry and Technology



GE 08: Perspectives



SP1.Ind02: National / Standardized Test Scores

BS-MAT 03: LO Communication of mathematical ideas

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate the ability to communicate mathematics.

Data Collection (Evidence)

In each of the 400-level mathematics content courses, the students will read an article from the area of content covered in that particular course. The articles will be chosen by a committee of the faculty who teach those courses. Each student will write a synopsis of the article and also include a critique. Approximately 50 – 75% of the summary should be devoted to the content of the article, and the remainder should be devoted to the critique. The summary should demonstrate that the reader understands the mathematical content and purpose of the article. The grading of the summaries will be done by a committee of faculty who teach the 400-level content courses as prescribed by a rubric developed by the faculty members on this committee.

Results of Evaluation

Article summaries were written in six classes during the 2011 – 2012 year (MAT 405, 411, 415, 425, 442, and 443). The committee read a total of twenty-nine summaries during the course of the year and graded them according to the rubric. On a scale of 0 to 5, the scores ranged from 0 to 5. The average was 2.98. Twenty of the students scored 3 or higher on this assignment. The committee noted that the students who have had experience with this type of assignment tended to produce a higher quality paper. The committee also noted that the type of article given to the classes is a major factor in the overall class scores for one of these assignments.

Rubric for Scoring Student Learning Outcome 3:

- 5 demonstrates knowledge of all main ideas; ideas are carefully explained, applied, extended, and appropriate connections made
- 4 demonstrates knowledge of most of main ideas
- 3 demonstrates knowledge of some main ideas

- 2 demonstrates little knowledge of main ideas, disconnected ideas, or idea does not apply to article
- 1 demonstrates no understanding of main ideas
- 0 no response or paper poorly written and demonstrates no understanding of main ideas

Note: Mistakes in grammar and spelling will be applied to each level.

Use of Evaluation Results

The department will continue to use this type of writing assessment by gathering data in all 400-level courses each semester. We will track those who made below 3 on the first assessment and look for improvement in later assignments. We are now using this assignment in all 400-level courses. It was noted again this year in the capstone course (MAT 490) that this type of assignment in the prior courses made the writing more manageable when creating documents to be included in the students' portfolios.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication

BSE-MAT 01: LO Proficiency in College Algebra

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate proficiency in basic knowledge of College Algebra topics.

Data Collection (Evidence)

The final examination in MAT 104 College Algebra will be used to determine the level of mastery of the topics in College Algebra. The examination is written each semester by a committee of faculty members who do not teach the course during that particular semester, and the examination material covers specific course objectives which have been defined by a committee of departmental faculty. All college algebra students take this common final examination during an exam period that is dedicated solely to this course. Following the administration of the final exam, an item analysis will be performed to determine areas of weakness and strength.

Results of Evaluation

An analysis of the fall 2011 semester examination, given by objective, is shown in the following table. The objective number corresponds to the published objectives for College Algebra (MAT 104). The final examination questions were matched to these thirteen objectives. The number of students that demonstrated mastery of each objective was computed. (The list of the course objectives is included below.)

| Objective Number | Mastery Percentage | Number of exam questions for that objective |
|------------------|--------------------|---|
| 1 | 48 | 10 |
| 2 | 43 | 3 |
| 3 | 57 | 3 |
| 4 | 56 | 4 |
| 5 | 44 | 3 |
| 6 | 36 | 5 |
| 7 | 32 | 3 |
| 8 | 34 | 3 |

| | | |
|----|----|---|
| 9 | 48 | 4 |
| 10 | 40 | 4 |
| 11 | 16 | 3 |
| 12 | 36 | 4 |
| 13 | 35 | 2 |

Objectives for College Algebra (MAT 104):

1. Simplify algebraic expressions.
2. Solve linear equations.
3. Solve quadratic equations.
4. Solve inequalities.
5. Solve applied problems.
6. Describe and define a function.
7. Find the equation for a linear function satisfying given conditions.
8. Identify the domain and range.
9. Find the intercepts of an equation or graph.
10. Sketch the graph of a function.
11. Verify that a function has an inverse and compute the inverse of a function.
12. Simplify exponential and logarithmic expressions and solve equations.
13. Solve systems of equations.

Use of Evaluation Results


Based on the analysis from the 2008 – 2009 academic year, the final exam in the fall 2009 was completely reworked in terms of the number of questions, the number of questions which address each objective, and the directions for each question. Only minor changes were made for the fall 2011 exam. Each objective in this year’s exam was tested with at least three questions with the exception of Objective 13. This objective incorporates a very particular type of problem and is a minor portion of the course as a whole. The directions and types of problems included in the exam came directly from the homework problem sets; this method of choosing exam questions was used so that the students would have problems to work which were identical to those which they had been used to seeing in their preparations for tests.

When compared with the mastery level listed in the 2010 – 2011 report, the students appear to have done better on some objectives and worse on others. A decline is noted in objectives 1, 3, 6, 7, 8, 10, 11, and 12. It should be noted that improvement was shown on objectives 5, 9, and 13 which were targeted in the evaluation from the fall 2010 data.

All sections of MAT 104 have retained much of the redesign proposed by this department to IHL and the National Center for Academic Transformation (NCAT). The students had some lecture time in which the course content was presented. The textbook and accompanying software package (Hawkes Learning System) were used by the students. All homework, quizzes, and unit tests were completed using the computer software. Before a student could take a unit test, the student had to complete a practice test covering the same topics and make the minimum required score. This was done to ensure that the students had prepared for the unit tests. The faculty noticed an improvement in the unit test scores for students who had prepared for the tests in this way. The faculty are continuing to explore means of improvement of student performance in the coming academic year.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 03: Quantitative Skills**

BSE-MAT 02: LO Understanding fundamentals of mathematics

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate understanding of fundamental ideas, concepts, and applications of mathematics.

Data Collection (Evidence)

Each student in the BSE program must pass the Praxis Math Content Test.

The department requires that each student complete the ETS Major Field Test.

ETS Major Field Test Content Areas:

1. Calculus
2. Algebra (linear and abstract)
3. Other topics: advanced calculus, real analysis, discrete mathematics, probability and statistics, dynamical systems, point-set topology, geometry, differential equations, numerical analysis, and complex analysis.

Results of Evaluation

The state department for licensure of teachers determines the passing score which is currently 123. Five students took the content test with three passing on the first attempt. The passing scores were 124, 127, 131, 133, and 140. The average of these scores is 131.


At the beginning of the 2010 – 2011 academic year, the department reset the required minimum score on the Major Field Test. Based on the results of the previous year, it was decided that a minimum of 134 from the previous year would be raised to 140. It was believed that this was reasonable for our students considering that content is included on this test which is not covered in any of the classes which we offer at Delta State. Although this was considered a low score, the department determined that for the second year with a minimum requirement, this was reasonable. For the 2011 – 2012 year, the faculty determined to keep the score at 140. Two BSE students took the test, and each completed it successfully on the first attempt. The scores for these students were 140 and 155. The department is concerned that the students are not seriously preparing for this assessment. Review sessions were held in the spring semester for any student preparing for the Major Field Test.

Use of Evaluation Results

The department will assist students in reviewing the content courses taken early in their program prior to the taking of the test.

The department is still trying to determine the best time for students to take this test. Although a couple of formal review sessions were held prior to the test this year, the department is considering holding additional review sessions next year to help the students prepare for the test. Also, the department is concerned that the students may not be taking this test seriously.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

BSE-MAT 03: LO Communication of mathematical ideas

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate the ability to communicate mathematics.

Data Collection (Evidence)

In each of the 400-level mathematics content courses, the students will read an article from the area of content covered in that particular course. The articles will be chosen by a committee of the faculty who teach those courses. Each student will write a synopsis of the article and also include a critique. Approximately 50 – 75% of the summary should be devoted to the content of the article, and the remainder should be devoted to the critique. The summary should demonstrate that the reader understands the mathematical content and purpose of the article. The grading of the summaries will be done by a committee of faculty who teach the 400-level content courses as prescribed by a rubric developed by the faculty members on this committee.

Results of Evaluation

Article summaries were written in six classes during the 2011 – 2012 year (MAT 405, 411, 415, 425, 442, and 443). The committee read a total of twenty-nine summaries during the course of the year and graded them according to the rubric. On a scale of 0 to 5, the scores ranged from 0 to 5. The average was 2.98. Twenty of the students scored 3 or higher on this assignment. The committee noted that the students who have had experience with this type of assignment tended to produce a higher quality paper. The committee also noted that the type of article given to the classes is a major factor in the overall class scores for one of these assignments.

Rubric for Scoring Student Learning Outcome 3:

- 5 demonstrates knowledge of all main ideas; ideas are carefully explained, applied, extended, and appropriate connections made
- 4 demonstrates knowledge of most of main ideas
- 3 demonstrates knowledge of some main ideas
- 2 demonstrates little knowledge of main ideas, disconnected ideas, or idea does not apply to article
- 1 demonstrates no understanding of main ideas
- 0 no response or paper poorly written and demonstrates no understanding of main ideas

Note: Mistakes in grammar and spelling will be applied to each level.

Use of Evaluation Results

The department will continue to use this type of writing assessment by gathering data in all 400-level courses each semester. We will track those who made below 3 on the first assessment and look for improvement in later assignments. We are now using this assignment in all 400-level courses. It was noted again this year in the capstone course (MAT 490) that this type of assignment in the prior courses made the writing more manageable when creating documents to be included in the students' portfolios.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

BSE-MAT 04: LO Teaching mathematics

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Performs appropriate mathematics teaching skills.

Data Collection (Evidence)

This year the department continued the use of the Teacher Intern Assessment Instrument, the IHL mandated scoring instrument that last year replaced the Student Teacher Assessment Instrument (STAI). TIAI scores by both the supervisor and cooperating teacher were examined. These scores are based on written lesson plans for an entire unit as well as observation of the teaching of actual lessons throughout the spring semester. The possible scores were:

0 - unacceptable

1 - emerging

2 - acceptable

3 – target

When the cooperating and supervising teacher differed in their scores, the graduate was awarded the higher score.

Also considered were the scores in the Teacher Work Sample (TWS). This instrument allows the teacher intern not only to record both their efforts to develop lesson plans that meet the needs of all students, but also to reflect on their impact on student learning and to explore possibilities for future lessons. The possible scores were

1 - indicator not met

2 - indicator partially met

3 - indicator met

Only the supervising teacher scored this rubric.

A Mathematics Specific Addendum was added in which nineteen indicators, specific to the teaching of mathematics, were used to assess the candidates during the internship.

The possible scores were

1 – unacceptable

2 – acceptable

3 - target

Since this is the first year for this instrument to be used, there is no data for comparison.

Results of Evaluation

Results of Evaluation

Three interns were evaluated for the 2011-2012 school year; one interned in the fall semester and two interned in the spring semester. On the TIAI, these three graduates scored at least a 2 (acceptable) on all 34 indicators with one exception. No intern scored a 0 (unacceptable), and one intern scored a 1 (emerging) on one indicator (#14). On all five sections of the TIAI [planning and preparation (indicators 1-9), communication and interaction (indicators 10-15), teaching for learning (indicators 16-23), management of the learning environment (indicators 24-29), and assessment of student learning (indicators 30-34)] the scores were 2 (acceptable) and 3 (target).

On the eight rubrics of the TWS [contextual factors, learning goals, assessment plan, design for instruction, instructional decision making, analysis of student learning, reflection and self-evaluation, and design for instruction in secondary education], the graduates' scores were again predominantly 2's and 3's. One of the interns scored a 1 on two of the indicators.

The three interns were assessed using the Mathematics Specific Addendum. Each intern scored at least 2 (acceptable) on all nineteen of the indicators.

Use of Evaluation Results

For the TIAI:

This is the third year to use the IHL mandated Teacher Intern Assessment Instrument to evaluate our teacher interns. The scores on all indicators of the final draft of the TIAI tell us that we are preparing our candidates to be excellent teachers. The fact that only one of the scores was unacceptable indicates that we are preparing them to make a difference in their classrooms in all five areas measured by the TIAI (see above). Our graduates continue the tradition of meeting the performance goals set for teacher candidates, that is, the scores for the past two years on the TIAI compare favorably with the STAI scores in previous years. Since this is the third year to use this instrument, we will continue to collect data over the next few semesters in order to make comparisons between years on some indicators. If there are indicators on which most of our interns score a 2, or acceptable score, the department will need to make changes in its courses to enable the candidates to earn a 3, that is, a target score.

There were a few indicators on the first draft of the TIAI that were either unacceptable (0) or emerging (1). These were generally in areas in which almost all interns struggle, such as incorporating diversity and multiculturalism into the classroom, making consistent contact with parents, and using community resources. The supervising and cooperating teachers worked with the interns to remedy these deficiencies.

For the TWS:

Again, the scores indicate that we are preparing our interns to be successful teachers. The graduates are able to analyze their students' needs and the environment and use this data to prepare meaningful lessons that integrate content from other areas of mathematics as well as other subject areas. The interns demonstrated "a positive impact on student learning," that is, the differences in the pre- and post-test scores of their students indicated that learning occurred. The candidates were also able to analyze their assessment results to inform future lessons and their own professional development. The indicator that requires the use of research results remains an area that we need to emphasize.

The scores received on the indicators for the Mathematics Specific Addendum indicate that the interns are able to communicate the mathematics content effectively to the students in the classroom. Because this is the first year for this instrument to be used in the assessment process, data over the next few years will be important for comparison purposes.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 04: Inquiry and Technology



GE 07: Cultural Awareness



GE 09: Cross-disciplinary Appreciation



GE 10: Values

MAT 2012_01: Improvement of writing skills

Start: 7/1/2011

End: 6/30/2012

Unit Goal

To improve the writing skills of all mathematics majors.

Evaluation Procedures

An improvement in the pass/fail rate on the Writing Proficiency Exam and on the writing component of the Praxis.

Actual Results of Evaluation

| | 2005 – 2006 | 2009 – 2007 | 2007 – 2008 | 2008 – 2009 | 2009 – 2010 | 2010 – 2011 | 2011 – 2012 |
|-------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Test | Pass Fail | Pass Fail | Pass Fail | Pass Fail | Pass Fail | Pass Fail | Pass Fail |
| WPE | 6 1 | 0 3 | 1 2 | 3 0 | 3 4 | 1 2 | 1 1 |
| Praxis Writing | 0 0 | 3 0 | 3 0 | 2 0 | 2 0 | 4 1 | 0 0 |

In the 2011 – 2012 academic year, one student passed the writing proficiency exam, and one student failed to receive credit for the exam. When looking at the data for the past five years, there is no trend in the pass/fail numbers for the writing proficiency exam. In one year, each student failed the test, but in another year, each student passed. The current academic year, no student took the writing portion of Praxis I.

Use of Evaluation Results

The Department of Mathematics will continue to make a more concerted effort to implement the following plans to try to improve the writing ability of our students.

1. Each faculty member will include at least one question on each test in upper level classes that requires students to provide written explanations of concepts. Evaluation of the answers to such questions will include mathematical content and also spelling, grammar, and sentence construction.
2. All classes above the 200 level that are taken by mathematics majors will require writing in the form of written projects and essay portions of the exams. The written projects will concern an important concept in the course and may include reading and summarizing mathematics articles. Students should turn in a rough draft, receive feedback from the instructor, and then turn in a final draft. These projects will be graded for content and writing. A comparison of samples collected in the classes will be made to determine if individual students are improving.

We expect to see continued improvement in the writing skills of our majors as we continue to stress the importance of writing in our classes over the course of the semesters in which our majors are enrolled. If there is no improvement, we will work with the writing lab to try to assist our students in improving their writing skills.

Related Items



GE 02: Communication

MAT 2012_02: Using technology

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Prepare students to teach using appropriate technology and prepare students who will enter the work force in non-teaching jobs to function in today's technology dependent society.

Evaluation Procedures

MAT 099 (Intermediate Algebra) was taught using a traditional teaching method with classroom lectures and practice problems and some in-class examples coming from the textbook. Other examples are presented in a manner comparable to methods unique to the Hawkes Learning System program if different from traditional methods or examples from the text. Mandatory quizzes and tests were assigned online using the Hawkes Learning Systems Course Management System software. With the HLS software, the students become more actively engaged in their learning experience because they are required to interact with the learning software to successfully complete assignments. In addition to completing assignments, the students can listen to and watch lectures on the topics if they are still having difficulty after class. It also provides consistency for all the MAT 104 sections offered at DSU. HLS requires students to demonstrate "mastery" learning in doing the homework. Success is based on 80% mastery, and 80% mastery is achieved by completing the homework without getting 20% of the answers incorrect. If a student answers more than 20% of the problems incorrectly, the program will force that student to start over. For tests and quizzes, the grade is immediately entered electronically into the instructor's grade book giving the student immediate credit for the assignment. At the end of a test, students can check incorrect answers and review the correct answers to the problems they solved incorrectly.

MAT 104 (College Algebra) was taught with a traditional teaching method with classroom lectures and practice problems and some in-class examples coming from the textbook. Other examples were presented in a manner comparable to methods unique to the Hawkes Learning System program if different from traditional methods or examples from the text. Mandatory homework, quizzes, and tests were assigned online using the Hawkes Learning Systems Course Management System software. With the HLS software, the students become more actively engaged in their learning experience because they are required to interact with the learning software to successfully complete assignments. Further discussion of MAT 104 and the results are contained under Goal #4.

Although we still use the textbook for some of the assignments in MAT 105 (College Trigonometry), our department uses MyMathLab for online homework assignments in this courses. We started using MyMathLab during the 2011 fall semester. The average from homework assignments and quiz grades has the same weight as a major test grade in the computation of the final grade. No unit tests were given using the software component.

MAT 215, Mathematics Technology, is a course designed to further mathematics students' knowledge of technology and the uses of technology. The instructor's assignments were such that the students gained proficiency in using Microsoft Office and Excel in addition to using the internet for mathematics-related research. The problems introduced to the students involved the construction of frequency distributions and graphs, probability simulations, pivot tables, and mathematical manipulations using the software. Assignments related to these topics were assigned to the students to complete using the available technology.

In MAT 252, Calculus II, Microsoft Excel was used for two major concepts: 1) estimating integrals using left endpoint approximation, right endpoint approximation, and the midpoint rule and 2) estimating integrals using Simpson's rule and the trapezoidal rule. Each lab assignment was graded and was part of the student's overall quiz average which counted as a major test grade.

In MAT 254, Calculus IV, the students encounter problems throughout the course which are more easily understood if the graph of the three-dimensional figure is seen. The students were taught how to use DERIVE 5 to accomplish the graphing and also some other complex manipulations. To determine if the students have mastered the techniques to use this computer algebra system effectively, an activity was performed by each of the students and assessed to determine their proficiency with the software package. The scores on this activity ranged from 67 to 100, and the average of the class was 92.

In MAT 300, Applied Probability and Statistics, lab assignments utilizing Microsoft Excel were part of the course. The focus of these labs were 1) constructing frequency distributions and drawing graphs and 2) constructing confidence interval estimates for population mean. Each lab assignment was graded and was part of the student's overall quiz average which counted as a major test grade.

MAT 322 is a course in differential equations. Early in the semester, this class meets in our department's computer lab for a DERIVE 5 demonstration. DERIVE 5 is a computer algebra program. It processes algebraic variables, expressions, equations, and functions. It can perform numeric and symbolic computations, algebra, trigonometry, calculus, and plot graphs in 2 and 3 dimensions. Individual homework problems assigned in MAT 322 constitute 50% of the grade in the class. Due to the nature of the problems assigned in this class, the verification of answers to homework questions often entails tedious computations involving derivatives and algebraic processes. Students are required to verify answers to homework problems before submitting them for grading. For students who fail to verify answers and who consequently get incorrect answers, papers are returned to the student with no credit awarded. The student then gets the opportunity to resubmit a corrected version of the problem for a maximum of 80% credit. The software is also used to create graphs for solution functions in this course.

In MAT 415, Discrete Mathematics, some complex computations come into play in the course. The use of a computer algebra system such as DERIVE 5 aids in performing the computations while allowing the students to focus on the main concept which is how the solution is obtained and where the solution is located. The students had an activity in which they solved some difficult problems through the use of generating functions with the program DERIVE 5 performing the computations.

In CUR 487, the content methods course for the BSE majors, students create their portfolios with technology. The portfolios are evaluated using the Teacher Intern Assessment Instrument—possible scores range from 3 (target) to 0 (unacceptable).

Teacher interns (formerly know as student teachers) in CUR 498 create and submit their portfolios using technology. The portfolios are evaluated using the Teacher Intern Assessment Instrument—possible scores range from 3 (target) to 0 (unacceptable).

Actual Results of Evaluation

Students' grades in MAT 099 are shown for the past six academic years. After showing some improvement in the passing rates, there was again an improvement in the fall semester of the current academic year. Improvement in the passing rate continues in the spring semester although it was not as good as it was in the previous academic year. The faculty believe that the improved passing rate in the spring is a result of a good number of those students being in that class for a second time due to the nature of that class. Also, the classes in the spring semester generally have fewer students and get more individualized assistance from the instructors.

| MAT 099 | Pass | Fail | | Pass | Fail |
|-----------|--------|--------|-------------|--------|--------|
| Fall 2006 | 63.08% | 36.92% | Spring 2007 | 45.95% | 54.05% |
| Fall 2007 | 49.66% | 50.34% | Spring 2008 | 33.85% | 66.15% |
| Fall 2008 | 51.85% | 48.15% | Spring 2009 | 42.55% | 57.45% |
| Fall 2009 | 38.98% | 61.02% | Spring 2010 | 48.94% | 51.06% |
| Fall 2010 | 36.61% | 63.39% | Spring 2011 | 67.92% | 32.08% |
| Fall 2011 | 47.22% | 52.78% | Spring 2012 | 51.72% | 48.28% |

The use of the online system, MyMathLab, in MAT 105 (College Trigonometry) began in the fall semester of 2011. This system was used for the delivery of homework assignments to the students. After comparing grades in this course for the spring semester 2011 before the implementation of the software component with the grades in the spring semester 2012, there is evidence that grades have improved. More data will be gathered in the next year for comparison purposes.

In MAT 215, Mathematics Technology, the students learned about the various programs which can be used in teaching mathematics to students through using these technologies in problem solving. The grades on the assignments indicate that the students mastered the use of the software packages for use in this way.

