## CONTENTS

<table>
<thead>
<tr>
<th>Department</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Art</td>
<td>3</td>
</tr>
<tr>
<td>Department of Audiology and Speech Pathology</td>
<td>11</td>
</tr>
<tr>
<td>Department of Biological Sciences</td>
<td>16</td>
</tr>
<tr>
<td>Department of History</td>
<td>39</td>
</tr>
<tr>
<td>Division of Languages and Literature</td>
<td>75</td>
</tr>
<tr>
<td>Department of Mathematics</td>
<td>84</td>
</tr>
<tr>
<td>Department of Music</td>
<td>90</td>
</tr>
<tr>
<td>Department of Physical Sciences</td>
<td>94</td>
</tr>
<tr>
<td>Department of Social Sciences</td>
<td>101</td>
</tr>
<tr>
<td>Department of Social Work</td>
<td>155</td>
</tr>
<tr>
<td>Format for Annual Reports</td>
<td>165</td>
</tr>
</tbody>
</table>
ANNUAL REPORT OF EFFECTIVENESS

Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DEPARTMENT OF ART
COLLEGE OF ARTS AND SCIENCES

DELTA STATE UNIVERSITY
DELTA STATE UNIVERSITY: ANNUAL REPORT OF EFFECTIVENESS
Academic Year 2001-2002

I. Unit Title: Department of Art                                      College: Arts and Sciences

    Unit Administrator: Collier Parker

II. Unit Goals for 2001-2002

Goal 1:
Expand efforts to recruit and retain qualified, diverse, and talented students.

Assessment: A. Method; B. Result; C. Improvement
    A. This goal will be assessed by looking at the total enrollment of art majors.
    B. The number of art majors has continued to rise over the past several years.
    C. The art department has proposed a new recruitment plan that includes using one faculty
       member as a recruiter and improved recruitment material including: a poster, a promotional
       CD, and a brief e-mail “teaser”. Both the CD and “teaser” will contain video clips and
       images to promote the department.
    D. Plans to better promote Portfolio Day and track potential students are being developed.

Goal 2:
Strengthen the curriculum in all art concentrations.

Assessment: A. Method; B. Result; C. Improvement
    A. This goal will be assessed by performing a comprehensive review of each area.
    B. This review will examine the goals and objectives, course offerings, and needs of each area.
    C. A five-year plan for implementation of change will be constructed as a result of this review.
    D. Review and implementation of the five-year plan will take place annually. The new goals for
       each emphasis area will be included in future annual reports.
III. Goals for Emphasis Areas 2001-2002

Degree: B.A.
Major: Art Education

Goal 1:
-Each graduate will demonstrate proficiency in studio art.

Assessment: A. Method; B. Result; C. Improvement
A. Analysis of grade distribution in studio courses. Analysis of student exhibition records.
B. Analysis of grade distribution revealed that ninety percent of students in progress earned a grade of "C" or better in studio courses.
C. The department is considering developing a competency instrument to evaluate studio knowledge

Goal 2:
-Each graduate will demonstrate a knowledge and understanding of art history.

Assessment: A. Method; B. Result; C. Improvement
A. Analysis of grade distribution in art history courses. Analysis of PRAXIS specialty area.
B. A review of records indicates that students in progress have met the art history requirements and grade criterion.
C. Student research papers will be included in future assessment procedures. PRAXIS specialty test will continue to be monitored and courses will be re-examined if students do not meet the minimum score.

Goal 3:
-Each graduate will demonstrate proficiency in instructional methods and procedures important for effective art teaching.

Assessment: A. Method; B. Result; C. Improvement
A. Analysis of scores on the PRAXIS. Analysis of scores on the Mississippi Teacher Assessment Instrument.
B. One hundred percent of the graduates passed the PRAXIS with the minimum score required by the Mississippi State Department of Education. A review of the records indicates that all graduates have passed the MTAI at the minimum level or above.
C. PRAXIS scores will be monitored to see if curriculum adjustments need to be made.
Degree: B.F.A.
Major: Interior Design, Graphic Design, Crafts, Painting, Photography, Sculpture

Goal 1:
- With the cumulative influence of art and design curriculum courses, each student will have a sound background in the fundamentals of design.

Assessment: A. Method; B. Result; C. Improvement
A. Junior and senior portfolio reviews, senior thesis work.
B. All graphic design and interior design student portfolios were reviewed at the junior level.
C. Recommendations to improve, re-work, or add to design projects were made at the Junior Portfolio review. The department is considering the addition of junior reviews for studio majors. The department is considering developing a competency instrument to evaluate design knowledge.

Goal 2:
- Graduates will be familiar with styles, movements, and content in art as it relates to their major throughout the history of art.

Assessment: A. Method; B. Result; C. Improvement
A. Analysis of grade distribution in art history courses.
B. Analysis of grade distribution in art history courses from the spring of 2001 reveals that 16 percent of students enrolled made below a “C”.
C. In order to better assess graduates’ understanding of art history, student research papers will be reviewed and included in student portfolios. Because grade analysis revealed that students did not meet the grade criterion, the department will need to exam ways to improve students’ exposure to art and its history, perhaps through more experiential learning activities such as field trips to museums and large cultural centers.

Goal 3:
- Graduates will become more proficient in the art of visual creative thinking and gain an understanding of the connection between all of the various art disciplines.

Assessment: A. Method; B. Result; C. Improvement
A. Review of sketchbooks at junior and senior portfolio levels and in senior thesis reviews.
B. Sketchbooks were reviewed along with junior and senior portfolios and in senior reviews.
C. The quality of work in the sketchbooks is improving. The department is continuing to find ways to improve overall quality.
Degree:  B.F.A  
Major:  Interior Design 

Goal 1: 
-Each graduate will have a broad background in the fundamentals of the visual arts with an obvious emphasis on proficiency in interior design.

Assessment: A. Method; B. Result; C. Improvement
A. Senior portfolio reviews; analysis of internship evaluations; review of internship journals.
B. Each graduate has passed the senior portfolio review with either "good" or "excellent" results. Internship evaluations have revealed that graduates are well prepared and proficient in interior design.
C. As a result of suggestions made by internship employers and by students in their journals, the art department has developed an advanced Computer Aided Drafting course and is making progress on a goal of making CADD an integral part of the curriculum.

Goal 2: 
-Each graduate will have a knowledge of and experience with computer-aided software so as to be fluent with an automated design program.

Assessment: A. Method; B. Result; C. Improvement
A. Analysis of grade distribution in Introduction to Computer-Aided Design, Art 210. Review of recommendations by internship employers and students who have completed an internship.
B. An analysis of grade distribution in Introduction to Computer-Aided Design revealed that the interior design majors met this grade criterion. Recommendations by students and internship employers were reviewed at the Seminar exit interview.
C. New software, Autocad 2000, has been purchased along with an upgrade in computer hardware. The ID computer lab now has 17 new computers with Autocad 2000.
Degree: B.F.A.
Major: Graphic Design

Goal 1:
-Each graduate will have a knowledge of and experience with Macintosh Computer Design programs so as to be fluent with basic automated design programs.

Assessment: A. Method; B. Result; C. Improvement
A. Analysis of grade distribution in Computer Graphics, Art 337. Review of recommendations by internship employers and students who have completed an internship.
B. An analysis of grade distribution in Computer Graphics revealed that 95% of the graphic design majors have met this grade criterion. Recommendations by students and internship employers were reviewed at the Seminar exit interview.
C. Students and employers have recommended that "Adobe Photoshop" (a software program) receive greater emphasis Computer Graphics. This program is becoming more integral to the program. Seminar exit interviews revealed a need for greater exposure to the printing process. Steps are being taken to achieve this through guest speakers and field trips.

Goal 2:
-Each graduate will have a broad background in the fundamentals of the visual arts with an obvious emphasis on proficiency in graphic design.

Assessment: A. Method; B. Result; C. Improvement
A. Senior portfolio reviews. Analysis of internship evaluations. Internship journals.
B. Each graduate has passed the senior portfolio review with either "good" or "excellent" results. Internship evaluations have revealed that graduates are well prepared and proficient in graphic design.
C. Senior portfolio presentations have improved. Recently acquired equipment should help produce even better presentations.
Degree: B.F.A.
Major: Crafts, Painting, Photography, Sculpture

Goal:
Graduates will create a coherent and personal body of work in studio classes that demonstrates sound technique, clarity of vision, and an ability to communicate effectively through the medium and in a written thesis statement.

Assessment: A. Method; B. Result; C. Improvement
A. Analysis of senior seminar and senior thesis grades. Record of senior thesis exhibition.
B. Records indicate that all studio majors have met this assessment.
C. Students will be required to leave a portfolio containing slides, thesis statement, and announcement as a record of their participation in the thesis exhibition. The thesis statement requirements have been revised so that students will write a more comprehensive statement about their work and influences.

Degree: B.F.A.
Major: Crafts

Goal:
Graduates will be familiar with the diversity of styles within crafts, including ceramics, fiber, and mixed media.

Assessment: A. Method; B. Result; C. Improvement
A. Analysis of student records. Committee review of senior thesis work.
B. Ninety percent of the graduates have met this grading criterion. All thesis work was reviewed and graded by a faculty committee.
C. Review of thesis work revealed a need to evaluate work at an earlier level. Junior reviews will be established for crafts majors.

Degree: B.F.A.
Major: Painting

Goal:
Graduates will be familiar with various painting styles and techniques.

Assessment: A. Method; B. Result; C. Improvement
A. Analysis of student records. Committee review of senior thesis work.
B. Ninety percent of the graduates have met this grading criterion. All thesis work was reviewed and graded by a faculty committee.
C. Review of thesis work revealed a need to evaluate work at an earlier level. The department is considering establishing junior reviews for painting majors.
Degree: B.F.A.
Major: Photography

Goal:
- Graduates will be familiar with various photographic styles and techniques.

Assessment: A. Method; B. Result; C. Improvement
A. Analysis of student records. Committee review of senior thesis work.
B. Ninety percent of the graduates in progress have met this grading criterion. All thesis work was reviewed and graded by a faculty committee.
C. This is a newly added degree. Course work will be monitored with the aim of improving the student work.

Degree: B.F.A.
Major: Sculpture

Goal:
- Graduates will be familiar with diverse methods in sculpture and related techniques.

Assessment: A. Method; B. Result; C. Improvement
A. Analysis of student records. Committee review of senior thesis work.
B. Ninety percent of the graduates have met this grading criterion. All thesis work was reviewed and graded by a faculty committee.
C. Review of thesis work revealed a need to evaluate work at an earlier level. The department is considering establishing junior reviews for sculpture majors.
ANNUAL REPORT OF EFFECTIVENESS

Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DEPARTMENT OF AUDIOLOGY AND SPEECH PATHOLOGY

COLLEGE OF ARTS AND SCIENCES

DELTA STATE UNIVERSITY
DEPARTMENT OF AUDIOLOGY/SPEECH PATHOLOGY

ANNUAL REPORT OF EFFECTIVENESS

Academic Year 2001-2002

DEPARTMENT GOALS:

1. to reduce the number of classes with small enrollments and increase the average enrollment for AUP classes.

2. to increase the number of AUP majors and the student:faculty ratio in the Department.

3. to develop service courses for students outside the AUP Department.

4. to develop a course numbering and prerequisite system which is clear and enhances matriculation of students.

5. to develop a reputation and contacts which enable a high percentage of graduates to be admitted to accredited graduate programs in speech pathology or audiology.

METHOD OF ASSESSMENT:

Activities of faculty and the Chair of the Department, interactions with other agencies, activities of graduates, and enrollment data will be used to assess progress on these goals.