In MAT 252, Calculus II, the averages on the two labs were 18.75 and 20.0 in the fall semester, and they were 18.6 and 18.7 in the spring semester. These scores are based on 20 possible points on these assignments.

All students in MAT 254, Calculus IV, completed the technology-dependent activity. The scores on this activity ranged from 67 – 100, and the average of the class was 92. This indicates that the students were proficient with most aspects of the software package and could use it to assist them in achieving a better understanding of the problems which they were assigned in class.

In MAT 300, Applied Probability and Statistics, the two concepts defined above were assessed individually. In the fall semester, the class average on the lab assignments were 6.5 and 6.9 out of 10, and in the spring semester, the class averages was 5.9 out of 10 on the first concept; the second concept was not assessed.

For MAT 322, Differential Equations, even though DERIVE 5 has the capability of solving differential equations, students are not allowed to use the software for this purpose. The students are required to show every detail of the work involved in solving the differential equations. They use DERIVE 5 to verify their answers to homework problems. They must also

indicate on each problem exactly how the answer was verified. Those who decide to verify answers by hand typically have calculation errors in their work and therefore do not earn as much credit as they would have earned if they had used technology to verify the answer. When the technology is used and an answer cannot be verified, this is an indication to the student that there are errors in the problem solution. At this point, students are forced to analyze their work and employ critical thinking and problem solving skills to find the errors and correct them. The grades in the class for the spring 2012 semester indicate that the students were successful in using technology in the class. All of the students enrolled in the course received grades of A, B, or C. The results can be used to conclude that the use of DERIVE 5 was effective.

The technology-dependent activity in MAT 415 was graded, and the range of grades was 43 – 71 with a class average of 60. Because the students had difficulty with setting up the problems with pencil and paper prior to entering formulas into the software to be solved, the grades on this activity were low. Once the students had a formula, whether right or wrong, they were able to use the technology correctly. This indicated that the students had an above average grasp of the technology being used even though the solutions were incorrect for the assigned problems.

In CUR 487 most students received a rating of target or acceptable, demonstrating facility in using technology in reporting and presenting mathematics. There were a few students who had difficulty incorporating technology into their lessons because of the topic they selected. These students did use technology to develop materials for the lesson.

In CUR 498, no student received a rating below a 3. They demonstrated that they can present and organize information with technology, select appropriate technology for the 7-12 classroom, and conduct lessons that use technology.

Use of Evaluation Results

Because this course is of concern statewide, MAT 099 will continue to be monitored closely. More emphasis on the students completing their homework assignments and actually using the tutorial portions of the Hawkes Learning Systems software will continue. Evidence shows that students who completed at least 60% of the homework achieved a degree of success in the class.

In MAT 105, College Trigonometry, the initial results indicate improvement in grades after the initial implementation of the online system, MyMathLab. Because of this, the system will continue to be employed in the next academic year in this course as the faculty continue to find ways to improve student learning in the course.

In MAT 215, Mathematics Technology, the students gained knowledge of various software programs needed to complete the various assignments, and further, the students demonstrated a mastery of this software as it related to the problems being solved.

In MAT 252, the grades on the lab assignments coupled with the comments on the course evaluation at the end of the semester will be considered when determining whether adjustments need to be made in the teaching and grading of the lab assignments.

The students in MAT 254, Calculus IV, benefitted from knowing how to use the computer software, Derive 5, to graph surfaces and curves in three dimensions. Because it helped them to “see” what they were working with, the students had more confidence in performing the problem-solving techniques which involved these different types of structures. Derive 5 will continue to be used in this class to assist the students in understanding the types of things with which they are working.

For MAT 300, the above averages are considered as well as the comments from student evaluations to determine whether adjustments need to be made in the teaching/grading of the lab assignments. The grades in the spring were lower than the previous year, but 13 students completely skipped the assignment, which accounts for the drop in the average. I did not get to the second lab project in the spring as we changed the course from a Monday-Wednesday-Friday class to Tuesday-Thursday.

The students in differential equations, MAT 322, in previous semesters have indicated on their course evaluations the value of using the computer software to assist in the problem solving. The use of the software will continue in this class, and the students will be encouraged to apply the techniques in other classes.

The students in MAT 415 benefited from the use of the computer algebra system in solving problems. They understood better after the assignment the importance of correctly setting up problems; the computer took care of the complex computations involved. Similar activities will be incorporated in this class the next time that the class is taught.

The use of technology in the preparation of the teaching portfolios (CUR 487) will continue as a requirement. This method continues to be a wonderful improvement over the hand written version of a few years ago. These skills carry over to their student teaching semester where each student is expected to include technology-rich lessons in their plans.

The electronic preparation of the portfolio will continue while student teaching (CUR 498). This semester one of the teacher interns was over 100 miles from Cleveland. The approval process for the portfolio was facilitated by the use of e-mail attachments. Also, during the preparation process, the interns receive feedback in a timely manner. Finally, the portfolios are submitted electronically to a website for use during the next NCATE process. Incorporating technology in the lessons taught will continue to be an important factor in the planning process for lessons as well.

Related Items



GE 04: Inquiry and Technology



SP1.Ind07: Resources: access to appropriate library and learning resources

MAT 2012_03: High School Mathematics Tournament

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Host an annual mathematics tournament to be held each spring on our campus and sponsored by the Department of Mathematics.

Evaluation Procedures

This year, twelve schools participated in the tournament with a total of 88 students involved in the activities. Clarksdale High School, Crystal Springs High School, and Tunica Academy were represented for the first time.

Actual Results of Evaluation

Eighty high schools were invited to participate in the mathematics tournament this year. In addition to the students from Clarksdale High School, Crystal Springs High School, and Tunica Academy, many of the students involved with the tournament activities were on campus for the first time.

Use of Evaluation Results

Area high schools will be encouraged to participate this next year. The office of Communications and Marketing was asked to send press releases and photographs to area newspapers for the schools which were in attendance and also to publicize the winners of various categories in the tournament. This practice will continue to be done in the future as it gives positive publicity to Delta State and the tournament.

Related Items



SP2.Ind01: Enrollment

MAT 2012_04: College Algebra

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Revise the MAT 104, College Algebra, course to include a technology component.

Evaluation Procedures

During the 2010 – 2011 academic year, the college algebra instructors continued to use the computer package provided by Hawkes Learning Systems for student homework, online quizzes, and online testing. The classes, originally modeled after the emporium model prescribed by the National Center for Academic Transformation, were modified to include more lecture time. Mandatory homework assignments were required for each section of the textbook which was covered. The instructors selected the homework exercises, and the students completed these assigned problems on the computer. The student responses were graded by the computer system which provided immediate feedback to the students after each problem by indicating that the problem was solved correctly or allowing the student to see a step-by-step solution to the problem or see a detailed solution to the problem with annotated comments if the problem was solved incorrectly. All quizzes and tests were taken in the computer lab. The software system assessed the answers and posted grades immediately to the instructors' grade books.

Practice tests were made available to the students before each unit test, and the students were encouraged to take the practice tests as many times as possible in order to improve their chance of passing the scheduled test. In some sections, the students were required to take the practice test and achieve a score in a predetermined range before taking a unit test. Complete data is not available for this intervention, but preliminary results indicate that students did better on the actual tests after they had taken the practice test and were required to achieve a minimum score.

Actual Results of Evaluation

The data in the table below show the pass/fail rates for students on the Delta State campus in MAT 104 for the past eight academic years.

| | Pass | Fail | | Pass | Fail |
|-----------|--------|--------|-------------|--------|--------|
| Fall 2004 | 54.98% | 45.02% | Spring 2005 | 31.79% | 68.21% |
| Fall 2005 | 51.03% | 48.97% | Spring 2006 | 52.57% | 47.43% |
| Fall 2006 | 49.80% | 50.20% | Spring 2007 | 39.02% | 60.98% |
| Fall 2007 | 47.27% | 52.73% | Spring 2008 | 27.98% | 72.02% |
| Fall 2008 | 39.36% | 60.64% | Spring 2009 | 32.84% | 67.16% |
| Fall 2009 | 36.64% | 63.36% | Spring 2010 | 34.13% | 65.87% |
| Fall 2010 | 38.25% | 61.75% | Spring 2011 | 33.58% | 66.42% |
| Fall 2011 | 40.00% | 60.00% | Spring 2012 | 35.22% | 64.78% |

Use of Evaluation Results

The data above clearly indicate a disturbing trend over the past eight years. The passing rate in the fall semesters for the six years represented by the data for 2004 to 2009 has continued to decline in spite of the implementation of the computer component and the emporium model for delivery of the course content. The passing rate was increased slightly in the fall semester 2010 for the first time in the reporting period, and the rate was again increased in the fall semester 2011. The higher failure rate is attributed in part to the loss of partial credit on quizzes and tests. The instructors also feel that the students are not as prepared for the level of competence required for success in the course with the newer delivery methods. The failure rate in the spring semesters has begun to decrease since the Spring semester of 2008 although it did increase slightly in the Spring 2011, and it is believed that this is in part due to the fact that a number of the students who were unsuccessful in the fall semester have passed on a subsequent attempt in the spring semester. Also, students who have successfully completed MAT 099 (Intermediate Algebra) in the fall semester have been introduced to the same software in that course and are more comfortable with that type of learning environment as a result. The department is concerned about the disturbing trend in the data and is continuing to look for ways to make course revisions to assist the students in being successful in completing this course.

Related Items



GE 01: Critical and Creative Thinking



GE 03: Quantitative Skills

Start: 7/1/2011
End: 6/30/2012

Unit Goal

Recruit students to the university and to the mathematics programs and retain students in our programs.

Evaluation Procedures

The departmental faculty anticipated participating in a number of college fairs and other events as a means of recruiting students to Delta State University and the Department of Mathematics. These opportunities did not materialize. The primary recruiting tool that was employed by the Department of Mathematics in this current academic year was the high school mathematics tournament held in February. In terms of retention efforts, the faculty advisors work diligently with our majors to ensure that the students are staying on track to graduate in a timely manner with the courses they select for each semester. The advisors in the department also work with the students on a regular basis and encourage them to get assistance if they are having difficulties with their academics or with areas of their personal lives. In terms of working with students who are not majoring in mathematics, the faculty in the department hold regular help sessions for the students in their classes especially prior to major tests in order to provide the needed assistance to the students.

Actual Results of Evaluation

The faculty have seen improvements in the number of students who continue to stay in classes and try to complete the courses as a result of the interventions that have been put in place. Attitudes of some students are better as a result of the additional opportunities for assistance.

Use of Evaluation Results

The faculty will continue to provide opportunities for the students to get assistance and be successful in their educational pursuits. We will monitor recruitment and retention efforts to determine the effectiveness of these practices.

Related Items

 **SP2.Ind01: Enrollment**

 **SP2.Ind02: Retention**

Music

MUS Mission Statement

Mission statement

test

Related Items

There are no related items.

MUS Mission Statement

Mission statement

The Department of Music at Delta State University seeks to meet the career needs of music majors and to promote an appreciation of music and the development of musical talents in non-majors by providing courses in the history, theory, teaching, and performance of music.

Related Items

There are no related items.

BA-MUS 01: LO Communication about music

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

The ability to think, speak, and write clearly and effectively about music within an interdisciplinary framework. Students who earn liberal arts degrees must be able to communicate with precision, cogency, and force.

Data Collection (Evidence)

1. Assessment of articulated goals and outcomes in project prospectus of MUS 490 Senior Capstone Experience course

approved by the assessment panel for each student enrolled and common rubrics for each public presentation.

2. Each BA student chooses a project in consultation with a project mentor. A prospectus is developed and presented to a selected faculty assessment panel that suggests any needed changes and approves the project with established outcomes and a form of public presentation of the project outcomes. The panel reviews the results two weeks prior to the public presentation for content. If satisfactory, the public presentation is approved which is graded by an established rubric. The panel and mentor collaborate on assigning a final grade based on the assessment data.

-  [MUS 490 Sr. Capstone Exp. Syllabus](#)

Results of Evaluation

There are no results as no students in the Bachelor of Arts in Music degree were enrolled in MUS 490 during the 2011-2012 academic year.

-  [MUS 490 Evaluation Rubric](#)

Use of Evaluation Results

1. New Learning Outcomes for the BA degree were formulated by the music curriculum committee in spring 2012 for more effective and valid assessment. The current SLO seemed too broad and not easy to assess.

2. The curriculum committee and course instructors plan to develop and clearly articulate content competencies to meet the new Learning Outcomes in the core music classes. Mastery of basic concepts and musicianship will be more effectively monitored for progress.

3. Music Competencies and general education experiences outside of music should inform a BA students' perspective and and prepare them to engage in this directed study.

4. Include papers in music history courses MUS 301 and 302 as a form of assessment of sharing content knowledge.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 04: Inquiry and Technology



GE 08: Perspectives



GE 09: Cross-disciplinary Appreciation

BA-MUS 02: LO Musical performance

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

An ability to perform competently on their chosen instrument (voice).

Data Collection (Evidence)

1. Successful completion of 16 hours of applied performance study with a minimum grade of C with at least two semesters at the 300 level (upper division) of study, after four semesters of study are completed.

2. Weekly lessons and end-of-semester examinations are evaluated by music faculty using several criteria and recorded on jury forms. Upper division study is possible if approved at the appropriate semester jury after a minimum of 4 semesters of study (and no earlier than the second semester at DSU for transfer junior students). At least four credit hours at the 300 level of the primary applied area is required for graduation.

3. Semester grades are calculated by combining grades for weekly lessons, solo performances, and jury performance with the average jury grade being worth 25% of the semester grade value.

-  [Semester Jury Assess Form](#)

Results of Evaluation

- Fall 2011: Five BA-Music majors earned an average grade of 2.8 (B-) in AMU courses.

- Spring 2012: Five BA-Music majors averaged an AMU grade of 2.44 (C). One had IP
- Eight total BA/Music majors for the 2011-12 year earned a final AMU grade average of 2.67 (C+). (*Three of the six did not continue at Delta State during the spring semester; 1 changed to BME)
- One BA student was eligible to audition for the 300 level, but earned a failing grade for the semester.
- Two BA majors were studying at the upper division status during 2011-2012.
- One BA student graduated in May 2012 having completed at least 16 hours of AMU with at least 4 credit hours at the 300 level.

Use of Evaluation Results

Establish more specific minimum criteria ranges for the degree in comparison to BME and BM which have more stringent expectations in the area of performance ability. This would not limit the progress of BA majors.

Related Items

  **GE 05: Self**

  **GE 07: Cultural Awareness**

  **GE 08: Perspectives**

BM-MUS 01: LO Musical Perf and Lit

Start: 7/1/2011

End: 6/30/2012



Learning Outcome

Demonstrate comprehensive capabilities in a major performing medium including facility, musicianship, musical styles, literature, evaluation of performance quality, and independence.

Data Collection (Evidence)

Data collected at end of semester on jury adjudication forms and from junior and senior recital grading forms.

Junior and senior recitalists are required to provide comprehensive program notes for repertoire which is reviewed by the primary instructor and the recital jury panel. Examples are available.

-  [Degree Recital Guidelines](#)
-  [Sample Jury Evaluation Form](#)

Results of Evaluation

Five of the six BM/performance students who began the 2011-12 year met the standard for this higher level of applied study. The average for BM performance grades for the fall 2011 was 3.44 (N=6), and 4.0 for spring 2012 (N=5). One of those BM students presented a Junior recital and one presented a Senior recital in the spring, both earning the grade of A. Both recitalists provided appropriate program notes of their repertoire for the public, which were approved by the private instructor and recital jury panel.

All were at the 300-level except for one freshman and the one who left the program.

One student moved to a BA program in the spring 2012 semester due to inadequate and insufficient work.

Use of Evaluation Results

The curriculum committee and chair have agreed to work on finalizing more concrete benchmarks for admission to the performance program and causes for probationary status and dismissal for the performance degree.

A more detailed assessment process and grading form for adjudication of degree recitals has been recommended. This will provide more valid assessment and allow students to have more concrete goals to address in performance. Possible components that would provide structure could be: *facility, musicianship, musical styles, literature, evaluation of performance quality, and independence* as stated in the SLO.

Propose that faculty create some general guidelines and a rubric for recital program notes and consider assigning a portion of total points for the recital grade.

Related Items

 **GE 05: Self**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

BM-MUS 02: LO Prof Know and Activity, Technology

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Exhibit extensive knowledge of music as a profession through artistic pursuits; application of music technology; and membership in professional organizations.

Data Collection (Evidence)

Participation in performance competitions (MMTA, NATS) provide experience in the process of auditions, adjudication, and performance.

Students are encouraged to attend or are taken by faculty on school-based trips to concerts, festivals, and conferences to observe activities and interaction of professionals in the performance field.

Course projects and the Final Project in the required course MUS 350 Orchestration involve extensive use of music notation software technology. Work in freshman and sophomore theory courses also use the same music technology.

Document membership in professional organizations related to music and music teaching.

Results of Evaluation

A junior trombone performance major, was awarded first place in the Young Artist brass division of the state-level MTNA competition in November 2011. He went on to represent the State of Mississippi at the MTNA Southern regional competition held at Mississippi College in Clinton, MS in January 2012.

The Delta State Saxophone Quartet, including one BM major, received Honorable Mention in the Chamber Music area at the state MTNA competition.

4 BM majors were selected by audition by music faculty to perform in the 2012 Honors Recital on campus.

1 BM major played in a master class given by Professor John Marcellus, Eastman School of Music, during trombone workshop sponsored by DSU.

All BM candidates performed in University ensembles and most if not all competed in state and regional competitions (NATS or MMTA).

In fall 2011, three BM majors enrolled in MUS 350 Orchestration scored an average of 79.33 (80, 80, 78) on the final project which requires use of Sibelius notation software to complete the project correctly and is a part of the expectations of the assignment.

Use of Evaluation Results

Work on creating a checklist of appropriate activities from which to choose to gain experience in the field of musical performance and advanced study, with a minimum number of which to document as experienced or completed.

Continue to expose students to specific music technology competencies (i.e. live streaming, recording, sequencing, smart device "apps,") to meet current and future professional needs in performance and music study.

Curriculum committee should discuss adding and assessing knowledge of practical sound recording techniques, recording equipment, software and internet transmission processes (YouTube, streaming, podcasting) as essential technology competencies for performers.

A new elective topic for MUS 492 entitled "The Modern Professional Musician" was approved and is on the class schedule for Fall 2012. The course is designed to address professional and entrepreneurial aspects of being a self-employed performing musician.

Related Items



GE 04: Inquiry and Technology



GE 06: Social Institutions



GE 08: Perspectives

BME-MUS 01: LO Instructional processes

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Plan, implement, and assess Instruction for diverse student populations at elementary and secondary levels.

Data Collection (Evidence)

Portfolios, field experiences, practica based in MUS 388/CUR 489/490 and the directed internship (student teaching) allow instructors to observe and analyze students' demonstration of the various skills required of teachers which are evaluated using the Teacher Intern Assessment Instrument (TIAI) and Teacher Work Sample (TWS) scoring rubrics. Reported annually in the BME assessment report submitted to the College of Education each spring.

All education candidates for internship must meet all Praxis I and II score requirements set by Miss. Dept of Education in order to be admitted and thus to graduate

Minimum Score on Praxis II-music education exam is 139 in Mississippi; 161 beginning 2013

Minimum Score on Praxis II-PLT exam is 152 in Mississippi through May 2012; 157 beginning May 2012

Results of Evaluation

An average of aggregated scores on 9 TIAI planning indicators for 13 candidates among the courses of **MUS 388, CUR 489 and 490** above is 2.18 out of 3.0 or 73 % which is "acceptable". Ratings were hovering around 70% the past 3-4 years.

Six enrolled in **CUR 489/490** averaged 2.58/3.00 or 86% on 8 sections of the TWS in fall 2011. This is 10% lower than 2010 but still acceptable.

Average score for teaching practica in elementary music classroom in **MUS 388** is 77.5% N=8

Selected TIAI indicators used to score (rubric attached)

Internships (Fall 11- Spring 12) N=8

1 vocal/elementary intern in Fall:

Mean rating TIAI third attempt is 2.46/3 or 81.9%

Mean rating of final copy of TWS was 2.97/3 or 99%

Overall fall 2011 planning/teaching/assessment rating mean - 2.73/3 or 91%

7 interns in spring (5 instrum./2 vocal):

Mean rating TIAI third attempt is 2.67/3 or 89%

Mean rating TWS final copy was 3.0/3 or 100%

Overall spring 2012 planning/teaching/assessment rating mean - 2.83/3 or 94.5%

Mean rating of 11-12 BME TIAI third attempt is 2.64/3 or 88%

Mean rating of 11-12 BME TWS final copy is 2.99/3 or 99.88%

Overall 11-12 planning/teaching/assessment rating fall 2011 - 2.82/3 or 94%

ETS exams:

summer 2011-spring 2012

Praxis II exam- Music Education





N= 8: Mean = 158/Median 152.5

Range 141-181 - all passed (1 passed on second attempt)

PLT exam

N=8: Mean 167/Median 168.5

Range 150-179 (1 did not pass, second time to test-1st score - 148)

-  [MUS 388 classroom teach rubric](#)
-  [TIAI Indicators](#)
-  [TIAI Indicators Rating Sheet MUS 388](#)
-  [TWS - Secondary - Revision II \(3\)](#)

Use of Evaluation Results

Look for ways to provide examples of plans with 2 and 3 ratings so scores by evaluators can have a greater degree of agreement.

Faculty should continue to discuss the various criteria required to achieve ratings of 3.00 on planning indicators for increased effectiveness.









Provide ample opportunities to observe best practices of teaching K-12 music. MUS 388 has taken trips to South Pontotoc Elementary School to do so due to shifting music in elementary schools in Cleveland and vicinity. CUR 489 Vocal Music Methods has gone to Hernando Middle School and HS to observe.

Students need more opportunities to examine, write, and get feedback on lesson plans prior to the internship.

BME interns successfully complete their internship with above average to excellent ratings.

All candidates need more exposure to exceptional learners and strategies to accommodate and differentiate instruction.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 04: Inquiry and Technology**
-  **GE 05: Self**
-  **GE 06: Social Institutions**
-  **GE 07: Cultural Awareness**
-  **GE 09: Cross-disciplinary Appreciation**
-  **GE 10: Values**

BME-MUS 02: LO Synthesize mus knowledge

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Synthesize and articulate theoretical, stylistic, and historical concepts and perspectives

Data Collection (Evidence)

Analytical/historical paper in MUS 450 Form and Analysis is read by the teacher and evaluated using a scoring rubric. (APPENDIX B)

The paper addresses NASM standard for synthesis of history, theory and aesthetic knowledge.