RESULTS AND IMPROVEMENTS:

1. All 16 AUP courses were offered twice per year, in recent years. That resulted in classes of 4-8 students when the courses were offered the second time. In Academic Year 2001-2002, only seven courses were offered twice, so the number of classes with small enrollments was reduced considerably (from 16 to seven). The nine courses that were offered only once during the year had enrollments of 15-20. For AY 2002-03, only 2-3 courses will be offered twice (those are beginning courses which will be needed by new students, particularly community college transfer students, in order to be able to complete the Degree in two years).

2. Recruitment activities on and off campus have increased the number of majors from 51 to 62 in the past two years. The IHL Student Fair in Jackson, advising of “undeclared” students, contacts with prospective students identified by DSU recruiters, recruitment of “undeclared” students by current majors, and an Open
House have been helpful in bringing new students into the Department. The student:faculty ratio has increased from 12.75:1 to 15.50:1. With the reduction of one faculty position, the ratio in the coming year is expected to be at least 20.66:1.

3. “Speech and Language Improvement” and two sign language courses have been developed, and have attracted some non-majors. These will be promoted through communications with DSU academic advisors. They will also be recommended to fill general education and special degree requirements for students outside the AUP major.

4. The previous course numbering system started with a 400 number for the “Introductory” course, a 100 number for one of the beginning courses, and numbers in the 300’s for two other beginning courses. The “Introductory” course has been changed to 300, with other beginning courses numbered 302, 304, etc.; and higher level courses have 400 level numbers, also progressing according to the order in which they should be taken.

5. The Chair has established relationships with faculty and Chairs at many universities in this region, which have Master’s Degree programs in Speech and Hearing. These include the University of Mississippi, Mississippi University for Women, Jackson State University, University of Southern Mississippi, University of Memphis, University of Arkansas at Little Rock, Valdosta State University, University of Louisiana at Monroe, and the University of Texas at Austin, among others. This was accomplished through a presentation at the Mississippi state conference in this profession, chairing a session on issues in higher education at that conference, participation in the (national) Council of Academic Programs in Communication Science and Disorders, attendance at the American Speech-Language-Hearing Association Convention, and maintenance of relationships of longstanding in the profession.

There were 11 graduates of this Department in the Spring, 2002, and all 11 were admitted to accredited graduate programs in this profession. Those programs included the University of Texas at Austin, the University of Mississippi, etc. The Chair of the Department of Speech Pathology at the University of Mississippi made the first visit here, to recruit our graduates. All four who applied were admitted, and two are enrolled there (the other two chose to attend other universities). That Chair has chosen two Delta State graduates to be her graduate assistants, and has expressed considerable praise for them. That Chair has also asked to return each year to recruit our students.

WRITING ISSUES

The pass rate on the Writing Competency Test for students in this Department has been above the all-University rate (e.g., 75% to 55% last year). However, there is room for improvement, and some things have been initiated to address the issues. Faculty have agreed to hold students to a standard of writing that will enable them to be successful in graduate studies.
Students with questionable writing abilities are identified in beginning AUP courses (through examinations and written assignments), discussed among faculty, and in some cases the students are advised to go to the Writing Center for assistance.

Also, a special writing assignment in an advanced course taught by the Department Chair was implemented during the past year. Students were given different topics and required to write a library paper with appropriate documentation and essentially no errors. The deadline for the papers was a month before the end of the semester, so they could be assessed and returned for rewrites, where that was needed. This has helped to emphasize the need for good writing, the need to complete assignments early so they can be edited and improved, and has reassured other students that their writing skills are very good (and will be an asset in graduate studies).

ACADEMIC PROGRAM REVIEW
DEPARTMENT OF AUDIOLOGY AND SPEECH PATHOLOGY
BACHELOR OF SCIENCE DEGREE
DELTA STATE UNIVERSITY

The Audiology and Speech Pathology undergraduate major was approved in 1970, along with the Speech and Hearing Clinic. These entities continue to complement each other, and are located administratively in the College of Arts and Sciences. Most graduates of the program have gone on to Master’s Degree programs in Speech Pathology or related fields such as Special Education, or they have been employed as speech clinicians, primarily in public schools. A few graduates have pursued Master’s Degrees or employment in other fields. The Clinic provides diagnostic, therapeutic, and consultative services related to speech and hearing disorders to Delta State University students, faculty, and staff (at no cost to them), as well as to citizens of this region (at quite reasonable fees). This service also provides clinical practicum opportunities for Audiology-Speech Pathology majors, quite important in preparation for employment or graduate studies.

The Program has been noted by the IHL for the number of students per faculty member (12) and the number of credit hours per faculty member (95) in the Fall Semester (1999 data). The following is the Program’s response.

In the Fall, 2000 a new Chairman came into the Program, and several procedures have been instituted to address the enrollment issues. Regarding the number of majors, the Program has dramatically increased its student recruitment and retention efforts. The Chair and faculty participated in the IHL “student fair” in Jackson in 2000 and 2001. New recruitment materials have been developed. Phone calls, letters and brochures have gone to prospective students identified through recruitment visits to high schools and community colleges, and through ACT profiles. Program representatives have participated in on-campus visitation days by prospective students, and have met with interested students and new majors any time they arrive. Current majors have also been encouraged to bring in acquaintances who have not declared a major, to take the “Introductory” course and/or consider this major. The student organization, National Student Speech, Language and Hearing Association, previously dormant, has been activated and
has participated in recruitment activities (it will sponsor an “Open House” in the Clinic next month, aimed at bringing prospective students). The Chair and faculty have served as advisors to “undeclared” majors, and some of them have now declared their major as Speech Pathology. Also, a new advising/registration system has been implemented which will serve students better, and probably improve retention.

With respect to the number of credit hours, several changes have been made. Previously, all sixteen courses in the major were offered twice per year, resulting in some small classes. Now, twelve of those courses will be offered only once per year, assuring larger class sizes and more credit hours per course. Previously, three practicum courses which are necessarily small, were required in the curriculum. Two of those have been eliminated, replaced by lecture courses which can accommodate more students. Also, new courses have been developed to provide service to non-majors: an off-campus “survey of speech disorders” course, a “phonetics-based pre-reading” course for education majors, two courses in “sign language” which will meet the foreign language requirement in the general education curriculum, and a “speech and language improvement” course for the general education curriculum.

It should be noted that this is a clinical field, and those tend to have more “hands-on” experiences, and therefore smaller classes. Also, the enrollments here compare favorably with other programs of its type in this state (for examples, Communicative Disorders programs at Jackson State University and the University of Mississippi).

Most importantly, the situation has changed since the 1999 data were obtained. The Audiology and Speech Pathology major now has 62 students, an increase of 29 %, and the number of majors per faculty is now 15.5. Changes noted above are expected to result in increases in credit hours per faculty member, and continue to impact favorably on the number of majors per faculty.
ANNUAL REPORT OF EFFECTIVENESS

Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DEPARTMENT OF BIOLOGICAL SCIENCES
COLLEGE OF ARTS AND SCIENCES
DELTA STATE UNIVERSITY
ANNUAL REPORT OF EFFECTIVENESS

ACADEMIC YEAR 2001-2002

DEPARTMENT OF BIOLOGICAL SCIENCES
COLLEGE OF ARTS AND SCIENCES
DELTA STATE UNIVERSITY

MISSION STATEMENT
VISION FOR THE FUTURE
OVERVIEW OF RECOMMENDATIONS AND REQUESTS FOR 2002-2003
PERSONNEL
2001-2002 MAJOR DEPARTMENTAL GOALS
DEGREE PROGRAM EVALUATION
NCATE ACCREDITATION SELF-STUDY RESULTS
STUDENT OUTCOMES FOR 2001-2002

Submitted by:

Grady E. Williams III, Ph.D.
Chair and Professor
Unit Administrator

August 1, 2002
MISSION STATEMENT

The mission of the Department of Biological Sciences is to provide quality instruction in biology, environmental science, and biology education in a manner that will help develop biologically literate, educated professionals. The Department seeks to develop the technical competence and the broad intellectual foundation needed to understand the implications of human influence on all of life and to make informed decisions on biological and ecological questions. The Department also endeavors to meet the general educational needs of the University; to contribute new knowledge in biology, environmental science, and biology education; and to serve the needs of educators, other professionals, and communities within the service area.

VISION STATEMENT

We aspire to be known throughout the region, state, and beyond as a center of excellence in undergraduate biology education. It is our goal to improve to the point that we are held as the standard against which other schools benchmark their programs. To achieve this, we will promote the philosophy that highly technical and dynamic programs in the biological sciences must have priority support status and we will focus our creativity, energy, and resources to achieving that end. We must develop and maintain sophisticated curricula that embrace current technologies, pedagogical styles, and contents that are geared to meet the changing demands of our constituents. Our recent and on-going revision of the biology, pre-health, and environmental science programs to incorporate new demands in those fields are testimony to our resolve to provide up-to-date educational opportunities. Likewise, we desire to expand and enhance our science education program through continued development of the Center for Science and Environmental Education (CSEE). Our vision is for the CSEE to be known as the premier program in the state and region, both for its excellent degree programs and for its formative impact and service in leading and supporting revolutionary development of strong K-12 science education programs in school systems throughout the Delta region. And last, we plan to increase emphasis on research activities that will benefit students and faculty from educational and professional development perspectives.

We envision the department building upon its role as a campus leader in developing and enhancing the university goal of strengthening community outreach. Plans are being made to reform the biological science curriculum to bring more emphasis on civic responsibility and community engagement through experiential and service learning. Continuing education and other post-graduate educational opportunities will be expanded in response to interests and needs expressed by the community. Two major avenues for achieving this part of our vision are (1) our leadership in development of a campus arboretum, gardens, museum, and associated programs for the campus community, school groups, and the lay public and (2) our development of the CSEE outreach programs for the general public.

Finally, we see that external funding will be a much more important component of our resource base in the future. We will continue to aggressively increase our efforts in development activities and, with university support, we will increase grant writing to support departmental programs and demands for resources. We will work toward greatly expanding our endowment to assist in ensuring an adequate and sustainable resource base for our future.

OVERVIEW OF RECOMMENDATIONS AND REQUESTS FOR 2002-2003

The department offers the following recommendations and requests in response to existing demands to meet our vision of excellence in undergraduate education. Additionally, we have been asked to place greater emphasis on engagement in terms of community outreach. We have expanded our efforts to secure external funding through increased involvement in development activities and in grant writing. These new
pressures are redefining the traditional roles of faculty at Delta State University and specifically those in the Department of Biological Sciences. The central administration has been willing to alleviate some existing pressures that we might attempt to develop and meet these new goals. It has not been possible to achieve desired levels of success relative to these new pressures because of lack of significant institutional investment to facilitate the effort required by faculty and the department. The following recommendations and requests summarize the attention that needs to be given to the department if we are to continue meeting “both” existing and new goals:

- Enhance support of the department so that it may attain the goal of becoming truly excellent and a standard against which other university biology departments are measured. Expand the departmental budget to assure adequate laboratory instructional equipment, field experiences, and other program needs and resources.

II. Redefine the “12-hour full load” to include provision of release time for individual faculty to pursue scholarly activity, community and university service functions, and support of student research. Provide this incentive to departmental faculty who desire to embrace the institution’s expanded emphasis on research, grant writing and development activities, community engagement and service, and other outreach functions.

III. Demonstrate by action the philosophy that highly technological and dynamic programs in the biological sciences must receive priority support status to assure that program demands are met and maintained.

- Endorse the CSEE as the science education outreach function of the university and the recommendation to umbrella all science education programs under the CSEE for the benefit of the University, Delta science teachers, their schools, and their students.