Score 139 or above on Praxis II-music education exam

Major Field Test-Music (ETS) given each spring to students completing MUS 301/302 and MUS 450.

Results of Evaluation

Nine BME candidates were enrolled in MUS 450 Form and Analysis. Six submitted a required 15-page final paper for assessment with a total number of 200 points possible. The average grade of the six submitted papers was 139 or 70%, which is a C-. Including the zero score of 1 candidate the mean falls to 119 or 61%. The class grade average for the paper was 111 or 61% but included 2 scores of zero for papers not submitted. The class average for submitted papers was 159 or 80%. [Range (0) 104-155/(164) (0) 52-78 (82%) class N = 8. In summary, 4 out of 6 BME candidates earned a score of 70% (C-) or higher.

Praxis II: N = 9 (100% pass)

Mean: 160/200 possible (range 139 -178)

MFT: 5 BME candidates took the MFT in May 2012. The mean and median scores were 140 out of 200 for. The range of scores was 131(7%) to 146 (38%). Compared to the national mean and median of 148 (40%), none of the six BME candidates scored at or above the national mid range. These overall scores are lower than in the last several years, The overall DSU mean of 42 scores from 2008-12 is 147. 31 in this aggregation from 2008-2011 were BME majors with a mean score of 149 (51%). Theory and listening sub scores are slightly higher than music history/lit sub scores in 2012. The mean 2012 sub-scores are markedly lower compared to previous years for BME majors. Listening is 33% lower, theory just -4%, and music history 18% lower.

Use of Evaluation Results

A majority of BME candidates scored above 70% (143-164) on the final paper in MUS 450 in Spring 2012.

The range of scores was higher in 2011. The 2011 mean was 162 or 81% about 12% higher than the 2012 mean.

Instructors continue to focus on writing style and technique in both music history and form and analysis courses. There will be an added assessment of music history papers which will be reported for the 2012-13 year.

BME candidates need more opportunities to discuss and think about how the components of music, and thus musical knowledge, intersect and are symbiotic.

Instructors plan to offer study sessions for the exams. A suggestion was to put informational posters on walls of student areas in the music facilities to immerse candidates in the basic information concerning historical styles periods and composers.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 04: Inquiry and Technology



GE 07: Cultural Awareness



GE 08: Perspectives



GE 09: Cross-disciplinary Appreciation

BME-MUS 03: LO Arrange and create

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Arrange and create musical works for a variety of sound sources

Data Collection (Evidence)

In MUS 350 Orchestration, demonstrate scoring techniques and knowledge of performing media in final project which is guided by criteria and evaluated with a scoring rubric

-  [MUS 350 Orch Final Proj Scoring Guide](#)

Results of Evaluation

MUS 350 Orchestration Final Project Fall 2011

200 points possible

N = 11

Mean 168 (84%) / Median 165 (83%)

Range 140 (70%) - 190 (95%)

Use of Evaluation Results

All 11 BME candidates made an average or above score. A majority scored above 80%

A - 4/11 - 36%; B - 5/11 - 45.5% ; C - 2/11 - 18%

Some instrumental faculty gave guest lectures to provide more up-to-date practices of technique and notation.

The instructor made more use of manuscript notation to balance use of notation software.

Good to use acoustic instruments for play back of arrangements when possible.

Related Items

GE 01: Critical and Creative Thinking



GE 04: Inquiry and Technology



GE 08: Perspectives

BME-MUS 04: LO Musical Performance

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Perform in a medium of specialty at an advanced level

Data Collection (Evidence)

Play music studied in private lessons for selected faculty panels in end of semester juries. Lesson grade is 75% and jury grade is 25% of final grade. A scoring form is used to rate particular performance factors on a 4 point scale for a total jury grade out of 4.00. Students must earn at least a final grade of C to receive degree credit. At least the last two semesters of private study must be at the 300 level, an advanced status achieved by approval of faculty after at least 4 semesters of study.

Perform prepared musical repertoire before music faculty panels in a pre-recital jury in order to present a public performance as a Senior Recital, which is evaluated according to musical accuracy, familiarity with the music, performance technique, and expressiveness. The pre-recital jury is used to ensure that students are prepared to give a successful public recital and are achieving a suitable performance standard. Students who are not deemed sufficiently prepared are deferred to a later date. The recital is graded by 3 faculty who provide constructive comments.

Results of Evaluation

Fall 2011 BME AMU final grades:

34 BME candidates

Average GPA 3.46

246 QP/71 CR HOURS: 47 cr hr A= 188 QP; 18 cr hr B =54 QP; 0 Cs; 4 cr hr D=4 QP; 2 cr hr F = 0 QP

Grades/Students: 64.7% A, 26.5% B, 5.8% D, 3% F

Sp12 BME AMU final grades:

28 BME candidates AVG GPA 3.42

202 QP/59 CR Hours: 39 cr hr A = 156, 10 cr hr B = 30 QP; 6 cr hr C = 12 QP; 4 cr hr D = 4 QP;

2 cr hr IP= n/a

Grades/Students:65.5% A, 17.25% B, 10.3% C, 7% D, 0% F

11-12 Average GPA for BME AMU is 3.45 (448 QP/130 cr hours)

6 Senior BME recitals were presented in 2011-12

5 (83%) made a grade of A; one 1 (17%) earned a B.

The overall average GPA for BME AMU-Sr. Recitals for 2011-12 is 3.83/4.00 (69 QP/18 cr hr)

Overall AMU GPA-BME 2011-12 = 517 QP/148 cr hrs = 3.49 (B+/A-)

Use of Evaluation Results

A large majority of BME candidates earn above average grades in AMU courses and are consistent between semesters with a few exceptions.

Most BME candidates are given an A for the grade on the AMU 450 Senior Recital requirement.


Recital Jury sheets should be updated to have more structure to use as a scoring guide.

Semester jury sheets could be articulated in a bit more detail to assist in shaping students' expectations and goals.

Students are encouraged to spend more time practicing and practicing effectively. Faculty sponsored forums and guest master classes in which discussion of time management and effective practicing was featured. Several instructors have begun to require practice journals or logs. Some faculty use audio and video recording of private lessons for student to use at a later time for review.

No substantive change is required.

Related Items

 [GE 05: Self](#)

 [GE 07: Cultural Awareness](#)

 [GE 08: Perspectives](#)

MUS 2012_01: Recruitment

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Increase number of majors in department by 35% over a five year period through recruiting off-campus, hosting campus events for potential majors, developing and awarding competitive scholarship awards, and written and electronic communication with teachers, parents, students.

Evaluation Procedures

Collect data on existing students' motivation for attending DSU and to identify students with potential interest/skill in high schools and community colleges; identify districts/areas in state from which a critical mass of DSU music majors graduate; track the quality and frequency that contact is made with targeted students; track the number of students contacted; collect audition and enrollment data at appropriate times of year; compare current data with previous years' data to index growth percentages, calculate effectiveness by measuring how many students were influenced to enroll via particular processes of recruiting and how much effort was needed to attract them.

Actual Results of Evaluation

A committee was created to re-examine recruiting goals and practices due to a drastic drop in music major enrollment for FY 12 (17 graduated -23% majors), choir and band director leaving, only 10 new recruits as majors, changes in major or dropping from school). The committee made suggestions to faculty. Several faculty meetings were devoted to the topic of recruitment and retention. The chair presented some research data on trends among high school students.

New choir and band directors contributed ideas and developed strategies for making contact with students and high school music teachers.





A survey created by faculty was administered to students in music theory courses to ask why they chose to enroll in music at DSU, to assess their satisfaction levels with various aspects of the department/degrees, and to ask for suggestions.

Data showed that students are most attracted to our department through scholarships, participation in campus musical events, DSU music faculty contact/reputation, closer to home, recommendation of high school directors.

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They have a high level of satisfaction with faculty, course of study, and their experience on campus and in our department. They commented on the dilapidation of our facilities and the need for more space and more specialized resources. Other notable comments include more performances by guest performers, the ability to travel more, and for the building to open later for practice. Most would make the choice to enroll at DSU again. Much of the issues they have require additional funding to make improvements. (Survey results attached)

A number of students come from DeSoto County, Vicksburg, Northeast Mississippi, and from schools where DSU music graduates teach. (Band recruiting list attached).

-  [DSU Music Band Recruiting Targets](#)
-  [DSU musmaj student survey fall 11 results](#)
-  [Recruiting Forum Notes 110211 \(3\)](#)
-  [recruiting ppt butler](#)

Use of Evaluation Results

A new departmental brochure was designed and printed for distribution among high schools and community colleges. Photographs and information were upgraded and the university graphic designer assisted in its production.

The instrumental, vocal, and keyboard areas updated their brochures for recruitment.

Faculty auditioned high school students for Honor Choir and Honor Band, provided clinics and performances for high school and community college music students, attended state music education clinics and conferences, were officers and board members of professional music associations in the state and nation, taught private lessons, presented workshops at conferences and events, and contacted potential majors by phone and email.

The department created a Facebook page and YouTube channel for more virtual exposure.





Ensembles toured the state and region to perform for potential students.

The Keyboard faculty present the "Art of the Piano" workshop/festival.

A trombone workshop was offered featuring a very well-known trombonist and teacher, attracting high school, community college, and university students.

Audition days were redesigned to be extended events beginning with a welcome time, an orientation session for the department, financial aid, admissions, student business services and housing. Parents were involved. All were given personalized campus tours with admissions representatives, various music faculty and selected music students. Students who attending were asked to participate in abbreviated large ensemble rehearsals and given time to speak directly with music faculty who were in attendance for the majority of the audition day. The day culminated with individual performance auditions for admittance as a music major and/or for music ensemble scholarships. Multimedia resources and printed materials were provided concerning the music program, campus resources, and financial aid. Scholarship auditions were also held at Honor Choir and Honor Band functions.

These efforts have led to 23 students who have committed to enrolling at DSU as music majors and about the same number as non-majors in the major ensembles.

-  [2012 DSU Music brochure](#)
-  [Department of Music Newsletter, Spring 2012](#)
-  [DSU Vocal Music Brochure](#)
-  [Music Day 2012-editkmf_2_](#)

Related Items

 [SP2.Ind01: Enrollment](#)

 [SP2.Ind05: Admissions yield rate](#)

 [SP2.Ind07: Scholarships and Aid](#)

 [SP3.Ind06: Diversity](#)

MUS 2012_02: Online Master's Degree

Start: 7/1/2011

End: 6/30/2012

Unit Goal



Determine feasibility of implementing a summer online format to facilitate offering courses in the Master of Education in Secondary Education in Music by Summer 2012 and attract 10-15 students in a five-year span

Evaluation Procedures

Survey graduates and area music educators to check interest in the degree/format; investigate NCATE and NASM standards to determine needs/issues regarding accreditation; examine degree requirements and determine what existing courses are feasible and what courses might need to be modified or added to fit the current educational climate and online format.

Actual Results of Evaluation

Alumni and area educators ask about the MESE from time to time, so there does seem to be enough interest to continue to work toward this goal. Because of the continuing interim status of the Dean of Arts and Sciences and Chair of the Department of Music and the upcoming NASM site visit this year, it was determined that it was not an ideal time to begin to offer graduate courses, enroll graduate students, and take the time needed to devote to the required Self-Study. However, the department does plan to continue to look into ways to either re-format the MESE in music, which is identical to the former MME, so that it may have even broader appeal than music teachers, or have a practical slant that will be attractive to music educators in the field. NASM provides examples of 10 different formats for a graduate degree in music education and now provides for the "community of scholars" to include virtual or hybrid cohorts. Information collected at a College Music Society conference session provided a case study of a reorganized online master's degree in music education. Offering a degree online will simplify some aspects but will require a different manner of oversight in other areas. The department does plan to provide graduate study in the next 2 years. Several newer music faculty would need to be accepted into Graduate faculty status.

-  [CAAA-Distance Education-2009](#)
-  [Sample Patterns for Graduate Study Music Ed](#)

Use of Evaluation Results

The interim chair is currently studying formats provided by NASM for graduate music education degrees as well as NASM standards for graduate programs and distance education, assuming the MESE were simply implemented online. NCATE standards would need to be addressed as well. The feasibility study is shifting to explore the possible benefit of a Master of Arts or Master of Music degree that could focus on performance or musicological interests, but also include music education elective courses. This would also provide motivation for the development of new courses that could address current topics or practical outcomes. The music track of the MSESE could be discontinued, especially since no students have been admitted to the program and the graduate courses have not been offered since its inception around 2003 or 2004. Faculty are supportive of starting up graduate studies again. If the degree was a hybrid residential/online course or had options, then the department could benefit from employing graduate assistants again.

Related Items

  [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

  [SP1.Ind08: Curriculum Development and Revision](#)

  [SP2.Ind01: Enrollment](#)

  [SP2.Ind04: Degrees](#)

  [SP2.Ind06: Graduate Assistantships](#)

  [SP3.Ind03: Distance Education training](#)

  [SP3.Ind06: Diversity](#)

  [SP4.Ind09: Institutional review process / Accreditations/IE](#)

  [SP5.Ind01: Distance Education Offerings](#)

MUS 2012_04: Retention

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Maintain and improve student retention and graduation rates over five years.

Evaluation Procedures

Examine course rolls and IRP major data to track entering majors year to year for rate of return to music degree courses; use advising checklists and interviews to identify and manage requirements and timelines to reach academic goals; monitor GPAs closely and identify and at-risk students; investigate why students make choices that interrupt academic success and progress, and ultimately exiting from the university; compare to previous years' data and to the percentage of total major population.

Actual Results of Evaluation

The chair reviewed enrollment data for FY12, comparing both fall and spring semesters with each other and with the previous year. IRP reported 60 majors in the fall, however 3 were listed were in error and 1 changed majors at the beginning of the fall semester, leaving a total of 56. In the spring of 2012, 52 majors were reported by IRP. Actual enrollment of music majors was 49 as 3 are not in music degrees. In FY 11, enrollment varied from 77 to 71 students between semesters in FY 11 although IRP reported 84 in the fall semester. 7 were misidentified when they were actually BSIS majors.

2010-11 was an unusual year for the department as 17 graduated with music degrees. Considering no additional changes, FY 12 would automatically begin with 60 returning students. However, a total of 23 majors did not return in Fall 2011: 12 graduated with a music degree in spring 2011, 11 left school or changed degree program. Due to both the choral and band director leaving for other institutions at the end of Spring 2011, recruiting efforts were not as strong as in previous years, resulting in an initial entering class of only 10 new majors. As a result, the fall 2011 semester ended with 55 students. One graduated, two entering students and two others either dropped from school or changed major at the end of the fall semester resulting in an enrollment of 49 for the spring 2012 semester. In several cases, personal issues over which faculty had no influence were the cause of dropping from school. Others changed career goals with the support of music faculty. Although not good for department numbers, these changes were beneficial to the students involved.

Music students at risk rarely go unidentified because they must study performance privately with an instructor who is also usually their adviser, so they are inherently monitored closely. Also music faculty are very responsible in communicating about students who are at risk. Music degrees have a fairly rigid sequence of courses so that short term academic goals are somewhat set. Also, most majors need to maintain a 2.5 or higher GPA to keep a music scholarship unless they have already lost them due to GPA problems. Music faculty discuss the progress of music education students applying for Teacher Education Program and recommendations are made to those who are deferred for entrance. The theory entrance and validation exams identify weaknesses in that area requiring remediation in the course again for some. Students must perform for faculty panels at the end of each semester and are given direct feedback. Faculty also discuss these students providing insight for the adviser/instructor.

A survey was administered to music majors in theory classes concerning their choice to enroll in music at DSU, their level of satisfaction, and asking for suggestions. This information was used in review of recruiting and retention strategies.

Music Major Enrollment Comparisons

(actual departmental count)



Fall 2010 - 77 majors - 5 graduate; 2 change/drop - retention rate $70/72 = 97\%$

Spring 2011 - 70 majors - 12 graduate; 11 change/drop - retention rate $47/58 = 81\%$

Fall 2011 - 55 majors - 8 new majors; 1 graduate; 5 change/drop - retention rate $49/54 = 91\%$

Spring 2012 - 49 majors (8 graduate)

Overall retention rate Fall 2010 to Spring 2012 (excluding graduates) - 49/59 = 83%

-  [MUS_AY 1112](#)
-  [Music Major Survey Results Nov 2011](#)

Use of Evaluation Results

Due to the drastic change in our enrollment, the chair established recruiting as a primary focus for 2011-12. Several faculty meetings were devoted to examining the process and a committee was created to study the issue. Although recruiting is not the same as retention, the need for a strong increase in recruitment is an important factor on the way back to typical numbers.

Several ways that current students are reinforced and encouraged to continue are extension of scholarships if a longer time is required due to repeat of required courses or additional study, allowing students to complete work after deadlines or receiving an IP final grade to complete work for a passing final grade at a later time, out of class study sessions in music theory and music history, extra or extended private lessons, personal contact with faculty and chair, and occasional intervention when behaviors or situations become concerning.

The department of music is a very close knit unit. Faculty tend to give students several chances to succeed and provide additional tutoring to do so. However we do support students who determine that the rigor of the degree or their interest in music as a career are reasons to leave our department.

Related Items

 [SP2.Ind02: Retention](#)

MUS 2012_06: Review Academic Programs

Start: 7/1/2011

End: 6/30/2012

Unit Goal




Continue reviews of academic programs for currency in curriculum, pedagogy, instructional technology use, and assessment protocols related to mission and accreditation

Evaluation Procedures

Chair, Curriculum committee, faculty will review programs relative to mission and accreditation. The Department will continue to examine programs to ensure they address the expectations and competencies necessary for students to be prepared for their chosen fields.

Actual Results of Evaluation

- a. The Music Curriculum Committee reviewed and revised SLOs for all music degrees to address SACS standards and NASM standards.
- b. The interim chair developed a course sequence for the BA-SRT integrating current courses at the DMI and Department of Music plus all other required courses for any BA. Pre-requisites/co-requisites, semester class is taught, and conflicts in schedule with required to music core courses was considered. Modifications need to be made to allow students to finish in 8 semesters which is not feasible with the current major course scheduling.
- c. The department is currently engaged in a self-study of all aspects of the program including degrees for the upcoming NASM accreditation site visit in February 2013. Faculty are divided into committees to review degrees in comparison to required standards for accreditation.
- d. NASM deleted technology as a specific standard, assuming its use as a matter of course in current practice. The department is charged with maintaining current technology equipment and facilities so students are able to use technology independently and as a requirement in certain courses.
- e. NASM stressed the need for faculty to make information available and to discuss and model good practices for health and safety as a musician.

-  [BME Assessment Summary 2011](#)
-  [Learning Outcome Assessment Plan BA BM BME 2012](#)
-  [NASM Self-Study Retreat Agenda](#)

Use of Evaluation Results

- SLO revision coordinated all core course competencies across all degrees which will be assessed with common existing evaluation tools.
- SLO goals/assessment will be integrated into all syllabi beginning in Fall 2012 for the purpose of tracking competency achievement and developing a learning outcome/goal matrix for the degrees.
- Theory course sequence will be more integrated due to identified SLOs than previously.
- SLOs were added for the BA and BM which only had two very broad statements previously.
- SLOs were developed using NASM standards for degrees so that assessment will be streamlined and complementary.
- Interim chair organized spreadsheets for assessment data which are saved on the interdepartmental shared drive for access by all faculty. Faculty may enter there respective results of assessment at any time.
- AMU course goals from each studio were examined for commonalities and compared to NASM standard for performance/repertoire to articulate a common framework for applied study.
- The department updated software for Pyware Marching Band Drill Design program used in CUR 490 Instrumental Music Methods for music education majors.
- The music faculty were asked by the chair to develop informational forums and presentations regarding hearing, vocal health, physical and emotional challenges, time management, and wellness strategies. Guest speakers were engaged from the Speech an Hearing unit, student health services, and a local physical therapy clinic. Several students and faculty had hearing tested by students in Speech and Hearing.
- New elective class added to fall schedule entitled the "The Modern Professional Musician." The class is geared toward students who have an interest in engaging in freelance performing, private music instruction, or other entrepreneurial musical ventures, especially. BA and BM students.

Related Items

 [SP1.Ind08: Curriculum Development and Revision](#)

 [SP2.Ind04: Degrees](#)

 [SP3.Ind04: Technology training](#)

MUS 2012_06: Visibility and Concert attendance

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Increase visibility and attendance at departmental concerts and events by 60% over five years.

Evaluation Procedures

Count total number in audience for each event and disaggregate numbers for DSU majors, DSU non-majors, DSU faculty/staff, and off-campus guests and other demographic information when possible (some through ticket stub collection and others through determining how many concert programs were distributed); survey audience to know how they knew about the program and why they attended; survey audiences for opinions about programs.

Actual Results of Evaluation

This goal was not addressed in detail this past year as collecting and sorting information was difficult with limited administrative support staff and such a full calendar of events. More thought is needed to devise a more streamlined and systematic approach. We will make an effort again in FY 13 to begin documenting the reach of our performances on campus, in the community, and through online streaming and social media connections which can aid in student recruitment and fundraising.

Faculty did have discussions on better publicity and established a Facebook page for the department to advertise events

and a YouTube channel to share videos of performances.

Use of Evaluation Results

Widen reach in advertising events and providing services on campus and in community and region.



Begin using YouTube channel streaming and archiving of selected musical events. Continue to use social media to advertise and possibly poll audiences for information.

A calendar of Music Department events is published each semester and sent by email and postal service to the campus and those on the departmental contact database. It is also published in our semester newsletters.

Limit information collected and do so in a practical and easy to manage approach.

Explore using students to assist in counting number in audience.

Work towards 100-120 at Recital hall events and 150-250 at larger ensemble events.