- Upgrade Malcolm McEwen’s present faculty position in science education to a 12-month coordinator position to provide educational opportunities that match the summer training demands of in-service science educators.

- Create a new faculty position in zoology to share responsibilities of existing faculty, allowing them to be active in scholarly activities, grant writing, and community service.

- Provide funding mechanisms dedicated to acquisition, maintenance, and replacement of equipment, technology, and other programmatic needs on an “as necessary” basis. Establish a line item budget category to provide this resource to the sciences.

- Provide additional funding to support departmental activities in alumni/foundation solicitation and student recruiting efforts.

- Create “new” instructional space to adequately and appropriately house the department.

- Provide up-to-date classroom and laboratory instructional technology and specialized computing needs to enhance instructional creativity of faculty.
PERSONNEL

Changes in Current Positions

- It is requested that Dr. Malcolm McEwen’s current 9-month faculty position be upgraded to a 12-month coordinator of science education position and director of CSEE.

Justification: This change of status will assure a dependable and sustainable base at DSU allowing us to develop much needed summer programs that appropriately meet educational and professional development demands of in-service science educators and school districts. Those constituents need DSU to provide meaningful, quality science education support workshops, continuing education programs, student science camps, and academic offerings on a dependable basis during the summer rather than on a piece-meal, hit-or-miss basis. Continuity needs to be assured in order for any effective program to be maintained. This position upgrade would provide Dr. McEwen the opportunity to direct his talents to requisite organizational and grant-writing efforts that will facilitate development of a higher quality science education program at DSU. We must act to meet the existing unmet demands of the regional and statewide science education community as well as the current function of training new science educators. This position change is viewed as critical to implement envisioned programs of the CSEE that will incorporate extensive summer programs as well as school-term programs. This will greatly facilitate President Potter’s initiative to increase civic responsibility and community engagement.

IV. We request permission to fill the vacant position in Botany/Plant Taxonomy.

Justification: Dr. Robert Stewart retired at the close of the Spring Semester 2002. His position was frozen due to budgetary limitations. Failure to fill this position has compromised the integrity of our departmental degrees and majors.

V. Dr. Nina Baghai-Riding was promoted to Associate Professor.

VI. Dr. Keith Hughes was promoted to Associate Professor.

VII. Ms. Shawn Thomas is scheduled to complete all requirements for the Ph.D. during fall semester 2002. A dual contract has been issued which will promote her from instructor to Assistant Professor upon completion of all degree requirements.

New Positions

- The request for a second full-time position in science education remains intact.

Justification: Ms. Janice Strickland was employed as part-time Instructor in Science Education and Coordinator of Science Education Programs for CSEE for the 2002-2003 academic session. This position was created in response to our standing request for a second full-time faculty position to support the expanding Biology Education program. This faculty position was needed to alleviate the enormous and over burdened workload of Dr. Malcolm McEwen in administering the B.S.E. in Biological Sciences major and the M.S.N.S. graduate program in education. This position facilitates much needed curriculum expansion, in-service science teacher professional development, and school support functions of the science education program at DSU. The position alleviates pressing needs and facilitates continued
development of the Center for Science and Environmental Education (CSEE). Many of these functions have been precluded or significantly limited due to lack of sufficient science education personnel. Current work loads and community demands needing to be embraced have exceeded Dr. McEwen’s capacity. The part-time position should be viewed as a temporary resolution of the pressing problem.

- The request for a second faculty position in zoology remains intact.

**Justification:** This position will provide relief necessary to facilitate the present faculty in writing grants, in developing scholarly and service activities, in developing student research programs, and will provide for the department to schedule adequate sections and diversity of zoology courses. A zoologist previously filled the position now occupied by Jira Katembe which was redefined for cell biology and plant-oriented biotechnology. That change was necessary to meet the growing need for curriculum development in biotechnology. The loss of that faculty position in zoology, coupled with the loss of the previous MAMP director, Mr. Michael Smith, who taught essentially halftime in biology put extra pressure on remaining zoology faculty. The reduction in appropriate zoology personnel has resulted in our inability to offer several courses and restricts release time for existing faculty to write grants or be involved in scholarly activities and community service activities. This position is needed to redistribute the zoology load and thus permit current faculty to embrace the demands for increased scholarly activity and community engagement.

### 2001-2002 MAJOR DEPARTMENTAL GOALS:

The Department of Biological Sciences is attendant to the mission of the University and its goals. Current departmental goals stem from a commitment to achieving the University mission. They address the specific University goals listed below:

- Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

- Accommodate non-traditional students and the general public by offering a comprehensive program of continuing education, including off-campus classes, independent study courses, non-credit courses, conferences, and workshops.

- Optimize the effective use of technology in support of the education process.

- Enhance educational experiences at all levels by encouraging student and faculty research and other creative work.

- Improve the use of instructional technologies.

- Refine and coordinate more effectively community and economic development activities.

- Support interdisciplinary centers that contribute to our regional mission.

- Beautify the campus.
• Review academic programs for currency in curriculum, pedagogy, instructional technology use and mission-relatedness.

• Strengthen experiential learning activities.

• Pursue federal and private funding.

• Seek ways to enhance student life on campus.

GOAL 1. The department will provide adequate space, equipment, and resources so that students have the opportunity to develop research and technological skills required for success in their future employment or professional or graduate training. The department will have a strong commitment to attract high quality students by maintaining facilities that keep pace with current developments in technology.

Justification Relative to University Goals

The department is expected to maintain currency and appropriateness of its programs by adequately addressing basic skills, knowledge, and competencies in undergraduate and graduate programs. We are expected to optimize and improve the use of instructional technology. We are challenged to do more to encourage research and creative activities and to increase experiential and service-learning components in our programs.

Assessment Plan for Goal 1

Standing departmental committees on curriculum, renovation, and equipment along with individual faculty will continually examine our facilities, resources, and programs relative to good practice standards in science education and professional employment requirements. Areas in need of development will be identified and recommendations for improvement made. Records of recommendations, requests, and acquisitions relative to appropriate space, equipment, and resources and their use in enhancement of research opportunities will be used to assess success in meeting this goal. Assessment will also be based on examination of course syllabi that relate the incorporation of research and technological skill-building experiences.

Assessment Results for Goal 1

Records of committee actions are present in departmental files for the past several years. Those recommendations and historical data were used in producing an inclusive assessment report to the department and administration entitled Program and Resource Needs of the Department of Biological Sciences, Delta State University, dated January 21, 2000. The findings of that report and subsequent recommendations have called for the instructional and research facilities housed in Caylor Hall to be modernized and for out-of-date equipment to be replaced. We have also documented the need for additional new space to provide students with an environment that exposes them to the latest in scientific instrumentation and computing facilities for learning skills they will need in their future careers. Recommended improvements at that time relative to this goal were:

II. replace aging microscopes in the general botany laboratory
III. purchase specimen preparation equipment needed to make the existing scanning electron microscope (SEM) fully functional
IV. renovate former photographic darkrooms into student research facilities
V. modernize instrumentation for ecology and plant physiology laboratories
VI. provide adequate computer facilities in a local computer lab to facilitate technology integration into classroom and laboratory experiences.

Few of the above requests have been satisfied. They remain valid results of the departmental assessment. Funding was made available at close of the 1998-1999 budget year to purchase five microscopes for the botany laboratory (20 were needed).

In the annual report for 2001-2002, requests consistent with this general goal included the following specific funding/improvement requests:

VII. $1,125 for installation of Internet drops in 15 classrooms and laboratories. This will provide access for real-time web-based activities to all instructors and their students in all courses. Instructors are now prevented from using this new instructional technology and integrating it into their pedagogy because there is no web access in their teaching venues. This request is made as an emergency to relieve faculty frustration and rapidly facilitate integration of the Internet into their courses.

OUTCOME: This request was not met. It remains an active request.

VIII. $13,000 for two SmartCart portable video projection systems with projectors and laptop computers. This will allow flexibility in pedagogy and provide relief for faculty members who want to use web, power point presentations, and other instructional technologies in the classroom. It will also support guest lecturers who want to use power point and other technologies in their seminars. It will provide us with the technology to make appropriate presentations at off-campus venues. We currently have no such technology available at our disposal. These units will have stand-alone applicability and will also be utilized with the Internet drops requested above so that all classrooms and laboratories will have Internet access available.

OUTCOME: This request was not met. As an alternative, two portable digital video projectors were purchased with science endowment funds to partially meet this departmental need. It remains an active request, as further improvement in capability is needed.

- $17,000 is needed for the geology/environmental science laboratory for purchase of petrigraphic polarizing microscopes, storage cabinets, and basic earth science supplies including maps, charts, models, and mineral, rock, and fossil specimens. This request supports all majors. Our new offerings in the very popular areas of geology and earth sciences are rapidly exceeding our ability to meet the student demand. The courses need this further enhancement.

OUTCOME: No additional funding was received to meet this request. One petrigraphic polarizing microscope was purchased with science endowment funds to partially meet this departmental need. Some laboratory specimens were purchased using the departmental commodity budget. This request remains active, as continued development of holdings in this area is required to develop the program to an appropriate level.

- $18,000 is requested to purchase 15 compound microscopes @ $1200 each for the botany laboratory. These scopes are needed to update the laboratory by replacing aged, worn out, broken, and irreparable 34-37 year-old scopes that were salvaged from general biology and zoology about seven years ago. Five new scopes were purchased for the botany laboratory two years ago. This purchase would complete this replacement project and bring the equipment up to par.
OUTCOME: This request was not met. It remains an active request.

Improvements Made Toward Reaching Goal 1

Upon evaluating the department’s improvements in facilities and equipment as detailed above, it is clear that little progress has been made relative to achieving measurable progress towards satisfying the needs that have been established under this important goal.

Future Plans Relative to Goal 1

The instructional and research facilities housed in Caylor Hall still need significant modernization to facilitate incorporation of current instructional technology, instrumentation, and evolving pedagogy. Out-of-date equipment must be replaced and additional space must be provided to assure our students an appropriate modern environment, programs, and facilities that expose them to the latest in scientific instrumentation and computing facilities for learning the skills required for their future careers.

Goal 1 remains a valid and critical goal that reiterates the ongoing need for constant improvement of department facilities and programs in order to keep abreast of changing standards and meet the university and departmental missions. The specific requests for improvements as stated above remain valid for 2002-2003. Departmental personnel will continue to seek outside funding through foundation and grant-writing activities to supplement the central budget allocations in achieving elements of this goal.

GOAL 2. Students will work with “cutting edge” middle school and high school textbooks, multi-media resources, and supplementary curriculum materials, e.g., science, technology, and society materials, during their course work in the biology education degree program.

Justification Relative to University Goals

The department is expected to maintain appropriateness of its programs by adequately addressing basic skills, knowledge, and competencies in undergraduate and graduate programs relative to current demands. Instructional technology and instructional resources are developing at an accelerated pace. To meet the University goal of “improving the use of instructional technologies” in our biology education degree program it is mandatory that our students have access to and instruction concerning “cutting edge” curriculum materials, computer software, scientific probeware, and multi-media resources. Many of these items are already available and being used in precollege classrooms in the Delta. In this respect, some precollege science classrooms are better equipped than our biology education training facility here at DSU. Activities associated with the CSEE should assist us in closing this gap but additional support is needed from the University.

Assessment Plan for Goal 2

Should the budget requirement associated with this request be approved, by the end of the 2001-2002 academic year we plan to procure the necessary curriculum materials, software, and multi-media resources necessary to upgrade some of the critical elements of our biology education program. These resources will be used primarily in two courses: CUR 493 - “Teaching the Sciences” and BIO 435/535 - “Methods and Materials in the Biological Sciences”. Students will
construct lesson plans based on use of these new resources and then micro-teach those lessons to other students in the classes.