-  [calendar of events fall_11](#)
-  [Music Dept spring 12 calendar of events](#)

Related Items


  [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)



  [SP2.Ind01: Enrollment](#)

  [SP2.Ind02: Retention](#)

  [SP4.Ind03: External resources](#)

  [SP5.Ind02: Continuing Education](#)

  [SP5.Ind03: Campus facilities and space for use by external constituents](#)

  [SP5.Ind04: Cultural offerings](#)

  [SP5.Ind06: Community Outreach](#)

Social Science(s)/History

SSH Mission Statement

Mission statement

The Division of Social Sciences and History educates undergraduate and graduate students, provides expertise, leadership, and energy to Delta State University, and interacts with and encourages the empowerment of the wider Mississippi Delta. Students develop intellectual curiosity, tolerance of and openness to different views and values, cultivate critical thinking and strong written and oral communication skills through seminars, community engagement, lectures and field activities via in-class, on-line, and hybrid instruction formats in the areas of anthropology, community development, criminal justice, geography, history, paralegal studies, political science, pre-law, social justice and criminology, and sociology. The Division provides excellent advising and professional development programs. Students are exposed to an extraordinary educational experience that raises them to their highest potential as scholars and as

effective citizens who help create strong and resilient communities. These endeavors are strengthened by two centers of excellence: the Center for Community and Economic Development and the Madison Center for the Study of Democracy, Human Rights and the Constitution.

Related Items

There are no related items.

BA-HIS 01: LO Events, themes, and developments of World History

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Graduates of the Bachelor of Arts in History degree program will demonstrate an understanding of the major events, themes, and developments of World History.

Data Collection (Evidence)

Faculty administered objective-style Pre and Post Tests to students enrolled in HIS 103 and 104 during the 2013-14 academic year.

Results of tests will be compared to determine students' understanding of major events, themes, and developments.

Results of Evaluation

In the initial assessment students evinced very basic content knowledge, showing themselves to be familiar with some major world events, but completely unfamiliar with others. Most students chose to write on familiar topics.

Students' answers in general contained little or no detailed/specific information, with some students doing little more than simply restating the question. The answers were very brief, consisting of only one paragraph in nearly every case.

By contrast, students produced answers containing much more detailed/specific information in the Post Test, and chose to write on a wider variety of topics.

They showed an enhanced ability to include detailed/specific information such as the names of important figures, countries involved, and approximate dates of historical events being discussed. Student answers also increased in length, with most writing closer to one page, which is in stark contrast to the shorter paragraphs composed in the initial assessment.

Student answers furthermore demonstrated significant acquisition and retention of knowledge of course content and material, but also a willingness to discuss an increased variety of major historical developments of which they had barely acknowledged awareness at the beginning of the semester such as the French Revolution.

Finally, students also evinced an increased ability to think critically in their analyses of events at the end of the semester when compared with the very general comments they produced during the initial assessment.

No assessments of students' Non-Western History aptitude were undertaken in the 2011-2012 academic year.

Use of Evaluation Results

Faculty in the History Unit will continue to modify the current form of assessment in the academic year 2012-13.

As the results indicate, students significantly improved their understanding of major events and developments. As importantly, students also demonstrated a much greater aptitude for composing essay answers, employing detail and more rigorous historical analysis.

The current form of the Pre and Post Test appears more capable of measuring students' ability to read, analyze, and craft a detailed written response. While these are all important skills – and part of the program's general education competencies – they are not the same as understanding the major events, themes, and developments of American and European History. In the future perhaps an objective-style test would better measure these outcomes.

To meet the learning outcome of demonstrating understanding of the major events, themes, and developments of Non-Western History, the History Program faculty created two World History general education survey courses that will emphasize the development of the world's diverse cultures and civilizations.



Improvement of student understanding of historiography over the semester demonstrates the strength and clarity of HIS 400.

History Program faculty need to continue to develop this evaluation procedure to create a more standardized method of analysis.

While History Majors exhibit the ability to understand and analyze historiography and secondary sources, History Program faculty grew concerned that their lack of hands-on research and analysis of raw primary sources was not fulfilling general expectations of a History Major.

In order to meet the goal that History Majors will conduct "an original research project before completion of the degree," History Program faculty created HIS 498- Individual Research and Writing. Faculty will guide students through the research process. This course will debut in Spring 2014.

Related Items

  **GE 01: Critical and Creative Thinking**

  **GE 02: Communication**

  **GE 06: Social Institutions**

  **GE 07: Cultural Awareness**

  **GE 08: Perspectives**

BA-HIS 02: LO Events, themes, and developments in American and European History

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Graduates of the Bachelor of Arts in History degree program will demonstrate an understanding of the major events, themes, and developments in American and European History.

Data Collection (Evidence)

Faculty administered objective-style Pre and Post Tests to students enrolled in HIS 201 and 202 during the 2013-14 academic year.

Results of tests will be compared to determine students' understanding of major events, themes, and developments.

Results of Evaluation

Use of Evaluation Results

Related Items

  **GE 07: Cultural Awareness**

  **GE 08: Perspectives**

 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**

BA-HIS 03: History Methodology

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Bachelor of Arts in History degree program graduates will demonstrate an understanding of historiography and the evolution of historical inquiry and interpretation with an emphasis on the development of the modern historical profession.

Data Collection (Evidence)

Faculty administered Pre and Post Tests to students enrolled in HIS 400 during the 2013-14 academic year. The tests will consist of objective questions and an essay.

Results of tests will be compared to determine students' understanding of historiography.

Results of Evaluation

These evaluations were completed independent of grading. Indeed, the evaluation rubric was not used to grade the papers this past year but it will be implemented in the upcoming academic year.

Use of Evaluation Results

While History Majors exhibit the ability to understand and analyze historiography and secondary sources, History Program faculty grew concerned that their lack of hands-on research and analysis of raw primary sources was not fulfilling general expectations of a History Major.

In order to meet the goal that History Majors will conduct "an original research project before completion of the degree," History Program faculty created HIS 498- Individual Research and Writing. Faculty will guide students through the research process. This course will debut in Spring 2014.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 08: Perspectives**

BA-HIS 04: Writing, Analytical, and Interpretive Skills

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Bachelor of Arts in History degree program graduates will have the skills to think critically and write persuasively using the style of trained historians and with the ability to assess historical interpretation.

Data Collection (Evidence)

Faculty will collect writing assignments from History Majors in HIS 400, a course designed for upperclassmen.

Writing assignments will be evaluated using a faculty-approved rubric that emphasizes the presence of a clear and precise thesis, a well-constructed essay, sophisticated analysis supported by solid details and understanding of historiography, and flowing, error-free prose.

Results of research projects will be compared to assess students' research skills.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BA-HIS 05: Research Skills

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Bachelor of Arts in History degree program graduates will demonstrate the ability to conduct research by completing a capstone research project in HIS 498. This project will require students to construct an extensive, original research paper analyzing primary and secondary sources and employing the methods of professional historians.

Data Collection (Evidence)

Faculty will guide and evaluate student research papers derived from the HIS 498 course.

Research papers will be evaluated using a faculty-approved rubric that emphasizes the presence of a clear and precise thesis, a well-constructed essay, sophisticated analysis supported by solid details, and flowing, error-free prose.

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BA-PSC 01: Concepts, Theories and Analytic Skills in Diverse Political Issues

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Graduates in the Political Science major will be able to:

1. ability to understand and use key terminology in the discipline;
2. discuss and apply major theories and concepts of political science and its sub-fields;
3. demonstrate critical thinking in verbal and written communication;
4. access and use electronic and traditional library resources to research key local, state, national or international policy issues and present results;
5. analyze and explain political, legal or policy problems and formulate policy alternatives or options;
6. use electronic and traditional library resources to research key local, state, national or international policy issues and

present results;

Data Collection (Evidence)

A variety of measures are used to assess the students. These methods include:

pre- and post-tests;

assessment of comprehension of analytical readings assignments, including journal articles, political speeches, excerpts from chapters from assigned texts and book reviews;

short critical thinking and writing activities are assigned in all courses;

response papers reflecting lecture content and reading assignments;

chapter tests are used to assessing student study habits and retention;

problem-solving assignments requiring deductive and inductive reasoning;

research papers;

multiple-choice and essay examinations within and at the end of each semester.

In addition to the consequences of a particular policy or issues, they must come up with solutions and discuss the implications of the solutions.

Results of Evaluation

For the purpose of all matrices in Political Science courses, proficiency is measure as achieving the grade of "C" or better. See the attached composite matrixes for evaluation by selected courses. For PSC 443 Media Law and Politics, 100% of the students were proficient in specified LOs. For the PSC 407: Criminal Law, 65% of the students were proficient in specified LOs.

Use of Evaluation Results

More focus on increasing the emphasis on interactive teaching and increasing the opportunities for speaking through additional short in-class presentations.

More short writing assignments will be added to course activities. Faculty members will continue to emphasize writing in their courses, using a variety of strategies and activities. For example in the fall 2011 semester, PSC 103 students were required to address a broader range of readings in descriptive statistics that relate to the more traditional readings in the course.

Continue to refer students having difficulties to make full use of the DSU Writing Center. In addition, the students must show proof that they have received assistance at the Writing Center.

The proposed rough drafts will be built into the weekly schedule of class assignments.

A significant amount of work has to be done to remedy students' deficiencies in the fundamentals. Given the relative sophistication of legal rationality and models, it is hard to imagine an efficient approach to solving students' basic problems and, at the same time, getting them to think through the course literature and problems. Nonetheless, an attempt will be made to provide some creative approaches to solving this dilemma by way of tutorials or workshop mechanisms.

Professors will continue to search for topics that students with a limited analytic background in the disciplinary areas for discussion. Professors will consider readopting second text and memos for undergraduate students that has a collection of articles on developments to help students understand real-world examples of major concepts.

Related Items



GE 01: Critical and Creative Thinking

BA-PSC 02: Research Skills Grounded in Political Issues

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students completing a degree in political science will understand and apply research methods in evaluating diverse social and political problems as part of a team effort.

Data Collection (Evidence)

Data are collected by internal course assessments, especially in PSC 103 Introduction to Political Science and PSC 201 American National Government.

Senior portfolio documents are collected and evaluated for all Political Science majors.

Oral internship defenses.

Class discussion are used as means to determine if students understand key terms and concepts in Political Science; additionally, chapter tests are also used to determine if an understanding of terms and concepts are understood. Students are expected to earn the grade of "C" to measure mastery of stated objectives.

Completion of an actual research project by:

1. Defining a research problem
2. Developing specific research questions.
3. Identifying and applying appropriate research methods.
4. Collecting and analyzing empirical data.
5. Reporting results in written and oral formats.

Results of Evaluation

Student use various evaluation and communication tools to explore new ideas and to build new analytic skills The goal is to provide students with even more opportunities to participate in class discussions to show evidence of the mastery of key terms and concepts. Most courses are inquiry-based, once comfortable with in-class discussion, students generally raise thoughtful questions about how to interpret political science literature and engage with their classmates over the meaning of a reading.

All graduates explored quantitative and qualitative research designs used within the political science discipline.

All graduates learn firsthand about the problems of social research by experimenting with several data collection methods in the field on a small scale. Thus, graduates complete an actual empirical social research project and analyzed and reported findings from data collected. They complete oral presentations of their studies in a pseudo professional setting. All students who successfully completed the research methods course scored As and Bs.

Last year two DSU Political Science students presented papers developed in their senior classes at the Mississippi Political Science Association conference. One of the Political Science graduates is now a Ph.D., student at Vanderbilt University. The second student graduated in December 2011. Both students returned for the 2011 MSPSA conference and presented papers that were developed in senior classes at DSU. Both students were also nominated to serve as undergraduate and graduate student board members.

Use of Evaluation Results

More focus on increasing the emphasis on interactive teaching and increasing the opportunities for speaking through additional short in-class presentations.

More short writing assignments will be added to course activities. Faculty members will continue to emphasize writing in their courses, using a variety of strategies and activities. For example in the fall 2011 semester, PSC 103 students were required to address a broader range of readings in descriptive statistics that relate to the more traditional readings in the course.

Continue to refer students having difficulties to make full use of the DSU Writing Center. In addition, the students must show proof that they have received assistance at the Writing Center.


The proposed rough drafts will be built into the weekly schedule of class assignments.

Professors will continue to search for topics that students with a limited analytic background in the disciplinary areas for discussion. Professors will consider readopting second text and memos for undergraduate students that has a collection of articles on developments to help students understand real-world examples of major concepts.

See the Composite Matrixes for the 2011-2012 Assessment Process in Political Science: Selected Courses;

-  [PSC 302 Politics of Globalization](#)
-  [PSC 324 Southern Politics](#)
-  [PSC 361 Politics of Developing Areas](#)
-  [PSC 370-570 International Politics](#)
-  [PSC 406 State and Local Government](#)
-  [PSC 407 Criminal Law](#)
-  [PSC 441-American Constitutional Theory](#)
-  [PSC 492 Black Political Thought](#)
-  [PSC 499 Middle East Politics](#)

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 06: Social Institutions**

 **GE 08: Perspectives**

 **GE 10: Values**

BS-SSC-ADS: Communities, theories of community and community development

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

(1) Explain various theories of community, community development and economic development

(2) Describe the parameters of sustainability and strategies for implementing sustainable community development

(3) Utilize research skills to gather and analyze data on communities

(4) Categorize various roots of social change (e.g. population, technology, social movements) and evaluate how social change occurs

Data Collection (Evidence)

Each student will be required to demonstrate basic skills necessary to gather, analyze, and interpret data in conducting community studies.

Each student will be required to demonstrate an understanding of diversity in communities through written work, oral presentation, and/or class projects.

Students' advisors will review their students' portfolio content once each year and provide feedback for improvement.

Each student will be required to demonstrate basic skills necessary to gather, analyze, and interpret data in conducting sociological studies.

Students will demonstrate abilities to engage in an actual social research project in collaboration with community-based partner organizations and analyze and report on data collected

Results of Evaluation

No evaluation possible as there are no recent graduates and no students are currently enrolled in this concentration area.

Use of Evaluation Results

Evaluation of results is not possible as there are no recent graduates and no students are currently enrolled in this concentration area.

Related Items

There are no related items.

BS-SSC-GEO_01: Key geographic concepts of place, space, region, and landscape

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

A student with a concentration in geography will:

- (1) have the ability to understand and use key geographic concepts such as place, space, region and landscape
- (2) Explain the principal physical geographical factors affecting main regions and populations of the world
- (3) Design and evaluate geographic research
- (4) Apply a geographic perspective to significant social problems and issues
- (4) Explain the principal physical geographical factors affecting regions of the world

Data Collection (Evidence)






- (1) Writing assignments
- (2) Facilitated discussions
- (3) SSC 101/499 Pre-test – post-test
- (4) Student portfolios
- (5) Group projects

Results of Evaluation

No evaluation possible as there are no recent graduates and no students are currently enrolled in this concentration area.

Use of Evaluation Results

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 06: Social Institutions**
-  **GE 07: Cultural Awareness**
-  **GE 08: Perspectives**

BS-SSC-SOC 01: Concepts and theoretical approaches to understanding society

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students will comprehend and critically analyze different theoretical approaches and the way they relate to various methodologies used in sociological inquiry.

Be able to apply sociological perspectives to the examination of relationships between individuals and society.

Data Collection (Evidence)

Students complete multiple papers on various substantive topics of interest that demonstrate a critical understanding of the social world.

Each student is required to demonstrate basic skills necessary to gather, analyze, and interpret data in conducting sociological studies.

Results of Evaluation

All graduates explored quantitative and qualitative research designs used within the social science discipline.

All graduates learn firsthand about the problems of social research by experimenting with several data collection methods in the field on a small scale. Thus, graduates complete an actual empirical social research project and analyzed and reported findings from data collected. They complete oral presentations of their studies in a pseudo professional setting. All students who successfully completed the research methods course scored As and Bs.

Use of Evaluation Results

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 06: Social Institutions



GE 08: Perspectives

BS-SSC-SOC 02: Quantitative and qualitative research designs

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Bachelor of Science in Social Sciences : Sociology Concentration

Learning Outcomes

By the end of their degree program, students will be able to:

(1) Explain and analyze several theoretical approaches to understanding the social world

(2) Apply a sociological perspective to the relationship between individuals and society

(3) Describe quantitative and qualitative research designs

Data Collection (Evidence)

1) Writing assignments

(2) Facilitated discussions

(3) SSC 101/499 Pre-test – post-test

(4) Student portfolios

(5) Group projects

Completion of an actual social research project by:

1. Defining a research problem
2. Developing specific research questions.
3. Identifying and applying appropriate research methods.
4. Collecting and analyzing empirical data.
5. Reporting results in written and oral formats.

Results of Evaluation

All graduates successfully explored and understood quantitative and qualitative research designs used within the social science discipline.

All graduates learn firsthand about the problems of social research by experimenting with several data collection methods in the field on a small scale. Thus, graduates completed an actual empirical social research project and analyzed and reported findings from data collected.

They completed oral presentations of their studies in a pseudo professional setting. All students who successfully completed the required research methods course scored As and Bs.

Use of Evaluation Results

Related Items



GE 03: Quantitative Skills

BS-SSC-SSC_01: Concepts and theories relating to a range of social scientific and institutional issues

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

By the end of their degree program, students will be able to:

(1) Interpret a wide range of social issues

(2) Apply social theory to political issues

(3) Explain environmental concerns

(4) Describe issues pertaining to the criminal justice system

(5) Interpret social issues from a spatial perspective

(6) Explain economic development concepts

Data Collection (Evidence)

(1) Writing assignments

(2) Facilitated discussions

(3) SSC 101/499 Pre-test – post-test

(4) Student portfolios

(5) Group projects

Results of Evaluation

Use of Evaluation Results

Related Items

There are no related items.

BS-SSC-SSC_02: Quantitative research skills in the context of diverse social, political, and spatial problems

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

1. Students completing a concentration in the Social Sciences will conduct research that applies theory in explaining a social, economic, political or environmental problem.

2. Students completing a concentration in Social Sciences will understand and apply research methods in evaluating diverse social, political, and spatial problems as part of a team effort.

Data Collection (Evidence)

Oral and written assessment of written work and oral presentations by each student.

Each student will be required to demonstrate basic skills necessary to gather, analyze, and interpret data in conducting sociological/political/criminal justice and geographical studies.

Success of seniors' research papers in various regional and local undergraduate paper competitions.

Each student will be required to submit a portfolio that documents his or her academic progress from entry-level to final semester.

Students' advisors will review portfolio content every other semester and provide feedback for improvement.

Each completes an actual social research project by:

Defining a research problem

1. Developing specific research questions.
2. Identifying and applying appropriate research methods.
3. Collecting and analyzing empirical data.
4. Reporting results in written and oral formats

Results of Evaluation

All graduates successfully completed their senior portfolios and received exemplary feedback from the Division of Social Science and History faculty members. Submitted writing samples demonstrated improvement in critical thinking and writing skills. They also illustrated basic skills necessary to gather, analyze, and interpret data in understanding social, political, and spatial processes in society.

All graduates successfully explored and understood quantitative and qualitative research designs used within the social science discipline.

All graduates learn firsthand about the problems of social research by experimenting with several data collection methods in the field on a small scale. Thus, graduates completed an actual empirical social research project and analyzed and reported findings from data collected.

They completed oral presentations of their studies in a pseudo professional setting. All students who successfully completed the required research methods course scored As and Bs.

Use of Evaluation Results

Related Items

There are no related items.

BSE – SSC 01: Dispositions to organize and provide instruction in Social Studies

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Graduates from the Bachelor of Science in Education–Social Sciences program will demonstrate the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

BSE students, who are licensed to teach at the 7-12 school levels, should possess the knowledge and capabilities to organize and provide instruction in Social Studies and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, institutions and environment.

Graduates from the Bachelor of Science in Education–Social Sciences program will have substantial field and clinical experiences by a completion of 21 credit hours of professional education courses.

Data Collection (Evidence)

Students pursuing the Bachelor of Science in Education–Social Sciences degree are required to complete a series of

assessments, including the Praxis I and II tests, portfolio and teacher work samples, and student teaching internships. Their program of study includes two curriculum courses taught by faculty in the DSSH, CUR 494 Methods of Teaching Social Studies I and CUR 495 Methods of Teaching Social Studies II, as well as CUR 498 Directed Teaching Internship.

Candidates complete a minimum 10 hours of field experiences in which the discovery of tools of inquiry, and meaningful observation and instructional techniques occur.

In planning and implementing lessons, candidates engage in instruction methods that allow them to incorporate National Council for Social Studies standards, for example, to complete the methods courses each candidate is required to develop a lesson plan and teach a lesson on the topic of cultural diversity at a local high school site. This lesson is evaluated by a certified social studies cooperating teacher as well as the methods course instructor.

Data are collected from the student teaching internship portfolio documents, Praxis II test scores, and evaluation instruments from the student teaching internship as well as field experiences which have been incorporated into the social studies methods courses. Teacher interns and methods course students alike are evaluated by their cooperating teacher, subject area University supervisor, and College of Education supervisor. Data are tabulated and filed in an assessment report. All information is analyzed by the subject area supervisor and discussed by the Social Science Education Committee.

Results of Evaluation

The use of a standardized grading scale (university wide) and the same grading rubric for all social science courses was useful in scoring.

History of Western Civilizations I and II were the lowest scoring areas for internal course grades which also correspond to lower scores on the World History sub-score portion of the Praxis II content knowledge exam (see assessments 1 & 2). The Praxis II content knowledge exam assesses candidate's knowledge of United States History and World History containing 26 questions for each subject area. Until Spring 2012 Delta State University required candidates to take only two units of History of Western Civilizations and no World History courses were required. As a result of the data analysis documented in this report (see: assessments 1&2) it was determined by the social science and history faculty that there was a need to offer World History in the place of History of Western Civilizations in efforts to improve candidate performance due to the fact that the Praxis II exam assess knowledge of World History and not History of Western Civilizations. To remedy this, program changes will be implemented beginning Fall 2012 and will be continued on an annual basis (See Use of Evaluation Results).

Delta State University has a 100% pass rate for all education programs, because the content area (Praxis II) exam must be passed before the candidate enters the Teacher Education program and becomes eligible for student teaching. Average scores increased slightly for each consecutive year 2009-2011. The overall passing score is 143, with all students represented in the report passing. Candidate overall scores were: 149, 154, 160, 160, 166, 167 in 2012

The Social Science Education program requires a "C" or better for all core courses in the program. The courses used to assess the NCSS standards are all core courses. Therefore, there is a 100% pass rate for the internal course based assessment. Students who scored below a "C" in any required coursework were made to re-take the course. For example, two students earned a score of "D" for History of Western Civilizations I between the years 2009-2012. Both students earned a score of "C" or better on their second attempt. By NCSS theme: Theme 1.2 (History of Civilization I and II) and United States History I and II) had the lowest mean score (2.1) for 2009, Theme 1.7 (Macroeconomics) had the lowest mean score (2.5) for year 2010 and Theme 1.6 and 1.7 (American National Government and State and Local Government) shared the lowest mean score (2.9) for year 2012. Theme 1.3 (World Regional Geography and Human Geography) maintained the highest mean scores for year 2009-2011 (3.05, 3.45 and 3.45 respectively).