Assessment Results for Goal 2

Assessment yielded the following request: $5,000 is needed for academic year 2001-2002. This request was not met. It remains an active request.

Improvements Made Toward Reaching Goal 2

A few pieces of instructional software have been obtained through the Center for Teaching and Learning associated with the DSU College of Education. Several CBL 2 units and graphing calculators have been obtained through the Institute for Effective Teaching Practices, an entity managed jointly by DSU and Mississippi Valley State University. Unfortunately, DSU does not own the necessary probeware that must be used with the CBL 2 units and graphing calculators.

Future Plans Relative to Goal 2

The University must make a commitment to adequately support its biology education degree program with resources at a level commensurate with the needs of the program. NCATE expects that students pursuing teacher education degree programs will have access to appropriate resources and technology so that they will be familiar with the use of these materials when they participate in field experiences, complete their student teaching semester, and become first-year teachers.

GOAL 3. The department will continue to reform its curriculum and pedagogy to establish and maintain alliance with national standards for scientific literacy. We will incorporate increased experiential and service-learning activities focused on development of civic responsibility and community involvement.

Justification Relative to University Goals

The department is expected to maintain currency and appropriateness of its programs by adequately addressing basic skills, knowledge, and competencies in undergraduate and graduate programs. We are expected to optimize and improve the use of instructional technology. We are challenged to increase efforts to encourage research and creative activities and promote development of civic responsibility by increasing experiential and service-learning components in our programs.

Assessment Plan for Goal 3

Activities focused at meeting this goal will be assessed by documented changes in course descriptions, syllabi, and programs of study. Other activities that address this goal will be monitored and documented, for example, the outcome of participation in the SENCER project.

Assessment Results for Goal 3

Review of various national standards relative to developing science literacy in majors and non-majors and participation in the SENCER project have resulted in definition of a need to critically examine our programs relative to specific skills and content being taught as well as the pedagogy being employed. It was determined that we should develop and institute a departmental-wide method to evaluate our programs against published national standards for
competency and literacy. It was anticipated that such an on-going assessment would identify areas of omission/weakness and otherwise define needed improvements. It would also provide a mechanism for quantitative evaluation of student and program outcomes.

Improvements Made Toward Reaching Goal 3

Participation in the SENCER project prompted us to target revision of our approach to educating non-majors. It was determined that non-majors should be segregated from majors by developing more appropriate course options. We revised BIO 110 – “Biology and Human Concerns” to reflect SENCER ideals of civic engagement and responsibility and existing national standards for general science literacy. Pedagogy has been modified to include more emphasis on learning cycles, inquiry, and discovery-based learning. We increased the number of BIO 110 sections offered annually from one to three to accommodate the initial transition. This shift of non-majors into a course designed specifically to address their needs will also facilitate reformation of the existing BIO 100 – “Principles of Biology” course to better fit the demands of the biology major. At this time, the non-majors course is well into its reformation as documented in changing syllabi. The major course has not been modified at this time, as it awaits more critical evaluation of needs.

The SENCER ideals of civic engagement and responsibility have also been adopted in other appropriate major courses. Examples are the inclusion of service project requirements in “Introduction to Environmental Science”, “General Zoology”, “Parasitology”, and “Developmental Biology”. These are documented in course syllabi.

As a result of recent NCATE accreditation, CUR 493 – “Teaching the Sciences” was increased from a 3 to 4 hour credit to respond to the requirement to include more field experiences in the BSE in Biology Education major.

It was determined that laboratory components should be added to BIO 300 – “Cell Biology” and BIO 328 – “Genetics” in order to incorporate sufficient skill development and to reform the traditional pedagogy of lecture-only in those courses. Techniques associated with laboratory exercises will enhance skill development, critical thinking, and retention of content in our students.

We have made limited improvement in increasing appropriate use of technology in the classroom and in our pedagogy due to acute lack of funding. Acquisition of two digital video projectors enabled three professors to redesign their teaching styles to include use of internet-based assignments, power-point presentations, CD technology, etc. However, most hardware for these developments has been personally provided by those professors rather than by departmental or university budgets. Two courses, BIO 419/519 – “Biostatistics” and BIO 440/640 – “Evolution and Systematics” have been revised to be largely on-line/CD-based courses using WebCT.

Future Plans Relative to Goal 3

Experience with reforming the BIO 110 course for non-majors has demonstrated a need to increase its number of sections. Five sections will be available in fall 2002. We also plan to develop a second non-majors course to complement BIO 110 because the issues-based approach provides sufficient material. BIO 110 will focus on basic concepts in biology as related to human issues such as biodiversity, environment, bioethics, human genetics,
population, sociobiology, and plant and food production. The second course will address more in-depth concerns related to nutrition, health, disease, and medical issues. We hope to offer the second course in spring 2003. This finalizes the needed segregation of non-majors from majors.

We plan to acquire CBL Probeware systems to establish technological investigative laboratories for freshman level biology laboratories as we initiate necessary science curriculum reform. This equipment is central and critical in our plans for appropriate science reform of the BIO 100 course for majors. The estimated cost for outfitting the freshman laboratory is $30,000. Until this equipment is acquired, significant reform of the major sequence cannot occur. We anticipate funding this acquisition through a combination of grant, endowment, and university sources.

Enhancement of faculty capabilities by involving appropriate technology in their pedagogy will be promoted by acquiring requisite hardware as funding permits and through funding of faculty development experiences.

There are substantial general needs to acquire, update, and/or replace dedicated instrumentation and laboratory materials to facilitate reform and appropriateness of our programs. We will continue this process as funding allows.

We will seek needed renovation of our existing building and new classroom, teaching laboratory, and research laboratory spaces to facilitate reform of our curriculum. The current physical plant is archaic and inadequate in design and size to accommodate the changes that have been identified as desirable.

**GOAL 4.** The department will upgrade its programs and abilities in the area of cell biology and biotechnology through curriculum revision, dedication of resources, and strengthened collaboration with the Department of Physical Sciences.

**Justification Relative to University Goals**

The department is expected to maintain currency and appropriateness of its programs by adequately addressing basic skills, content, and competencies in undergraduate and graduate programs. We are expected to optimize and improve the use of instructional technology. We are challenged to do more to encourage research and creative activities and to increase experiential components in our programs.

**Assessment Plan for Goal 4**

Evidence used to measure the success in meeting this goal will be the documentation (catalog descriptions and course syllabi) relative to re-description of existing courses and descriptions of new courses to include meaningful laboratory exercises designed to integrate biotechnology into the curriculum. Also, implementation of these revised courses will testify to the success of this goal. Student opinions and course evaluations will also document progress in meeting this goal. Expenditures relative to instrumentation and supply acquisition relative to this goal will serve as evidence for assessment. Documentation of interaction with representatives of the Physical Sciences Department relative to this goal, such as joint proposal efforts and implementation strategies will serve as additional evidence for assessment.
Assessment Results for Goal 4

We identified fundamental courses in the biology sequence where biotechnology should be integrated to be BIO 100 – “Principles of Biology”, BIO 300 – “Cell Biology”, BIO 442/642 – “DNA Science/Biotechnology”. Other courses where its inclusion is desirable are BIO 317 – “Microbiology”, BIO 328 – “Genetics”, BIO 427/527 – “Immunology”, and CHE 440 – “Biochemistry”. Other courses exist where fundamental biotechnology techniques are transferable and applicable. Examination of course descriptions and syllabi demonstrated that with exception of the formal DNA Science/Biotechnology course, students receive inadequate exposure and training in biotechnology. BIO 100, 300, 317, 328, 427/527, and CHE 440 should be targeted for course revision to include appropriate exposure and training in basic and/or advanced biotechnological techniques as determined to be consistent with individual course and program goals.

Improvements Made Toward Reaching Goal 4

A proposal submitted jointly by the Biological Sciences and Physical sciences departments to ChemFirst, Inc. requesting funds for purchase of biotechnology equipment in support of this goal was not funded. However, funding was secured through the DSU Foundation to acquire a new refrigeration unit and freezer unit to enhance the holdings in the biotechnology laboratory. Joint departmental funds were expended to secure additional supplies for the biotechnology course and to repair non-functional dedicated equipment.

In conjunction with the Physical Sciences Department, we have identified the improvement of biotechnology holdings and program development as a joint priority. It is identified as a priority need in the Foundation’s new Wing & Roots Campaign for Delta State. We have established a funding drive to provide for an endowed professorship in biotechnology that will be a joint appointment between departments. The position will compliment existing faculty positions and will provide for leadership in developing interdisciplinary academic and research opportunities for faculty and students.

The department became affiliated with the new Mississippi Functional Genomics Network. Two faculty members have submitted a research proposal to that organization which, if funded, will provide funding for acquisition of biotechnology equipment and materials and will incorporate student research experience into our curriculum.

The commitment was made to add laboratory components to the “Cell Biology” and “Genetics” courses beginning in fall 2002. Considerable portions of our existing commodity budget will be used to outfit those courses. However, there are no departmental budget funds to supply desired equipment.

Future Plans Relative to Goal 4

We plan to seek funding from NSF through its CCLI program to fund laboratory equipment and instrumentation to meet the requirements for expansion of biotechnological investigations in the suite of courses mentioned above. Additional grant and other funding opportunities will be explored. We request that our central administration build an equipment line item into future budgets to provide for routine acquisition, replacement, and repair of necessary equipment to adequately support the sciences.
GOAL 5. The department plans to develop a campus nature center, gardens, and arboretum for teaching functions and for utilization in campus and community outreach functions.

**Justification Relative to University Goals**

One requirement of the department is to address the needs of non-traditional students and the general public. Activities of the department in community outreach projects through its own initiatives as well as participation with various centers are thus appropriate. In working to develop the Delta Nature Center and Gardens the department is mounting a major initiative designed to meet these university goals, as well as enhancing student life on campus, seeking external funding, and providing opportunities to strengthen experiential learning activities for our major and non-major students.

**Assessment Plan for Goal 5**

Review of documentation related to production of conceptual designs, working plans, foundation development activities, and grant writing activities will help in assessing our success in meeting this long-term goal.

**Assessment Results for Goal 5**

Work on this goal is in initial stages and has progressed slowly. The overall conceptual design is sufficiently developed to allow Foundation consultants to develop the project as a major goal of the new Wings & Roots Campaign for Delta State. The Foundation is in initial stages of developing campaign strategy for this project. Funds need to be raised to initiate refinement of the concept and to develop working plans. Grant writing activities will require refinement of concepts and some development of working plans before grant proposals can be written in support of this project.

**Improvements Made Toward Reaching Goal 5**

Conceptual architectural renderings have been generated for inclusion in Foundation promotional materials. Departmental faculty members have worked with Foundation representatives and others to identify and construct an initial list of donors for contact and solicitation of funds.

**Future Plans Relative to Goal 5**

We will increase the pace of work in identifying potential donors for contact by foundation representatives. Upon securing sufficient initial funding, we will work with architects to refine conceptual plans and develop working plans for initial construction.

GOAL 6. The department will work to expand the operations of the Center for Science and Environmental Education (CSEE) to incorporate both community service and university academic program components. The CSEE will work to meet the resource, professional development, and other educational support needs of Delta school districts, science teachers, and their students and to provide for continuing science education experiences for the broader community. The CSEE will also develop experiential learning activities for departmental science education majors, thereby becoming an active force in our undergraduate and graduate professional education programs.
Justification

The University has identified as one of its goals to “strengthen the cooperative relationships with business, industry, community groups, government, and other educational institutions.” Additionally, in