Use of Evaluation Results

Two units of World History are now required Beginning Fall 2012 for all social studies education candidates instead of History of Western Civilizations.

Data will be re-evaluated on an annual basis, with careful attention to the areas that were the lowest scoring.

Professors who teach in the BSE program continue to expose students to the issues of cultural diversity and have gained real world experience in dealing with and teaching about diversity issues in Mississippi Delta area schools. Increased emphasis is being placed on culture, diversity, nationality, race, class and gender as they relate to our state, nation and the globe in the curriculum.

Over the past three years Praxis II scores have risen each year for three consecutive years. Overall, all students fulfilled the requirement of a score of 143 or better on the Social Studies content area exam with a 100% pass rate. The lowest scores were in the area of World History with scores one to two points below the average range for one or two students on the lower end of the average range, but within or above the average range on the higher end. These lower scores may be due to the fact that History of Western Civilization courses are taken early in the program and leave candidate's little time to adjust from their transfer institutions; usually community colleges, which may have differing expectations of candidate performance. The Division of Social Sciences and History places great emphasis and rigor on required coursework as needed for the Social Science Education program and teacher licensure. These lower scores in World History correspond directly to data derived from internal course grades which again show that History of Western Civilizations I and II were the lowest scoring areas for internal course grades, which also corresponds to lower scores on the World History sub-score portion of the Praxis II content knowledge exam. The Praxis II content knowledge exam assesses candidate's knowledge of United States History and World History, containing 26 questions for each subject area, but does not directly assess candidate knowledge of the History of Western Civilizations. Until Fall 2011 Delta State University had required candidates to take only two units of History of Western Civilizations and no World History courses were required. As a result of the data analysis derived from Praxis II scores and the internal-end-of-course grades it as determined by the Social Science and History Faculty that there is a need to offer World History in the place of History of Western Civilizations in efforts to improve candidate performance on state licensure exams due to the fact that the Praxis II exam assesses candidate knowledge of World History and not History of Western Civilizations. Thus, the History Curriculum and Assessment Committee revamped the curricular requirements, with DSU Academic Council Approval students will be required to complete two sections of World History courses starting in Fall 2012. The program supervisor worked closely with History faculty, the division Chair for Social Sciences and History, the Dean of the College of Arts and Sciences as well as Delta State University's Academic Council to remedy this problem. When program changes are implemented Fall 2012 and data collection will proceed with careful assessment of the outcome of this change.

After analysis of previous Praxis II data along with test score data from previous years it was decided that steps should be taken to promote even higher Praxis II scores in the Social Science Education program. In this regard, the program coordinator implemented test preparation procedures in the methods of teaching social studies courses, CUR 492 and 494 and has accumulated and provided a virtual library of online and hard copy test prep materials and resources for all candidates in the Social Science Education program.

The Social Studies Education program has a rigorous curriculum, with high standards required for course grades in order to stay in the program and to enter into the Teacher Education Program. There are very few electives allowable in the program, due to the large number of content area courses that are required. The internal requirement for course based assessment is met; with all scores below a C retaken before the students are admitted to the Teacher Education Program and allowed to student teach. Nevertheless, data show that overall; candidate performance in required coursework has improved each year for three consecutive years as documented in this report, and reflects the hard work of an exceptional group of social studies teacher candidates.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

 **GE 08: Perspectives**

BSJC-01: Social Institutions and interaction and the criminal justice system

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

- Program graduates will demonstrate the ability to understand and apply the key terms and concepts in Social Justice and Criminology.
- Program graduates will demonstrate the ability to think critically about important concepts and contemporary issues in Social Justice and Criminology.
- Program graduates will indicate and demonstrate the ability to write effectively about Social Justice and Criminology.
- Students will develop the ability to analyze and think critically about how social forces and other theoretical considerations influence criminal behavior.

Data Collection (Evidence)

- Diverse internal course assessments: exams, papers, and group discussions
- To test general social justice and criminology knowledge, students are given a pre-test in SSC 101 testing basic and advanced concepts and theories. They are then given a post-test (the same test) in SSC 499 to assess the change in their level of knowledge.
- Several Social Justice and Criminology courses administer pre- and post-tests to test change in course specific knowledge.
- The Social Justice and Criminology Curriculum Assessment/Evaluation Committee develops and assesses learning outcomes and indicators of program effectiveness

Results of Evaluation

The SJC Curriculum and Assessment/Evaluation Committee develops and assesses learning outcomes and indicators of program effectiveness.

Proficiency is defined as a grade of "C" or better in an undergraduate course.

| | |
|--|--|
| Final Exam Test results from SOC 435. | 77 % of students were proficient while 23 % were deficient |
| Classroom discussions, tests, and essays from SOC 435. | 87 % of students were proficient while 13 % were deficient |
| Essay exam from CRJ 436 | 70 % were proficient were proficient while 30 % were deficient |
| Final Papers from SOC 446 | 87 % were proficient while 13 % were deficient |
| Final Papers from SOC 446 | 70 % were proficient were proficient 30 % were deficient |

Use of Evaluation Results

The SJC Curriculum and Assessment Committee has the following goals for the 2012-2013 academic year.

1. Develop and use an appropriate matrix for assessment.
2. Refine the current set of program-wide student learning outcomes (SLO's) that can be measured across all courses.
3. These SLO's should be broad enough so that all instructors can report assessment data.
4. Assessment data will come from pre-test/post-test instruments. Most data will come from existing testing instruments already in use, i.e., tests, papers, and other course assignments and projects. It is not necessary to make a distinction about data sources, that is, whether the data originates from traditional, hybrid, or on-line courses.
5. Reporting data for each assessment category is done in terms of students who reach proficiency and fail to reach proficiency.
6. Proficiency is defined as a grade of "C" or better in an undergraduate course.

Related Items



GE 01: Critical and Creative Thinking



GE 06: Social Institutions

BSJC-02: Research Skills in Social Justice and Criminology

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Graduates are able to develop a well-articulated and thoughtful research project dealing with a well-defined criminological research problem. They demonstrate competency with basic tools underlying modern social science research including competency in statistics and qualitative analysis.

Data Collection (Evidence)

Social Justice and Criminology majors use electronic and traditional library resources to research key criminological issues and present results in oral and written formats.

Results of Evaluation

In SSC 101, SJC students take a pre-test on information in the Social Sciences, and they take a similar test in SSC 499. Results can then be compared as a rough measure of how much students have learned during their studies in the Division of Social Sciences. Table A below shows how SJC students performed.

TABLE A: SCORES ON THE ASSESSMENT PRE- AND POST-TESTS

FALL SEMESTER, 2011

| Name | Major | Assessment Pre-Test | | | Assessment Post-Test | |
|------------------------|-------|---------------------|-------|---------|----------------------|---------|
| | | Taken in SSC 101 | | | Taken in SSC 499 | |
| | | Semester | Score | Percent | Score | Percent |
| Student 1 | SJC | SP 10 | 18 | 45.0 | 20 | 50.0 |
| Student 2 | PSC | SP 09 | 26 | 65.0 | 31 | 77.5 |
| Student 3 | SOC | FA 10 | 25 | 62.5 | 22 | 55.0 |
| Student 4 | SJC | FA 09 | 14 | 35.0 | 11 | 27.5 |
| Student 5 | SJC | SP 10 | 18 | 45.0 | 0 | 0.0 |
| Student 6 | SJC | N/A | N/A | N/A | 8 | 20.0 |
| Student 7 | SJC | SP 10 | 15 | 37.5 | 36 | 90.0 |
| Student 8 | SJC | SP 09 | 16 | 40.0 | 24 | 60.0 |
| Student 9 | SJC | FA 10 | 19 | 47.5 | 20 | 50.0 |
| Student 10 | SJC | FA 09 | 18 | 45.0 | 0 | 0.0 |
| Student 11 | SJC | SP 11 | 16 | 40.0 | 10 | 25.0 |
| Overall Average | | | 18.5 | 46.25 | 20.2 | 50.5 |

The average score for students that took SSC 499 during Fall semester, 2011 improved from 18.5 (46.25%) correct responses in SSC 101 to 20.2 (50.5%) correct responses in SSC 499. Four SJC students improved their scores from SSC 101 to SSC 499, and two SJC students got lower scores in SSC 499 than SSC 101. The remaining students did not take one of the exams.

TABLE B: SCORES ON THE ASSESSMENT PRE- AND POST-TESTS
SPRING SEMESTER, 2012

| Name | Major | Assessment Pre-Test | | | Assessment Post-Test | |
|----------------|-------|---------------------|-------|---------|----------------------|---------|
| | | Taken in SSC 101 | | | Taken in SSC 499 | |
| | | Semester | Score | Percent | Score | Percent |
| Student 1 | SJC | SP 12 | 21 | 52.5 | 29 | 72.5 |
| Student 2 | SJC | SP 11 | 12 | 30.0 | 21 | 52.5 |
| Student 3 | SJC | SP 10 | 16 | 40.0 | 0 | 0.0 |
| Student 4 | SJC | FA 10 | 23 | 57.5 | 25 | 62.5 |
| Student 5 | SJC | SP 11 | 20 | 50.0 | 13 | 32.5 |
| Student 6 | SJC | FA 11 | 12 | 30.0 | 17 | 42.5 |
| Student 7 | SSC | SP 10 | 15 | 37.5 | 15 | 37.5 |
| Student 8 | SJC | FA 11 | 14 | 35.0 | 0 | 0.0 |
| Student 9 | SJC | FA 10 | 25 | 62.5 | 24 | 60.0 |
| Student 10 | SJC | SP 09 | 23 | 57.5 | 29 | 72.5 |
| Student 11 | SJC | FA 09 | 13 | 32.5 | 12 | 30.0 |
| Student 12 | PSC | FA 10 | 21 | 52.5 | 30 | 75.0 |
| Student 13 | SJC | SP 11 | 25 | 62.5 | 22 | 55.0 |
| Student 14 | SJC | FA 10 | 22 | 55.0 | 18 | 45.0 |
| Student 15 | SOC | N/A | N/A | N/A | 23 | 57.5 |
| Student 16 | SJC | FA 09 | 19 | 47.5 | 38 | 95.0 |
| Average | | | 18.75 | 46.8 | 22.6 | 56.4 |

All SJC students who completed their degrees in the academic year 2011-12 demonstrated basic skills necessary to gather, analyze, and interpret data in conducting social research, as all students scored 80 percent and above in the final research paper.

Use of Evaluation Results

Attention will continue to be placed on the importance of critical thinking, analyzing information, the value of research, and making connections between courses from across the program of study. Through emphasis on both practical and academic elements of Social Justice and Criminology, students are being guided toward critical thinking and making connections between theory, methods and practice. Students are advised to pursue diverse internship experiences and take advantage of research opportunities.

The SJC Curriculum and Assessment Committee has the following goals for the 2012-2013 academic year.

1. Develop and use an appropriate matrix for assessment.
2. Refine the current set of program-wide student learning outcomes (SLO's) that can be measured across all courses.
3. These SLO's should be broad enough so that all instructors can report assessment data.
4. Assessment data will come from pre-test/post-test instruments. Most data will come from existing testing instruments already in use, i.e., tests, papers, and other course assignments and projects. It is not necessary to make a distinction about data sources, that is, whether the data originates from traditional, hybrid, or on-line courses.
5. Reporting data for each assessment category is done in terms of students who reach proficiency and fail to reach proficiency.

Related Items



GE 03: Quantitative Skills



GE 07: Cultural Awareness



GE 10: Values

MED-SEC-HIS_01: Advanced concepts, ideas and methods in history

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

History graduate students will demonstrate an understanding of historiography and the evolution of historical inquiry and interpretation with an emphasis on the development of the modern historical profession.

History graduate students will demonstrate an ability to critically analyze historical developments, figures, and eras by applying key concepts and methods derived from an understanding of historiography.

History graduate students will demonstrate an ability to teach the subject using current teaching methods in history and the social sciences.

History graduate students will demonstrate an ability to teach the subject using current teaching methods in the social sciences.

Data Collection (Evidence)

Written assignments (analytical essays, book reviews)

Class discussions

Comprehensive exams

Thesis projects

Written assignments from courses, particularly HIS 500

Teacher Work Sample (TWS) and documentation from the SSC 602 course

Results of Evaluation

Students analyzed historical figures, developments, and eras through various writing assignments and class discussions. At the graduate level, students are expected to enhance their analysis of history through a deeper engagement with historiography. Students who did not take Historiography as undergraduates are required to take the Historiography course (HIS 500) at the graduate level.

In the evaluated courses, students performed well in discussions and demonstrated a good general knowledge of the subjects being taught. However, writing clearly, succinctly and persuasively proved to be the students' main weakness.

One student from this program took and passed comprehensive exams in the 2011-2012 academic year. (No student has pursued the thesis option in recent years.)

Although the student did well on the exam, History faculty are concerned that comprehensive exams are too narrow. Comprehensive exams have been based exclusively on the specific courses each student has taken. The History faculty contends that the comprehensive exams should require a broader understanding of historical developments and scholarship than the current approach provides.

Use of Evaluation Results

In response to the accreditation requirements from the National Council for Accreditation of Teacher Education (NCATE), the M.Ed. in Secondary Education-History program required "teaching track" candidates to complete SSC 602 (Trends in the Teaching of the Social Sciences), along with a practicum course, for completion of the program. In addition to this change, History faculty will work to alter the curriculum in the upcoming year.

For the History M.Ed. program, curriculum changes will reflect our previously-stated concerns about comprehensive exams.

History faculty will also consider creating graduate reading lists to accompany course work and demand a broader knowledge base for exams.

The History 600-level graduate courses have been reconfigured for approval by Academic Council to allow for more chronological flexibility, thematic concentration, and geographic diversity.

dates (e.g. Seminar in European History in the Nineteenth Century).

Several 600-level courses are to be replaced with eight more broadly and less chronologically confining seminars: Early European History, Modern European History, Topics in European History, Early American History, Modern American History, Topics in American History, Topics in World History, and History of the Mississippi Delta. This reconfigures the History graduate seminars to allow for more chronological flexibility, thematic concentration, and geographic diversity. Currently the History Program fourteen 600-level courses, all but two of which are confined within a particular set of dates.

Related Items

There are no related items.

MED-SEC-SSC_01: Advanced social science concepts and methods

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Social Science graduate students will demonstrate an ability to critically analyze social phenomena by applying key social science concepts, theories and methods.

Data Collection (Evidence)

- Course-based projects.
- Written comprehensive exams, including intensive comp preparation sessions.
- Tracking of student performance and retention (quantitative). This allows us to better understand factors in graduate student success, particularly completion of program and completion of comprehensive exams.

Results of Evaluation

COURSE-BASED PROJECTS: Students taking graduate level courses in the Division appear to do adequately in their content areas. However, they need more development in the areas of research project conceptualization and design, field research, analysis of data, compilation of results, and appropriate writing strategies for the social sciences.

Five students from this program took comprehensive exams in the 2011-2012 academic year. Three of these students passed on the first try; two students passed after being asked to retake parts of the exam. No students failed the comps; however, no comprehensive exam scores were in the highest brackets (this follows from results explained above under 'course-based projects'). Several other candidates opted to postpone their comps based on their own assessments that they were not fully prepared. Professors offered two comp preparation sessions over the course of the year, and also worked intensively with candidates to help them prepare. This appears to have improved performance.

DATA TRACKING: 23 candidates were present in the program from Spring 2011 to Summer 2012. Of these, 6 were dismissed, 5 were inactive as of June 2012, 5 completed their degrees, and 7 remained in good standing in June 2012 and planned to graduate in the following academic year. None were writing theses, so all have taken or will take comps. Students were dismissed for not maintaining required 3.0 graduate GPA. Upon examination of the data:

1. Among dismissed students, mean UNDERGRADUATE GPA was 2.89 (n=6), and two had non-DSU undergrad degrees. (GPA under 3.0 for admittance requires provisional acceptance status).
2. Among students who completed (n=5), mean UNDERGRADUATE GPA was 3.27; 4 of the 5 who completed had DSU undergrad degrees, and the other had a prior DSU grad degree.
3. Last recorded graduate GPA for those students with DSU undergrad degrees (n=14) was 3.44.
4. Last recorded graduate GPA for those students without DSU undergrad degrees (n=7) was 2.68.

*NOTE: 2 students did not have undergrad GPAs recorded in our files.

Despite the small sample size and brief temporal span, it is possible to make several generalizations:

1. A DSU undergrad degree is a predictor of graduate success at DSU. Most of these students, but not all, have degrees in undergraduate Social Sciences degrees, and so are already familiar with our level of academic rigor and other issues.

2. Students admitted provisionally (undergrad GPA less than 3.0) swell recruitment numbers but harm retention. There are several exceptions—students who were admitted provisionally but either completed or are in good standing—but these are only students with BS degrees in the Social Sciences division at DSU.

Use of Evaluation Results

In response to the identified need for students to understand the diverse approaches to the teaching of social sciences, the course SSC 602, Teaching Methods in Social Sciences was taught for the second time in Spring 2012. From students' response to this class, it was evident that graduate students needed a seminar to help them become familiar with ethics and research methods at the graduate level; the class also fostered a community of graduate students and a sense of inclusiveness and mutual support that appears to be important for student success and retention. It should be noted that SSC 602, a live class, was not taken by several who opted for an online alternative.

The M.Ed. in Social Sciences was to undergo restructuring in 2010-11 and 2011-2012. However, by the end of spring 2012, concrete advances in modifying the degree program had not been made official by insertion into the Graduate Catalog.

The level of emphasis on comps preparation will continue to be maintained, with two meetings for all grad students (Fall and Spring) and further individualized help.

Applicants with less than 3.0 GPA will be much more carefully screened, and selection of provisional applicants will be much more selective.

Instructors will place further emphasis on defining the level of rigor that is expected to all students, so that non-DSU undergrads coming into the program will be better prepared to understand the level of excellence that is expected

Related Items

There are no related items.

MS-CD_01: Comprehension and application of theories of community and development frameworks

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Community Development graduates will be able to explain diverse theoretical perspectives pertaining to community development.

Students will demonstrate competence understanding how the social world works and how the social science approach overcomes many common errors in everyday reasoning.

Data Collection (Evidence)

Students writing assignments including essays, several drafts of research papers, and final research papers.

Course-based research projects.

Practicum reports.

Comprehensive exams.

Presentations at professional meetings.

Proficiency is defined as a grade of "B" or better in a graduate course.

Results of Evaluation

Students complete Community Development courses which are cross-listed with Sociology or Social Sciences that involve applied research projects and research based on secondary data analysis.

Three of the current students, who are scheduled to graduate from the program in the forthcoming academic year, are working on practicum projects.

All four students (non-thesis) who graduated from the program in the 2011-12 academic year took comprehensive exams and passed the exam. Two students are scheduled to take the comprehensive exams and defend practicum project over summer 2012.

Students authored/co-authored with faculty to prepare reports, and a student's research paper was accepted for presentation at the annual meeting of Southern Sociological Society (SSS) 2012.

Students learned to write professional research papers based on faculty feedbacks which they received at different stages of writing and preparing reports for several courses.

Students are increasingly exposed to core social science theories, especially those from community and development sociology. Many of the courses were recently revised, some courses have been offered again after a few years off the schedule, and new courses have been developed. Sociology of Community (COD 575) and Community Development (COD 600) are required, and Delta in Global Context (COD/SOC 526), Sustainable Development (COD/SOC 521) and Sociology of Development (COD 567) are offered as electives.

Recent graduates are engaged in a wide variety of professional positions, many including professional research. A spring 2012 graduate will attend law school in fall 2012.

Some employers of previous graduates continue to contact the Graduate Coordinator to connect with upcoming and recent graduates for employment and internship opportunities.

One student was employed by a State Agency related to the field of community development. Another graduate was employed in the field of education.

One MSCD student worked on several projects, funded by the Center for Community and Economic Development (CCED) and DSSH.

An international student from Uganda and a Teach for America (TFA) fellow completed the Degree in spring 2012.

Use of Evaluation Results

A concentrated evaluation of comprehensive exams (completed by students in the past academic year) by the DSSH Chair revealed that in general, CD students show a satisfactory grasp of the meaning of community development and related concepts and ideas. However, there is concern that students display only rudimentary knowledge of the main principles of these frameworks. While students are able to identify the main frameworks/techniques of community development, there are general limitations in critically reviewing, comparing, and contrasting frameworks/techniques and applying them to real life situations. For example, students often identify elements of the self-help/ technical assistance and conflict perspectives but they tend not to adequately integrate the importance of these approaches in understanding planning, implementation and evaluation and outcome/social change of community development strategies. Students tend not to articulate the strengths and weaknesses of Community Development theories at rigorous level. Therefore:

- Faculty members will continue to focus on key concepts and interpretive skills across the curriculum.
- CD students are being encouraged to engage in research across the CD program of study and to engage in this work beyond their courses.
- Faculty members are working to improve standards for the comprehensive exams and orient students toward being better prepared. Emphasis is being placed on learning across the curriculum.
- Faculty members redesigned courses as well as the comprehensive exams, and provided students with practice questions for comprehensive exams based on students' areas of focus.
- Faculty members are encouraging students to carry out research for practicum projects, and use the skills they learn in program to apply for suitable jobs in the field of community development in local, state and national level.

Related Items

There are no related items.

MS-CD_02: Research methods and data analysis strategies in Community Development

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Graduates of the Community Development program will demonstrate knowledge of various research methods

Data Collection (Evidence)

Course-based research projects.

Practicum reports.

Comprehensive exams.

Professional presentations.

Students writing assignments including preliminary research proposal, drafts of research papers, and final research reports.

Professional research papers based on faculty feedbacks which they receive at different stages of writing and preparing

reports for several courses.

Students' presentation of their research to classmates and receive peer evaluations and detailed feedback from professors as formal training for employment and engagement in the field of community development.

Results of Evaluation

A majority of Community Development courses, a majority of which are cross-listed with Sociology or Social Sciences, involve applied research projects and research based on secondary data analysis.

Three of the current students, who are scheduled to graduate from the program in the forthcoming academic year, are working on practicum projects.

All four students (non-thesis) who graduated from the program in the 2011-12 academic year took comprehensive exams and passed the exam. Two students are scheduled to take the comprehensive exams and defend practicum project over summer 2012.

Students authored/co-authored with faculty to prepare reports, and a student's research paper was accepted for presentation at the annual meeting of Southern Sociological Society (SSS) in April 2012.

Students learned to write professional research papers based on faculty feedbacks which they received at different stages of writing and preparing reports for several courses.

Student presented their research to classmates and received peer evaluations and detailed feedback from professors as formal training for employment and engagement in the field of community development.

Recent graduates are engaged in a wide variety of professional positions, many including professional research. A spring 2012 graduate will attend law school in fall 2012.

Some employers of previous graduates continue to contact the Graduate Coordinator to connect with upcoming and recent graduates for employment and internship opportunities.

One student was employed by a State Agency related to the field of community development. Another graduate was employed in the field of education.

One MSCD student worked on several projects, funded by the Center for Community and Economic Development (CCED) and DSSH.

An international student from Uganda and a Teach for America (TFA) fellow completed the Degree in spring 2012.

Use of Evaluation Results

Graduates from the Community Development program go on to work in the Mississippi Delta, throughout the state and region and even nationally in nonprofit organizations, faith-based groups, schools and government agencies. There are also those who continue on with their graduate studies in pursuit of doctoral degrees. There are many successes warrant celebration, for example:

Corbin Freres is a 2012 MSCD graduate who is now a 2015 J.D. candidate at the College of Law, University of Illinois - Urbana/Champaign

Corbin notes in an email to the Chair of the DSSH:

"After a month of law school, I really wanted to connect back to you. I am so very thankful for the opportunity that you helped me obtain. Additionally, my studies with Delta State have become very relevant in my conversations with Professors here, especially as I consider my future summer opportunities. There is one class that I hope to take in the future called Global Justice with a short trip to Costa Rica. During the presentation, the light bulbs continued to flash. I thought that it reminds me...Woman and Gender Development...Sustainable Development...etc. Once again, thank you so much."

Emanuel Edmond, another recent graduate has held several positions and received many promotions in his short career; something he directly attributes to his training and mentorship received in the MSCD program at Delta State University.

He has co-authored numerous publications, the most recent being, "A Church-based Dietary Intervention for Rural, Lower Mississippi Delta, African American Adults: Delta Body and Soul Pilot Study," for the Journal of Rural Health. He is a sought after speaker on Health and Health Technology related issues. Until December 2011, Emanuel served as the Lead Project Facilitator for United States Department of Agriculture-Agricultural Research Service (USDA-ARS), at the Delta Health Alliance (DHA), in Stoneville, Mississippi. He has since been promoted to Coordinator of Health Information Technology (HIT) and Special Grants for the Delta Health Alliance. He coordinated efforts for all Health Technology programs at the DHA and assists the program Director with day-to-day operations of HIT and Special Grants programs. He is now the new Project Funding Director at the Delta Regional Authority.

John Bridges a recent graduate notes:

"The completion of the MSCD program helped me to gain a good perspective on how social problems and community development issues impact health care disparities in Mississippi. The MSCD program gave me a good social science background and lens through which I can better understand medicine and how it affects community. I also learned important skills in research and evaluation, which I continue to develop here at UMMC."

Elliot Meador (Male, Caucasian America and Hearin Fellow), 2010 is MSCD graduate who is currently a PhD student at the University of Missouri.

Danielle Lovell, a MSCD graduate completed her PhD at the University of Missouri. She is currently an Assistant Professor of Sociology, Western Kentucky University. Danielle notes: "The DSU Community Development program provided a firm foundation for me. I entered the PhD program in Rural Sociology at the University of Missouri feeling confident in not only community development and research methods, but also sociological theory. The mix of theory and practical experience provided by each DSU faculty member serves me well in my doctoral program, and in my leadership consulting work. Finally, the MSCD faculty members are among the finest I have had the privilege to study under. They are both challenging and passionate about their work in the Mississippi Delta--an excellent combination for the classroom and the region."

Eric Atchison, a MSCD graduate currently works as an Institutional Research Analyst at State Board of Trustees for Mississippi Institutions of Higher Learning, Jackson, MS. Prior to that, he served as research and information specialist at Office of Institutional Research & Planning, Delta State University from 2008 to 2012.

Eric Atchison notes:

"The Community Development program at DSU provided me with the knowledge and skills to identify, collect, and analyze data as well as the ability to critically analyze and interpret various projects within social research. These skills have helped me to assist in projects focused on improving the quality of life of Delta residents, survivors of Hurricane Katrina on the Mississippi Gulf Coast, and currently students enrolled at DSU. I tend to view our campus as a community and have been able to address many of the issues we face using methods learned within the MSCD program. The program has

made a huge impression on my views of society and what direction I see myself going in the future.”

Recommendations for Improving the Community Development Program

1. Provide media training for students in order to inform community about community development (includes public speaking opportunities)
2. Have students directly participate in a community organization early in the program
3. Instill a passion for social action change
4. Actively recruit students from other disciplines (e.g. liberal arts)
Develop a system to keep track of graduates.
5. Over the last couple of years, all core courses in the MSCD program are offered online only. Therefore, MSCD faculty members now focus on a learner-centered approach and are reorienting pedagogy to the self-learning environments of online students. There is need to procure cutting edge instructional technologies for online synchronous and asynchronous learning activities.

6. Quality writing continues to be elusive for many MSCD students as evidenced by course papers and some practicum and thesis projects. Faculty members stress the importance of writing well, and they work with individual students to improve their writing skills, nevertheless, there is much to be done. Although the MSCD programmatic content and professors cannot completely address the inadequate of writing skills among students, it would be helpful to identify an existing course for more intensive writing instruction and feedback.

Related Items

There are no related items.

MSJC_01: Concepts and theories

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

1. Graduates students will demonstrate mastery over the ability to think critically about important concepts and contemporary issues in Social Justice and Criminology.
1. Graduate students will demonstrate the mastery in understanding and applying the key terms and concepts in Social Justice and Criminology.
- 1.

Data Collection (Evidence)

- Diverse internal course assessments: exams, papers, and group discussions.
- Specific internal course assessment of CRJ 630 Theories of Criminal Behavior, a theory-driven and writing-intensive course provides students with specialized perspectives of the criminal justice system
- Comprehensive examinations.
- Practicum/thesis reports.
- Proficiency is defined as a grade of “B” or better in a graduate course.

Results of Evaluation

Seven of the 13 students who took CRJ 630 passed with a grade of B or higher. Three received F's because of incomplete writing assignments and plagiarism.


Analysis showed that students did better on essay exams than they did on longer writing assignments.

Comprehensive examinations from four 2011-2012 students were analyzed. Two students passed their written exams on their first attempt. Two students passed after rewriting theory and method sections.

Use of Evaluation Results

As with other graduate programs in the Division, faculty members are working to improve standards for the comprehensive exams and orient students toward being better prepared. Emphasis is being placed on learning across the curriculum.

A concentrated evaluation of comprehensive exams (completed by students in the past academic year) by the DSSH Chair revealed that in general, MSJC students show a satisfactorily grasp of the main perspectives, concepts and theories of social justice and criminology. However, there is concern that students display under-developed knowledge of the main principles of theories. While students are able to identify the main frameworks/techniques of social justice and criminology, there are general limitations in critically reviewing, comparing, and contrasting frameworks/techniques and applying them to real life situations. MSJC students tend not to articulate the strengths and weaknesses of social justice and criminology theories at rigorous level. Therefore:

- MSJC faculty members will continue to focus on key concepts and interpretive skills across the curriculum.
 - MSJC students are being encouraged to engage in research in various content areas of the program of study and to engage in this work beyond their courses.
 - Faculty members are working to improve standards for the MSJC comprehensive exams and orient students toward being better prepared. Emphasis is being placed on learning across the curriculum.
 - MSJC faculty members redesigned courses as well as the comprehensive exams, and provided students with practice questions for comprehensive exams based on students' areas of focus.
 - Faculty members are encouraging students to carry out research for practicum projects, and use the skills they learn in program to apply for suitable jobs in the field of social justice and criminology in local, state and national level.
 - To curb plagiarism, instructors stringently observe DSU academic dishonesty rules and worked with students to help them understand and overcome the problem of plagiarism
-  [Assessing the Master of Science in Social Justice and Criminology- More specific considerations for 2012-13](#)

Related Items

There are no related items.

MSJC_02: Research methods and data analysis strategies

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

1. Graduate students will demonstrate mastery over the ability to effectively conduct advanced research issues in Social Justice and Criminology.
2. Graduate students will indicate and demonstrate mastery over the ability to write clearly about Social Justice and Criminology issues.
3. Students will demonstrate mastery over the ability to analyze and think critically about how social forces and other theoretical considerations influence criminal behavior.

Data Collection (Evidence)

Diverse internal course assessments: exams, papers, and group discussions.

To test general social justice and criminology knowledge, students are given a pre-test in SOC 535 testing advanced concepts and theories. They are then given a post-test at the end of the semester to assess the change in their level of knowledge.

Several Social Justice and Criminology graduate courses administer pre- and post-tests to test change in course specific knowledge.

Specific internal course assessment of SSC 669 Quantitative Research and Statistics (Note: All students in SSC 669 analyze data from a real-world research project.)

Comprehensive examinations.

Practicum/thesis reports.

Results of Evaluation

Main weaknesses identified in the research methods and statistics courses are limited basic preparation among students and their self-perceived lack of adeptness. Nevertheless, with concentrated tutoring by DSSH instructors a majority of students do well, passing the class with the required grade of B or higher.

Supplemental face-to-face workshops were offered to online methods and statistics students by instructors. However, they were not well attended.

As mentioned above, all students passed their written comprehensive exams including the theory and methods sections. However, two of the students had to rewrite the methods section before demonstrating an acceptable level of proficiency.

Use of Evaluation Results

- MSJC faculty is refining research methods and statistical analysis courses for more efficient delivery online. (However, the need for more cutting edge synchronous and asynchronous technology is blatant).
- Student research, especially the thesis option, is being emphasized.

Related Items

There are no related items.

SSF 2012_01: Create a Social Science Computer Lab

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Create a Social Science Computer Lab.

Create a students' reading room (for postgraduates and undergraduates).

Write for a grant to purchase two computers.

Sustained strategy QEP strategy: Enhance student engagement through increased use of technology and web-based communication.

Evaluation Procedures

Progress toward development of a lab; use of the lab; improvements in student outcomes, especially in relation to research methods and statistics.

Actual Results of Evaluation

In the 2011-12 academic year, cubicles in the main office were made available to undergraduate and graduate students for access to laptops with the Statistical Package for Social Scientists software. However, computers are lacking and both equipment donations and funding are needed to proceed with an efficient social sciences computer lab.

The goal of securing computer work stations by the end of the 2011-2012 academic year did not materialize as limited progress was made in securing funds to purchase computers for the lab, however, to garner grants, Dr. Garry Jennings and Dr. Paulette Meikle-Yaw continue to seek potential funding sources.

Use of Evaluation Results

To develop the lab, concerted efforts will continue in the upcoming academic year.

Related Items

There are no related items.

SSH 2012_02: Hire Faculty in Social Justice and Criminology and History

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Hire One European History professor

Hire One U.S. History professor

Hire Two Social Justice and Criminology professor

Assure high quality, diverse, engaged faculty and staff.

Maintain a highly qualified, diverse, engaged, and distinguished faculty.

Sustained strategy QEP strategy: Enhance student engagement through increased student-student interaction and faculty-student interaction.

Evaluation Procedures

Faculty search processes and outcomes. Whether proposed new faculty members are hired.

Actual Results of Evaluation

During the academic year 2011-12 two faculty members in the History Unit handed in letters of resignation. To replace these faculty members, a limited search were conducted and an offer was made to one of the candidates for the position of Visiting Assistant Professor of European History in May 2012. The offer was accepted and the new faculty member will begin work in the fall 2012 semester. Another limited search was conducted in June 2012 and an offer was made to one of the candidates for the position of Visiting Assistant Professor of U.S., History in June 2012. The offer was accepted and the new faculty member will begin work in the fall 2012 semester. During the fall 2011 semester an instructor of Social Justice and Criminology resigned, the vacated position was subsequently changed to tenure-track Assistant Professor of Social Justice and Criminology, to fill this position, a search was conducted during the fall 2011 semester and an offer was made to one of the candidates for the position of Assistant Professor of Social Justice and Criminology in February 2012. The offer was accepted and the new faculty member will begin work in the fall 2012 semester.

A faculty search took place in spring 2012 for another Social Justice and Criminology professor. The position was not previously filled because an appropriate candidate was not identified from a rather small pool of applicants in the spring semester of 2011. Having evaluated the applications, the Search Committee came to the conclusion the applicants did not meet the requirements for the position. A new search was conducted in fall 2012 and the position was filled in March 2012. The new faculty member will begin work in the fall 2012 semester.

Use of Evaluation Results

With a full cadre of the Social Justice and Criminology professors in place, the integrity of the undergraduate and graduate Social Justice and Criminology degree programs in the Division is enhanced and the programs are positioned for growth and sustainability. The MSJC degree program now has a coordinator (the Chair of the DSSH formerly served as coordinator for this program). The Social Justice and Criminology program has the highest per capita number of graduates at both post graduate and undergraduate levels each year in the Division and we hope to improve enrollment numbers in the next three years.

Related Items

 [SP3.Ind01: Faculty and staff hiring](#)

 [SP3.Ind06: Diversity](#)

 [SP3.Ind07: Credentials](#)

SSH 2012_03: Increase funds through grants and contracts, including private funds.

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Continue to increase funds through grants and contracts, including private funds. Create a Development Team

Evaluation Procedures

Number and content of proposals submitted and awarded; progress and completion of funded projects; new partnerships formed for soliciting funds for scholarships.

Actual Results of Evaluation

During the 2011-2012 academic year, several DSSH faculty members wrote and submitted proposals for funding of grants and contracts from government agencies and foundations. Most of these efforts included partnership with other campus entities (departments and centers) and outside organizations, including nonprofits and other universities (see "Grants, contracts, partnerships, and other accomplishments" section below). These efforts included collaboration with the DSU Center for Community and Economic Development, the Madison Center, the Office of Graduate Studies and Continuing Education, and the Office of Institutional Grants, along with other organizations such as the Coalition for a Prosperous Mississippi, Friends of Dahomey National Wildlife Refuge, Inc. Some of these projects were funded, others are under-review.


Given current financial constraints, and recognizing that faculty members in the DSSH have heavy teaching loads and limited professional energy to devote to grant writing, there are plans for increased efforts to secure successful grants in the Division in cooperation with its partners. For example, professors Garry Jennings and Mark Bonta were recently appointed as Senior Faculty Associates in the CCED to specifically work on applying for and securing external grants and contract funds for applied research and evaluation projects that involve community-based organizations. In this regard, Dr. Mark Bonta secured a \$20,000 grant as principal investigator for the Committee for Research and Exploration of the National Geographic Society for a 1-year project entitled "Biodiversity and Endemism in Unsurveyed Cloud Forests of Northeastern Honduras." Dr. Garry Jennings secured \$100,000 from the Federal government for the Yazoo City Athenaeum in May 2012. Dr. Meikle-Yaw secured \$6000 from the Southern Regional Asset-Building Coalition to conduct a study entitled "Community Based Participatory Research for Asset Building in the Mississippi Delta."

A new development team is in place for the purpose of fundraising and expanding programs in the DSSH, with a short-term focus on garnering private funds from local (Mississippi) sources. A member of this team was instrumental in sourcing private funds for a fellowship to be awarded to a student in the new Master of Arts in Liberal Studies degree program. The team is working on establishing fundraising priorities and exploring ways to approach potential donors. Efforts include identifying the marketable strengths of the DSSH, for example, what makes us indispensable for the community and region and the concrete ways that donors can contribute to DSSH programs. To start the marketing process, the DSSH continues to produce and circulate newsletters.

Use of Evaluation Results

DSSH faculty members, staff and partners will continue to pursue grants and contracts, especially in regard to funds to support scholarly activities, community based research, graduate student fellowships, and equipment. The DSSH will also expand its network to solicit funds from new funders. In this regard, the DSSH in collaboration with the Federal Reserve Bank of St Louis hosted an Assets Building symposium and the Federal Reserve Bank of St Louis , Memphis branch paid for the total cost of \$2700.

Related Items

 [SP2.Ind01: Enrollment](#)

 [SP2.Ind02: Retention](#)

 **SP2.Ind07: Scholarships and Aid**

 **SP5.Ind06: Community Outreach**

SSH 2012_04: Expand study abroad courses

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Continue to develop and expand study abroad courses. Establish partnerships with other universities in the USA and overseas. Seek private funding.

Evaluation Procedures

Number of study abroad opportunities; content of courses; number of students who participate in study abroad opportunities; student reflections.

Actual Results of Evaluation

Continuation of the DSSH's tradition of offering study abroad opportunities over the past several years is paramount. In spring 2012 accompanied Dr. Garry Jennings, fifteen DSSH students travelled to Rome and Florence, in Italy. Before travel, Dr. Jennings conducted several on-campus seminars that covered apt literature, harmonized readings with the trip plan, and explained on-site course assignments. Each student was assigned an individual project requiring initiative and thoughtful preparation beyond the broader expectations for this travel course. These projects will be presented in a public presentation early in the fall 2012 semester.

Professor and students also used contemporary commentators to flesh out some of the more subtle features of Renaissance politics. Other readings included discussions of the major archeological and architectural sites in Rome and Florence, their association with important figures and historical events, and why these sites are important in terms of art, politics and power. Students were also be provided with a web page filled with my photography from previous trips. This enabled them to identify the major landmarks and sites that they, themselves, will engage on the trip. Students visited Roman archeological sites including the Coliseum, the Arch of Constantine, the palaces of Augustus and Livia and other structures on Palatine Hill, the Forum, the Baths of Caracalla, the Temple of Jupiter, and the National Museum; admission to the Vatican Museum; train fare between Rome and Florence; admission to the Academia and Uffizi Museums in Florence; and, admission to the Duomo in Florence and the climb to its dome. Italy, its history, politics, art, its culture, and its language, are foundational to our understanding of the Western Intellectual tradition. Exposure to these features and to Roman and Florentine philosophers, historians, and artists deepens our students' understanding of this tradition well beyond discussions of the republican model. These opportunities broaden their intellectual horizons, ennoble students' spirits, and, in short, enfold them in a profound experience with beauty. Professor Jennings' energy and initiative are to be highly valued by all the students who participated.

Use of Evaluation Results

Faculty in the DSSH believe in supporting efforts that help to produce "globally competent" students and that travel can enhance learning in ways that traditional classroom experiences may not. The Chair of the DSSH argues that "travel is social theory." Despite high cost for travel abroad courses, DSSH students and faculty continue to display interest in cross-border study opportunities. Therefore, faculty will continue to work within the DSSH and in partnership with other departments, the Office of Graduate Studies and Continuing Education and the Center for Community Economic Development to exploit the opportunities and challenges that exist in conducting sociological/community research overseas in the new global era. The goal is to offer a minimum of one such opportunity every two years. The DSSH will continue to use lessons learned for travel based courses to inform future travel endeavors.

Related Items

 **SP1.Ind05: Diversity -- access to diverse ideas/programs**

 **SP2.Ind04: Degrees**

 **SP5.Ind04: Cultural offerings**

SSH 2012_05: Increase the number of graduates from the Division by 10% over the next 3 years

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Increase the number of graduates from the Division by 10% over the next 3 years.

Evaluation Procedures

Number of graduates, analyzed by program and for the Division as a whole; comparison with University-wide trends.

Actual Results of Evaluation

Graduation numbers increased the 2009 -2010 academic year, then declined somewhat in 2010-2011 and again in 2011-2012. However, two of the graduate programs which did not have graduates in the 2009-2010 academic year; Master of Education-History and Master of Education-Social Sciences had two and three graduates respectively in 2011-2012. A new Master of Arts in Liberal Studies (MALS) degree program was recently instituted, with an enrollment number of over ten students who are slated to begin their studies in fall 2012. An increase in DSSH graduates is anticipated.

Use of Evaluation Results

Continued attention will be given to student retention and graduation in the upcoming academic year. With the new SJC and History faculty, it is expected that renewed efforts will be targeted toward increasing the number of graduates from the DSSH.

Related Items

 **SP1.Ind05: Diversity -- access to diverse ideas/programs**

 **SP2.Ind01: Enrollment**

 **SP2.Ind02: Retention**

 **SP2.Ind03: Graduation Rate**

 **SP2.Ind04: Degrees**

SSH 2012_06: Expand marketing efforts for undergraduate and graduate students

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Expand marketing efforts for undergraduate and graduate students offered through the DSSH, including outreach/recruitment in regional high schools and community colleges.

Evaluation Procedures

Participation in recruitment fairs for potential undergraduate and graduate students; quality of literature and other media used to attract and inform students; participation in new student orientation activities; increase in the number of majors in DSSH overtime.

Actual Results of Evaluation

Continued attention was placed on recruitment in 2011-2012. Faculty from all the disciplines in the Division participated in on-campus and off-campus recruitment fairs and student orientation events. DSSH faculty members are more interested in substantive and discipline specific outreach and recruitment efforts. The MSCD, DSSH, and Paralegal Studies brochures were distributed in diverse venues, including China in 2011.

Use of Evaluation Results

Access to resources is a limiting factor, however, the DSSH will continue to focus attention on the highest impact events and activities. The following are strategies for the upcoming academic year.

- Traditional College fairs: DSSH faculty members participate in several recruiting activities organized by the Office of Admissions and by Career Services and Placement.

- Widespread circulation of brochures and other printed programmatic materials.
- National History Day Teachers' Workshop to attract high-quality high school students to the History program at DSU.
- MSJC and Paralegal Studies: Targeted marketing: Distribution of informational letters and other relevant materials to targeted prospective recruits who serve in the Criminal Justice System in Mississippi and elsewhere.
- MSCD: Targeted marketing: Distribution of informational letters and other relevant materials to people who serve in the Community and Economic Development fields.
- DSSH Website and Social Networking: A website committee is working on overhauling the DSSH website to make it a stronger marketing tool. While the DSSH already has a Facebook account, plans are to use Twitter as another avenue to reach prospective students.
- International recruiting: The DSSH has been working closely with the Dean of Graduate Studies to recruit international students. DSS faculty member Mark Bonta spent three weeks in China during the month of June, 2011. While there, he focused on student recruitment and faculty development. This important outreach/recruitment effort was sponsored by the Dean of Graduate and Continuing Studies, DSU. While in Beijing, Mark met with Sid Krommerhoek, Huang Ying, and other employees of Zinch, an online-based student-recruiting company that matches prospective college students to universities. Mark shared information and ideas about DSU's programs, including graduate programs in the DSSH and learned about what types of programs and universities Chinese students apply to, and why.
- Outreach activities: Faculty members in the DSSH are working on plans to engage with high school students in the region to market substantive disciplinary areas (e.g. geography, history, political science and social justice and criminology). Faculty members in the DSSH working on plans to engage with high schools in the area around substantive disciplinary areas (e.g. geography, history, and political science) as a way of reaching out and recruiting students.

Related Items

 [SP2.Ind01: Enrollment](#)

 [SP2.Ind02: Retention](#)

 [SP2.Ind03: Graduation Rate](#)

 [SP2.Ind04: Degrees](#)

 [SP3.Ind06: Diversity](#)

SSH 2012_07: Strengthen the relationship between the Division of Social Sciences, Madison Center and Center for Community and Economic Development (CCED)

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Strengthen the relationship between the Division of Social Sciences, Madison Center and Center for Community and Economic Development (CCED). To develop and implement faculty associate initiatives at the CCED to better engage faculty and students in applied projects and programs.

A more collaborative relationship between the DSSH and the CCED with staff and students from different constituents working together to achieve the mission of the DSSH and the University

Evaluation Procedures

Number and content of projects undertaken between the DSSH and other DSU institutes and centers; faculty and student involvement in these projects; funding and other resources made available; number of students supported through these projects; outputs from these efforts including scholarly presentations and publications. Appointment of faculty associates from the DSSH at the CCED.

Actual Results of Evaluation

As financial constraints increase and leadership positions decrease, the CCED was restructured to take advantage of the resources and a strong partnership with the DSSH. Four critical functions are evident: transition the Center's operation into the Division of Social Sciences and History directed by the Division's Chair; maintain efforts for externally funded projects and contracts; create new operational procedures based on availability of resources, cost-benefit, and mutual benefit considerations; and faculty associates' community-based research initiatives. The task expectation is to better use

available resources to provide services through shared resources, seek external funding through project writing and offering management services, provide contractual services for other institutions, government agencies, and other Centers within and outside Delta State University, and accumulate financial resources necessary for investment in Center marketing and accumulating staff expertise as faculty associates and project managers.

The DSSH has made decisions pertaining to a strong collaborative relationship between the CCED Division of Social Sciences and History, which has led to increasing partnership/projects between the CCED through faculty associate positions. Two senior faculty associates from the DSSH were appointed to the CCED in June 2011. Three interdisciplinary faculty associates were appointed in August 2011. The inclusion of faculty associates expands credentials and resource accessibility for CCED growth and for stronger cooperation between the CCED and the DSSH.

As mentioned earlier, a new hire has a joint appointment status and dual responsibilities as the Associate Director of the CCED and Assistant Professor of Community Development in the DSSH. To achieve goal 7, the associate director works systematically with the CCED director, faculty associates, CCED program leaders, and DSSH faculty to execute an implementation plan that is specifically designed to support the mission and goals of the CCED and facilitate reinvention and reinvigoration of the academic and community based research components of the CCED. Program leaders in the DSSH and CCED work collaboratively on existing applied research and evaluation projects involving community-based organizations; applying for and securing external grants and contract funds. The associate director facilitates community engagement among Master of Science in Community Development students in the DSSH, especially those working on projects through the CCED. (Noteworthy Activities and Accomplishments among DSSH Faculty for the Academic Year 2011-2012 section for Madison Center accomplishments).

Use of Evaluation Results

Planning and implementation of collaborative projects between the DSSH, the Madison Center and CCED will continue in the coming academic year. These entities will jointly procure funding and other resources. DSSH in collaboration with CCED will increase and enhance outreach, service, and partnership initiatives, in the region and beyond.

Related Items

 **SP3.Ind09: Professional development**

 **SP4.Ind08: Campus Efficiencies**

 **SP5.Ind04: Cultural offerings**

SSH 2012_08: Increase DSSH visibility through a cutting edge website

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Increase visibility of the DSSH through a cutting edge website.

- Integrate the History website with the Division of Social Sciences website.

Systematic attention to updating and expanding the DSSH website.

- Greater emphasis on keeping information up-to-date and meeting DSU requirements.
- Maintaining accurate faculty profiles.
- Posting of programmatic and specialized materials for easy access by current and prospective students.
- Posting of departmental achievements.

Evaluation Procedures

Systematic attention paid to updating and expanding the DSSH website.

- Assessments of the effectiveness of current information and how they meet DSU requirements.
- Accurate faculty profiles.
- Contemporary programmatic and specialized materials for easy access by current and prospective students.

- Key departmental achievements posted.

Actual Results of Evaluation

As planned, a new DSSH website committee was formed in August 2011. Over the course of the 2011-2012 academic year, webmasters Dr. Garry Jennings and Dr. Marjon Ames worked to merge the History Unit and the Division of Social Sciences websites. The website was remodeled as a prime marketing tool for the Division of Social Sciences and History. New information about faculty profiles and degree programs were added and a new navigation system facilitates easy access.

Use of Evaluation Results

Continued attention will be placed on updating and expanding the DSSH website in the academic year 2012-13, with greater emphasis on keeping information up-to-date and meeting DSU requirements

Related Items

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

 [SP2.Ind02: Retention](#)

 [SP3.Ind01: Faculty and staff hiring](#)

 [SP5.Ind04: Cultural offerings](#)

 [SP5.Ind06: Community Outreach](#)

SSH 2012_10: Development of a sustainable development-focused curriculum

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Development of a sustainable development-focused curriculum that involves DSSH faculty members and their courses in collaboration with other DSU departments.

The Division of Social Sciences and History (DSSH) wishes to build a sustainable development-focused curriculum that is based on the Population Organization, Environment and Technology (POET) model which integrates elements of science, ecological, technology and society in understanding environmental protection and development. The approach is to build an interdisciplinary, holistic and innovative professional curriculum. Attention is given to the social, economic and ecological dimensions of social change and development. Local, national, and international development strategies are investigated. Students are exposed to the sub-disciplines of environmental and natural resources sociology, covering issues such as deforestation, biological diversity, air and water pollution, global warming, and sustainable development from the perspectives of public policy and social science theory.

Evaluation Procedures

Formation of a working group to pursue this goal; meeting minutes submitted; meetings with faculty from other departments and the Dean of Arts and Sciences, as appropriate.

Curriculum delivery involves DSSH faculty members and their courses in collaboration with other DSU departments. A diverse set of split-level and senior level courses are taught in the DSS in collaboration with the Division of Biological and Physical and Sciences. For example: Seminar in Environmental Education, Sustainable Development, Population and Environment, Social Organization and Change, Human Ecology, Conservation of Natural Resources and Population. These courses satisfy requirements for a Bachelor of Science degree in Environmental Science, Bachelor of Science degree in Social Sciences and the Master of Science in Community Development (MSCD) degree, Sustainable Development track.

Actual Results of Evaluation

In the 2011-12 academic year, the faculty taught courses necessary for the Sustainable Development Track for Master of Science in Community Development students and offered Social Science courses required for Environmental Sciences students in the Division of Biological and Physical Sciences.

In the 2011-12 academic year the DSSH worked with colleagues from the Office of Institutional Grants, DSU College of Business and College of Arts and Sciences to seek funding from the McNair Research Scholars Program to develop academic and applied research programs opportunities for students. Response to this funding proposal is pending.

Use of Evaluation Results

Much more effort is needed in formalizing an academic program in Sustainable Development with the support of multiple departments and the Dean of Arts and Sciences.

Related Items

There are no related items.

SSH2010_09: Increase student engagement in applied research and service-learning projects

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Enrich student learning by engaging more students in applied research and service-learning projects.

Evaluation Procedures

Track number of activities and courses that offer applied research and service-learning opportunities; review content and quality of projects; number of students supported through these projects; document outcomes of projects; student, faculty and community partners' views on the contribution of these opportunities for improving student learning and contributing to quality of life.

Actual Results of Evaluation

Tremendous strides were made in this area in the 2010-11 academic year, where over 25 DSSH students engaged in community based research. Students' involvement in community based-applied research will continue. Dr. Meikle-Yaw secured \$6000 in July 2012 from the Southern Regional Asset-Building Coalition to conduct a study entitled "Community Based Participatory Research for Asset Building in the Mississippi Delta." Students from the DSSH will help to execute this study in fall 2012.

In December 2011, the Madison Center and the College of Arts and Sciences established a formal relationship with the Washington Center, in Washington, DC. In December 2011, Prof. Garry Jennings and Mr. Matthew Baker visited the Washington Center on 16th Street to confirm in person the new relationship with the Washington Center. This relationship will provide internship opportunities for Delta State graduate or undergraduate students under the guidance of a campus-wide committee to be formed in the fall 2012 semester.

This year's chosen representatives were DSSH student Emily Garcia, a graduate student in Social Justice and Criminology, and DSSH student Matthew Baker, a senior in Political Science. Both students received scholarship support from the state in the amount of \$6,500. A second award of \$500 for both Emily and Matthew was championed by Dean Hankins and supported through the Ferguson Fund. Emily Garcia interns with the Association of Flight Attendants-Communication Workers of America (AFA-CWA). As an intern, she conducts research relevant to the aviation industry's proposal to implement and develop ecologically-friendly technologies in collaboration with NextGen, NASA, the Department of Homeland Security, the Department of Transportation, the Department of Agriculture, and various committees and members whose jurisdiction includes the airline industry. She also has responsibility for compiling White Papers for members of Congress which provide the comprehensive objectives set forth by the aviation industry in pursuit of the development of bio-fuel alternatives and biomass cultivation. Because of her extensive work on Capitol Hill this summer, she has been exposed to the strategies and practices of lobbyists who work in the airline industry. While interning for the AFA-CWA, she has had the opportunity to meet Nancy Pelosi, Barney Frank, Patrick Leahy, and Bennie Thompson among others. Her chosen course at the Washington Center is The Presidential Leadership of Congress which focuses on the evolution of the executive office from the Revolutionary Era to the Contemporary Era. This course also is also supportive of her graduate thesis which examines the evolution and application of the executive prerogative. Clearly, the Washington Center has provided her with a wealth of opportunities to work in political arena and provides a very power and has afforded the means by which to reflect on the goals that I am pursuing and will pursue in the future.

Matthew Baker interned with the American Security Project, a non-partisan think tank focused on national security policy.

He notes that his "primary role at ASP has been to research and write on energy security issues facing the United States. Such research is an invaluable experience for any student, and has a greater breadth of understanding as to how politics and business actually function." He has also elected to participate in two courses taught by Washington area academics one of which is the Essentials of Aspiring Leaders course. Matthew's evaluation of his experience is expansive: "the opportunity to come to the most powerful city in the world, to interact with its people, and see how it operates first-hand is something that should continue to be encouraged for the best students in Mississippi universities."

Recent efforts have been made to revitalize the Community Development Student Organization and foster rewarding service learning environments for students.

Use of Evaluation Results

Students and faculty members will build on past success to be even more engaged in the world around them, improved student retention, and better relationships with community, regional and organizations.

This goal will carry over into the 2012-2013 academic year, with additional attention focused on tracking student participation and outcomes and identifying quantitative indicators.

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Related Items

There are no related items.

Social Work

SWO Mission Statement

Mission statement

Consistent with the mission of the University, the Bachelor of Social Work program at Delta State University seeks to prepare students with professional knowledge, values, and skills for generalist social work practice by creating an environment that offers value oriented learning that emphasizes self assessment, service to community, self determination, social justice and respect for diversity.

Related Items

There are no related items.

BSW I: LO Social Work Values

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students should be able to apply the values of the social work profession with an understanding of and respect for the positive value of diversity, confidentiality, self-determination, and social justice

Data Collection (Evidence)

1. **The Baccalaureate Foundation Curriculum Assessment Instrument (FCAI)** is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students answer multiple choice questions that pertain to foundation knowledge of social work. The data is collected and mailed to the University of Utah, BEAP office for tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful.

2. Field evaluations

Field instructors complete evaluation on students at end of semester. Surveys are tabulated.

Score 9 (Excellent) to 1 (Poor)

with the successful threshold of 5 or above being considered competent.

3. Alumni Survey

Alumni surveys are sent to alumni one year after graduation.

Scale 1 (poor) to 4 (Excellent)

Threshold is 2.5

All data is reviewed by faculty in the semester assessment outcomes meeting.

Results of Evaluation

1. Data from FCAI

N = 37

Self-determination Scale

Mean = 9.56

Social Justice Scale

Mean = 8.74

Confidentiality Scale

Mean = 8.56

2. Field Evaluation

N=37

Mean 8.40

3. Alumni Survey

N=12

Mean = 3.23

Use of Evaluation Results

Faculty evaluated results. Data shows that students are learning and applying values in confidentiality, self-determination of client and social justice.

Related Items

 **GE 05: Self**

 **GE 07: Cultural Awareness**

BSW II: LO Analyze Social Policy

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students are to be able to analyze social policies and how they impact client systems, workers, and agencies.

Data Collection (Evidence)

1. **The Baccalaureate Foundation Curriculum Assessment Instrument (FCAI)** is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students answer multiple choice questions that pertain to foundation knowledge of social work. The data is collected and mailed to the University of Utah, BEAP office for tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful.

2. **Field evaluations** completed by field instructors at the end of semester are tabulated. Scale 9 (Excellent) to 1 (Poor). A rating of 5 or above is considered competent.

3. **Alumni Survey** - is sent every year to the graduating class of the year before. The results are calculated and the mean is reported. Scale 1 (poor) to 4 (excellent).

Threshold is 2.5

All data is reviewed by faculty in the semester assessment outcomes meeting.

Results of Evaluation

1. Data from FCAI

N = 37

Mean = 8.16

2. Field Evaluation

N=37

Mean 7.35

3. Alumni Survey

N=12

Mean = 3.75

Use of Evaluation Results

Will continue to meet with field advisors and alumni to allow them an avenue to evaluate and express concern. Continue assessment to maintain need for curriculum changes.

Related Items

There are no related items.

BSW III: Communicate with Integrity and Respect

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students are able to demonstrate communication with integrity and respect for individuals as mandated by the Code of Ethics

Data Collection (Evidence)

1. **The Baccalaureate Foundation Curriculum Assessment Instrument (FCAI)** is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students answer multiple choice questions that pertain to foundation knowledge of social work. The data is collected and mailed to the University of Utah, BEAP office for

tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful.

2. **Field evaluations** completed by field instructors at the end of semester are tabulated. Scale 9 (Excellent) to 1 (Poor). A rating of 5 or above is considered competent.

All data is reviewed by faculty in the semester assessment outcomes meeting.

Results of Evaluation

1. FCAI

N = 37

Mean = 8.16

2. Field Evaluation

N = 37

Mean = 8.72

Use of Evaluation Results

Will continue to meet with field advisors to allow them an additional avenue to evaluate and express concern. Continue assessment due to curriculum changes.

Related Items

There are no related items.

BSW IV: Demonstrate Practice Skills without Discrimination

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Demonstrate behavior without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Data Collection (Evidence)

1. **Field evaluations** completed by field instructors at the end of semester are tabulated. Scale 9 (Excellent) to 1 (Poor). A rating of 5 or above is considered competent.

2. **Alumni Survey** - is sent every year to the graduating class of the year before. The results are calculated and the mean is reported. Scale 1 (poor) to 4 (excellent).

Threshold is 2.5

All data is reviewed by faculty in the semester assessment outcomes meeting.

Results of Evaluation

1. Field Evaluation

N = 37

Mean = 7.12

2. Alumni Survey

N = 37

Mean = 3.23

Use of Evaluation Results

Will continue to meet with field advisors and alumni to allow them an additional avenue to evaluate and express concern. Continue assessment due to curriculum changes

Related Items

There are no related items.

BSW V: Conduct Interviews with Diverse Client Populations

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Formulate an interview that involves the professional use of self. (This identifies own personal descriptive and behavioral attributes that hinder or promote effective intervention with client system.)

Data Collection (Evidence)

1. **The Baccalaureate Foundation Curriculum Assessment Instrument (FCAI)** is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students answer multiple choice questions that pertain to foundation knowledge of social work. The data is collected and mailed to the University of Utah, BEAP office for tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful.

2. **Field evaluations** completed by field instructors at the end of semester are tabulated. Scale 9 (Excellent) to 1 (Poor). A rating of 5 or above is considered competent.

3. **Alumni Survey** - is sent every year to the graduating class of the year before. The results are calculated and the mean is reported. Scale 1 (poor) to 4 (excellent).

Threshold is 2.5

All data is reviewed by faculty in the semester assessment outcomes meeting.

Results of Evaluation**1. FCAI**

N = 37

Mean = 7.62

2. Field Evaluations

N = 37

Mean = 8.23

3. Alumni Surveys

N = 12

Mean = 3.54

Use of Evaluation Results

No recommendation. The mean is above threshold. Will continue to monitor due to change to practice behaviors and competencies.

Related Items

There are no related items.

SWO 2012_01: Recruitment and Retention

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Continue to expand recruitment and retention processes in the department.

Evaluation Procedures

Actual Results of Evaluation

Faculty recruited students at community colleges and other DSU recruiting events. Faculty coordinated an event where seniors met with the new transfer students. Flyers about SWO 201 Introduction to Social Work were distributed during fall and spring pre-registration. In spring of 2012, the department continued "Project Go Home". Seniors were requested to go back to their high school or community college to recruit social work students. Twelve students participated and reached many potential students for social work and Delta State University. Students set up a recruiting table at the union several times. Recruitment ads for both social work major and social welfare minors were posted around campus through-out the year. Flyers on the general education classes offered by the department (SWO Volunteering in the Community and SWO 300 Human Diversity) were distributed widely across campus. The department held a senior day and invited students from across the campus to attend and view the Senior Capstone projects.

Use of Evaluation Results

Faculty will continue efforts to recruit students and work to retain students in the department

Related Items

 [SP2.Ind02: Retention](#)

SWO 2012_02: Offer Workshop for Social Work Community

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Offer workshop featuring a well-known speaker to social work field supervisors, social work practice community, faculty, and students.

Evaluation Procedures

Count the number of persons that registered for the conference.

Actual Results of Evaluation

There were 185 participants (65 students, 125 community social workers and field instructors, and social work faculty) who attended the workshop featuring speakers on community social work ethics and diversity practice. Mrs. Virginai Adolf, President-Elect of the National Association of Social Workers for Mississippi was the featured speaker. Practice community and students gave evaluations of excellent. Students were observed using information learned when working with clients in the field and in discussions in class. Community social workers have requested the continuation of this annual workshop.

Use of Evaluation Results

Will plan another workshop for 2012-13 academic year. This is also a way to thank field instructors for their time and expertise in training students in the field as well as provide extra training for the students and field instructors. The department offers free CEU's to community social workers. The CEU's are necessary for keeping social work licenses current.

Related Items

 [SP1.Ind05: Diversity -- access to diverse ideas/programs](#)

 [SP3.Ind09: Professional development](#)

 [SP5.Ind05: Diversity initiatives](#)

 [SP5.Ind06: Community Outreach](#)

SWO 2012_03: Increase Student-Student and Student-Faculty Interaction

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Increase number of students attending professional conferences to enhance students' knowledge base of social work practice by interacting with social work professionals statewide.

Evaluation Procedures

The department will document the number of students attending conferences. Numbers will be kept and compared from year to year. The department will work to expand numbers for upcoming years

Actual Results of Evaluation

- a. National Association of Social Workers (NASW) Legislative Day, January 2012. Twenty-three students and two faculty attended the event. Students met with faculty/students from universities/colleges throughout the state. Students met with their legislators and attended committee meetings.
- b. National Association of Social Workers (NASW) Annual Program Meeting, March 2013. Twenty-three students and four faculty attended the conference. Students attended various workshops on social work education and practice and two of the students participated in a poster session regarding their chosen areas of research. Three faculty presented at the conference and students assisted in the presentations. Students worked as convenors and at the conference desk during the conference. Attending conferences increased student-student and faculty-student communication as well as helped students practice a variety of communication skills. Students also meet with representatives for graduate schools and the licensure board.
- c. Delta State University Department of Social Work Conference in March 2012. Four faculty, fifty students, and 85 community social workers attended the conference. Speakers were from the Southern Poverty Law Center and Mr. William Bell.

Use of Evaluation Results

Plan to continue encouraging students with incentives, because this is an excellent way for students to interact with other students and professionals in the Social Work Community. Also, attending helps with students' development of professional use of self and successfulness in their careers. Students did fundraisers to attend NASW conferences. Faculty assisted students with fundraiser to support student travel.

Related Items

 [SP1.Ind04: Job placement](#)

SWO 2012_04: Maintain/expand community relationships

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Maintain/expand relationships with community agencies in the Delta.

Evaluation Procedures

Review list of agencies used by students for field instruction and identify new ones.

Actual Results of Evaluation

There were eight new agencies added for field instruction and for volunteer placements. Several of these placements were statewide, in surrounding states, and with larger organizations increasing the types of placements offered to students.

Use of Evaluation Results

Continue to find quality social work agencies and field instructors at a convenient locale for the students. This will be a continued goal due to the increasing number of students enrolling in the social work program.

Related Items

 [SP5.Ind06: Community Outreach](#)

SWO 2012_05: Change Curriculum and Evaluation Tools to Practice Behaviors

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Change curriculum and evaluation tools to core competencies as required by new educational policies and standards of

accrediting body, Council on Social Work Education (CSWE).

Evaluation Procedures

Review documentation of core competencies, assess each class for use of practice behaviors, and align evaluation tools with class activities for review.

Actual Results of Evaluation

Faculty have reviewed each course syllabi in weekly meetings to determine what assignments could be used to measure the new core competencies. Changes have been made to all syllabi creating a more uniform program of study. Using the changes faculty developed evaluation protocol for all classes and assignments. The Field Evaluation was administered online and compiled by BEAP. They evaluate each practice behavior as it relates to the program of study. The BEAP Foundation Curriculum Assessment Inventory was given to incoming students and will be administered to them as an exit exam to assess foundation knowledge. It was used as an exit tool with the seniors. Although there was no comparison data, it did present a snapshot of learned knowledge of social work foundation areas. The seniors were also given the written exit assessment to evaluate the implicit environment of the program

Use of Evaluation Results

All curriculum has now been changed and put into place. Faculty have made some changes based on evaluation. Site visit for accreditation was completed this year with good results. Faculty will monitor comparison data from BEAP in May 2014 and make changes accordingly.

Related Items

 **SP1.Ind08: Curriculum Development and Revision**

Speech and Hearing Sciences

SHS Mission Statement

Mission statement

The department of Speech and Hearing Science offers pre-professional instruction integrating academic preparation, clinical experience, and community service in communication disorders in preparation for graduate studies to enter a career as a licensed Speech Language Pathologist certified by the American Speech Language Hearing Association.

Related Items

There are no related items.

BS-SHS 01: LO Development of Speech and Language Skills

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students should be able to describe the typical development of speech and language skills and relate the development of these skills to linguistic, cultural, cognitive, and psychological influences.

Data Collection (Evidence)

Performance competencies scored by faculty members. See Appendices A and B.

Scores on written exams, research papers, and presentations per competency requirements in BS-SHS 302; Phonetics, BS-SHS 304; Development of Speech and Language, BS-SHS 334; Language

Disorders, and BS-SHS 420; Neurogenic Communicative Disorders.

Portfolios completed for BS-SHS 420; Neurogenic Communicative Disorders are evaluated by the faculty members. See Appendix C.

Attainment of course objectives are assessed by the department based on a standard grading rubric. See Appendix A

-  [Learning Outcome Narrative](#)

Results of Evaluation

Performance on language competencies (BS-SHS 304) (Fall 2011) indicated a pass rate of 93% as scored by faculty assessment team members.

Language disorder (BS-SHS 334) (Spring 2012) competencies were passed at a rate of 83% as scored by faculty assessment team members.

Neurogenic Communicative Disorders (BS-SHS 420) (Spring 2012) portfolios were completed with 100% accuracy evaluated by faculty assessment team members.

Phonetic (BS-SHS 302) (Fall 2011) competencies were completed with 81% accuracy as scored by faculty assessment team members.

Use of Evaluation Results

Student performance on departmental course objectives reflected a need to make the following changes:

Recruitment of Ph.D. professor with expertise in Language for instruction of Language Development and Language Disorders, BS-SHS 304 and BS-SHS 334. Use of case study presentation of actual patients with language delays or disorders to focus on assessment and treatment methods.

The Clinical Director offered students practical application of knowledge and skills learned in class through clinical practicum with clients who experience neurogenic communicative disorders at the adult daycare center.

The professor changed class text/workbook to aid students in differentiating geographical/ ethnic dialectical speech patterns in BS-SHS 302.

Related Items

  **GE 02: Communication**

  **GE 05: Self**

  **GE 06: Social Institutions**

  **GE 07: Cultural Awareness**

  **GE 09: Cross-disciplinary Appreciation**

BS-SHS 02: LO Understanding Basic Processes of Communication

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students should be able to understand the role of the following basic processes of communication: respiration, phonation, articulation, resonance and cerebration. Students should be able to describe how abnormal functioning of each process may result in disorder.

Data Collection (Evidence)

Criterion referenced performance competencies scored by faculty assessment team members. See Appendix A.

Scores on written exams, research

projects, and presentations per competency requirements in BS-SHS 306; Anatomy and Physiology, BS-SHS 332; Disorders of Articulation, BS-SHS 416; Neuroanatomy, and BS-SHS 422; Voice Disorders.

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors. See Appendix A.

-  [Learning Outcome Narrative](#)

Results of Evaluation

Anatomy and Physiology (BS-SHS 306) (Fall 2011) competencies were passed at a rate of 83% as scored by faculty assessment team members.

Articulation (BS-SHS 332) (Spring 2012) competencies were passed at a rate of 80% as scored by faculty assessment team members.

Neuroanatomy and Physiology (BS-SHS 416) (Fall 2011) competencies were passed at a rate of 94% as scored by faculty assessment team members.

Voice (BS-SHS 422) (Spring 2012) competencies were passed at a rate of 86% as scored by faculty assessment team members.

Use of Evaluation Results

Student performance on departmental course objectives reflected a need to make the following changes:

In addition to classroom presentation of interactive lessons on DVD for student learning objectives in Anatomy and Physiology (BS-SHS 306) for speech and hearing biological systems, students also use discs purchased with class text for independent study. Instructor provided "hands-on" lab activities related to respiration and phonation.

Scores on Articulation Competencies (BS-SHS 332) demonstrated the need for students to have experience using standardized assessment instruments for evaluation of patients with speech sound production deficits. Case studies were implemented as a class assignment for each student to reinforce application of acquired assessment principles using articulation software focusing on different etiologies.

The curriculum committee voted to utilize Blue Tree Publishing software technology, a computerized approach to the study of brain and behavior to aid understanding of the anatomy and physiology of the brain as it relates to communication. The software allows students to assess patients relating site of brain lesion to functional communicative deficits.

The class text for Voice Disorders (BS-SHS 422) was changed to focus on normal voice production and vocal health. Software on vocal pathology was utilized to promote active student participation during class and individual study sessions.

Related Items



GE 02: Communication



GE 05: Self

BS-SHS 03: LO Communication Assessment

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students should be able to select, describe, and integrate the findings from standardized and nonstandardized assessment instruments for children and adults with communicative disorders.

Data Collection (Evidence)

Criterion based competency on communication assessments in BS-SHS 430 (Fall 2011, Spring 2012) scored by faculty team members. See Appendix B.

Portfolios completed for Appraisal and Diagnosis of Communication Disorders (BS-SHS 336) (Spring 2012) are evaluated by faculty team members. See Appendix C.

Scores on written exams, research papers and presentations per competency requirements in BS-SHS 410, Clinical Orientation (Fall 2011); and BS-SHS 336, Appraisal and Diagnosis of Communication

Disorders (Spring 2012).

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors. See Appendix A.

-  [Learning Outcome Narrative](#)

Results of Evaluation

Communication assessment Performance Competencies in BS-SHS 430 (Fall 2011 and Spring 2012) and BS-SHS 410 (Fall 2011) were completed with 100% accuracy as scored by faculty assessment team members.

Portfolios for Appraisal/Diagnosis (BS-SHS 336) (Spring 2012) were passed with 100% accuracy as scored by faculty assessment team members.

Use of Evaluation Results

Student performance on departmental course objectives reflected a need to make the following changes:

The clinical director will continue to maintain clinical practicum portfolios including summary of observation and practicum hours, supervised by an ASHA certified clinician according to accreditation guidelines (KASA) in Clinical Orientation, BS-SHS 410 and Clinical Practicum, BS-SHS 430.

The curriculum committee developed protocol for student critique of validity and reliability of standardized evaluation instruments for each type of communicative disorder presented in classes.

The curriculum committee designed a plan for students to develop portfolios to assess specific disorder categories for BS-SHS 336, Appraisal and Diagnosis of Communication Disorders along with a grading rubric for portfolios.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 07: Cultural Awareness**

BS-SHS 04: LO Perform Routine Audiological Assessment

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students should be able to perform routine audiological assessment procedures including hearing screening and air conduction threshold testing.

Data Collection (Evidence)

Criterion referenced competencies on Hearing Screening and Air/Bone Conduction testing in BS-SHS 414, Audiology (Fall 2011) and BS-SHS 455, Diagnostic Audiology (Spring 2012) scored by faculty team members. See Appendix C.

Scores on written exams, research papers and presentations per competency requirements in

BS-SHS 414, Audiology and BS-SHS 455, Diagnostic Audiology.

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors. See Appendix A.

-  [Learning Outcome Narrative](#)

Results of Evaluation

Hearing Screening Competencies (BS-SHS 414) (Fall 2011) were completed with 84% accuracy as scored by faculty assessment team members.

Diagnostic audiological competencies (BS-SHS 455) (Spring 2012) were completed with 100% accuracy as scored by faculty assessment team members.

Use of Evaluation Results

Student performance on departmental course competencies reflected the need for student learning of proper procedure for patient audiological assessment using audiometers. Students performed hearing evaluations as part of class requirements. They also provided community public education regarding prevention of noise induced hearing loss.

Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

BS-SHS 05: LO Behavioral Objectives

Start: 7/1/2011

End: 6/30/2012

Learning Outcome

Students should be able to formulate behavioral objectives and plan appropriate procedures to achieve those objectives in intervention with clients who have communication disorders.

Data Collection (Evidence)

Criterion Referenced competencies on writing and executing behavioral objectives in Clinical

Practicum (BS-SHS 430) (Fall 2011, Spring 2012) therapy sessions. See Appendix B.

Completion of portfolio on long and short term lesson plans evaluated by faculty assessment team members. See Appendix B.

Clinical documentation of intervention practicum. See Appendix B.

Scores on written exams, research papers and presentations per departmental competencies in BS-SHS 412; Methods in Communication Disorders (Fall 2011).

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors. See Appendix A.

-  [Learning Outcome Narrative](#)

Results of Evaluation

Behavioral Objective competencies (BS-SHS 412) (Fall 2011) were completed with 80% accuracy as scored by faculty assessment team members.

Lesson Plan Portfolios (BS-SHS 430) (Fall 2011 and Spring 2012) were completed with 100% accuracy as scored by faculty assessment team members.

Clinical Clock Hour repository for therapy practicum experience was completed per student with 100% accuracy.

Use of Evaluation Results

Student performance on departmental course competencies reflected the need to facilitate student preparation of appropriate intervention goals for individual client needs. Developmental sequences and skill set resources from the curriculum committee were provided for student access as they select therapy goals for their patients.


The Clinical Director monitored and recorded student practicum hours. Each student was responsible for submitting patient reports and clinical records weekly.

Related Items

GE 01: Critical and Creative Thinking



GE 02: Communication

 **GE 04: Inquiry and Technology**

 **GE 07: Cultural Awareness**

 **GE 09: Cross-disciplinary Appreciation**

SHS 2012_01: Maintain High Quality Undergraduate Curricula

Start: 7/1/2011

End: 6/30/2012

Unit Goal

Continue to maintain high quality undergraduate curricula to prepare students for graduate school as well as employment within the MS school system.

Evaluation Procedures

Student scores on the Graduate Record Examination required to be admitted to graduate studies and actual enrollment in graduate programs. As well as student grade point averages in the SHS curriculum.

Actual Results of Evaluation

Out of fifteen students who graduated in Fall, 2011 (2 students) and Spring, 2012 (13 students) with a B.S. degree in Speech Language Pathology from DSU, 8 have been accepted into graduate programs.

Use of Evaluation Results

We currently use the American Speech Language Hearing Associations' Knowledge and Skills Acquisition guidelines for accredited graduate programs to plan and monitor our preprofessional curriculum and clinical practicum content to prepare students for graduate studies/employment.

Related Items

 **SP1.Ind04: Job placement**

SHS 2012_02: Public Service to Individuals with Communicative Disorders

Start: 7/1/2011

End: 6/30/2012

Unit Goal

To increase public service to individuals with communicative disorders through our Speech and Hearing Clinical services.

Evaluation Procedures

Annual clinical data report which includes number of clients served, service learning hours, communicative assessments and therapy hours.

Actual Results of Evaluation

We continue to expand our clinical services to clients in our area at the DSU Speech and Hearing Clinic. During Fall 2011, 9 patients received Speech Language intervention with 144 service learning hours accrued by 8 student clinicians providing assessment and therapeutic intervention. During Spring 2012, 15 patients received 234 hours of service learning from 13 student clinicians enrolled in clinical practicum. During Summer Session I, 20 patients received Speech Language intervention with 192 service learning hours accrued by 8 student clinicians providing assessment and therapeutic intervention. (SHS 430, 420 & 322). We plan to continue to provide service during Summer Session II.

Use of Evaluation Results

The Delta State Speech and Hearing Clinical Practicum offers students the opportunity for interaction with patients under direct supervision. Achieving this provides greater service to our community and increases the professional clinical skills of our students.

Related Items

 **SP5.Ind06: Community Outreach**

SHS 2012_03: Recruitment Plan

Start: 7/1/2011
End: 6/30/2012

Unit Goal

To improve our recruitment plan, having our students “go home” to share their experience, and to invite friends in high school and community colleges to visit our university.

DSU student members of the National Student Speech Language Hearing Association on campus created a plan for student volunteers to attend high school and community college career days to familiarize their peers with careers in Speech Language Pathology.

Evaluation Procedures

Assessment of effectiveness of this goal will be measured by increases in enrollment in Speech and Hearing Sciences.

Actual Results of Evaluation

Our students visited their home town schools to participate in recruiting activities. The result has been over 57 students majoring in SHS, with the number of graduates remaining high throughout the year. Additionally, National Communication Sciences and Disorders (CSD) Career Awareness Day is designated for March each year. Our NSSLHA chapter invited high school students in our region, as well as undergraduate students undecided about a major to visit DSU to participate in a career awareness opportunity. Students received a tour of the speech and hearing clinic and attended sessions about the professions, academic requirements, and financial aid options. Participating students were given materials including a brochure about careers in Speech Language Pathology, a brochure describing the DSU Department of SHS, an academic study plan, and letters introducing professors and clinical supervisors with phone numbers and email addresses. Professional salary scales and the NSSLHA Communication Sciences Survival Guide, which includes advice for students from the time they are in high school until they are in a professional position of employment were also provided.

Use of Evaluation Results

Since this method was so successful, we will continue to establish plans for student recruitment in their home town community colleges and high schools this year through the Student Speech and Hearing organization. Students will gain recruitment skills to prepare them for future job settings. Students majoring in Speech and Hearing Sciences are on the Orientation team every summer. In 2011-2012, Alanna Ferguson, Amy Scott and Katelyn Hulett represented the SHS major.

Related Items

 [SP2.Ind01: Enrollment](#)

SHS 2012_04: Professional Development of Students

Start: 7/1/2011
End: 6/30/2012

Unit Goal

To enhance our department’s professional development of students providing health related services to our community.

Evaluation Procedures

Twenty-five hours of observation is a prerequisite for clinical practicum, which requires an additional 25 hours of clinical contact time. The clinical director monitors the 25-hour observation requirement in SHS 410, Clinical Orientation. She monitors the 25-contact hour requirement in SHS 430, Clinical Practicum, through data documentation in the student’s file.

Actual Results of Evaluation

Students are required to contribute 25 contact hours of service per semester, as they are enrolled in Clinical Orientation for observation and Clinical Practicum for intervention. During the periods of observation and clinical practicum, students are supervised by master clinicians who are certified by the American Speech Language Hearing Association. These observation and intervention contact hours fulfill part of the clinical certification process.

Use of Evaluation Results

Students provided hearing screenings to children and adults from DSU and the community using audiological equipment here at the university. Income for these clinical services was utilized to order new equipment and clinical supplies.

Related Items

 [SP1.Ind04: Job placement](#)

SHS 2012_05: Develop Relationships with Clinically Certified Professionals in the Community

Start: 7/1/2011
End: 6/30/2012

Unit Goal

To continue to develop relationships with clinically certified professionals in the community, allowing our students to observe and act as apprentices under direct supervision.

Evaluation Procedures

Mrs. Brister, department Chair, maintains communication with alumni from DSU's Department of Speech and Hearing Sciences. Many have offered to supervise our students or allow the students to observe them while performing an evaluation or intervention service.

Actual Results of Evaluation

Many professionals in the area provide opportunities for observation and supervision of assessment and intervention with communication disorders. Misty Mosley and Stephanie Hutchinson are therapists at Bolivar Medical Center who welcome having students come to observe. Mrs. Celeste Brown enjoys having students observe her in local nursing homes. Pam Griffin, active in Rehab services, allows students to travel with her to experience outpatient and home health services. Speech Language Pathologists at Delta Regional and Greenwood Leflore Medical Centers also provide similar opportunities. Alumni provide ample networking for students to get to know professionals within our community or anywhere within the region Delta State University serves.

Use of Evaluation Results

The network grows larger as our graduates go out to fulfill their professional goals. We partnered with the DSU Alumni Foundation in creating a master list of potential sites and supervisors.

Related Items

 [SP3.Ind06: Diversity](#)

 [SP3.Ind08: Evaluations](#)

SHS 2012_06: Communication with Alumni

Start: 7/1/2011
End: 6/30/2012

Unit Goal

To contact alumni from our program to aid in recruitment and to provide professional activities for our students at off-campus clinical sites.

Evaluation Procedures

The department enlisted the help of the alumni foundation for data on graduates since 1980. The initial contact was through a survey mailed to Speech and Hearing Sciences alumni.

Actual Results of Evaluation

Many alumni who were contacted have agreed to supervise observation, assessment and therapy at off-campus clinical sites and act as advisors/mentors for students interested in a career in Speech Language Pathology.

Use of Evaluation Results

Our students are able to identify SLP professionals in most towns in the state of MS to interact with, involving professional activities and mentoring. The American Speech Language Hearing Association also has an active mentoring program at the national level.

Related Items

 [SP2.Ind01: Enrollment](#)

 [SP2.Ind03: Graduation Rate](#)

SHS 2012_07: Distance Learning Graduate Program

Start: 7/1/2011
End: 6/30/2012

Unit Goal

To develop a plan for creating a distance learning (online) graduate program in Speech Language Pathology.

Proposal for a graduate program in Speech Language Pathology at Delta State University.

Name of Academic Program: Master of Science in Speech and Hearing Sciences

The Master of Science in Speech and Hearing Sciences will enable graduates to be certified by the American Speech Language Hearing Association and the Mississippi Department of Education and licensed by the Mississippi State Board of Health. These credentials qualify students for the abundant employment opportunities in schools, medical settings, nursing homes, mental health centers, etc. There is an extreme shortage of Speech-Language-Pathologists (SLPs) in Mississippi. This program will lead to the provision of needed services for the communicatively handicapped in Mississippi and will provide excellent career opportunities for students.

Program Preview Synopsis

Objectives: This program will build on a strong, reputable, established undergraduate department to serve students and the communicatively impaired in Mississippi, the Delta region in particular. The academic and clinical requirements for certification and licensure will be met through the current undergraduate and proposed graduate programs.

State Needs: There is a long-standing shortage of SLPs in Mississippi, as evidenced by the approximately 142 speech language teachers with interim or emergency certificates working in Mississippi public schools (Mississippi Department of Education data). The Master's Degree is the nationally recognized clinical certification requirement in this profession. Undergraduate training is not sufficient to prepare students to provide diagnostic, therapeutic, and consultative services to people who have suffered strokes, traumatic brain injury, cancer of the larynx, cleft palate, cerebral palsy, autism, swallowing disorders, and many other conditions associated with communication disorders in articulation, voice, fluency, and/or language skill dysfunction.

Evaluation Procedures

The personnel needed for this graduate program (and to continue the undergraduate program) are five to six faculty, a Chair and a secretary. Accreditation standards require that the Chair of the graduate program have a doctorate in SLP, Audiology, or Speech and Hearing Science. A half-time teaching load would be typical for that position. Two of the faculty will need to hold a doctorate in SLP or a related field (Ed.D. in Special Education or a related area is acceptable if the person also holds a Master's degree and certification in SLP). This will enable having the bulk of the graduate courses offered by doctoral faculty. One faculty member will need to be the on-campus clinical director. The clinic will increase the number of clients, which is feasible with promotional activities and expended relations with day care centers and other organizations.

Actual Results of Evaluation

Funding for this program at this time is unavailable. We presently have one full time Assistant Professor and one full time Clinical Director along with the Chair, retired (half-time position), who taught two classes annually in addition to administrative duties. These 2 and a half members serve approximately 57 undergraduate students in the department of Speech and Hearing Sciences.

Use of Evaluation Results

We will continue to express the need for a graduate program to fulfill requirements for the Certificate of Clinical Competence provided by the American Speech Language Hearing Association. For many years, manpower studies by the bureau of Health Professions have recognized a large shortage of SLPs across the country, and projected increases in the shortage in the future. This is due in part to the rapidly increasing geriatric population, which is at high risk for conditions which cause speech and hearing problems. Other indicators of the shortage of SLPs are the large number of advertisements of vacant positions in publications such as The ASHA Leader and Advance Magazine. Vacancies for jobs are also presented at state and national conventions. Through the Council of Academic Programs in Communication Sciences and Disorders, Department Chairs routinely report receiving print and electronic notices of vacant positions throughout the year, as well as phone calls from anxious employers who cannot fill SLP positions. Furthermore, many medical setting positions include sign-on bonuses of \$2,000 to \$5,000, a sign of a drastic shortage.

Program Duplication: There are four Master's level SLP programs in MS: MS University for Women, University of Mississippi, University of Southern MS, and Jackson State University. These existing programs are not filling the needs of

the state, particularly in the Delta, as they are all located in other parts of the state.

Program Demand: The current undergraduate department has 57 majors, all of whom are or will be in need of a Master's program. Most have expressed strong wishes for DSU to develop such a program, as have many alumni and employers. The Chair is involved in an effort by the Mississippi Speech-Language-Hearing Association to assist schools in locating and hiring SLPs. The unavoidable problem however, is that there just aren't enough to fill the vacancies. Development of a Graduate Program will surely also increase the undergraduate enrollment, since many students have declined to enter because of the absence of the opportunity to continue on to the Master's Degree. That increased number will then maintain a continuous flow of large groups into the Master's Program.

Every year there are applicants who are not admitted to any graduate program because all the spaces are filled. The Speech Language Therapist Licensure Task Force was created last year including department chairs from the five Speech-Language Pathology programs in MS to plan a process for the bachelor level therapists in the school system to achieve Master's level certification. A consortium between the five programs offering a distance learning program had been discussed. Delta State University could be the ideal site for this program, since it is in a critical needs area and does not offer a graduate degree at this time.

Students and parents are vitally concerned about employment opportunities, and will gravitate to a program like this, with a credentialed field and established employment opportunities.

Related Items

 [SP3.Ind03: Distance Education training](#)

Section V.a

Faculty (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.c

Administrators (accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Section VI.b

Recommended Changes for the Coming Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative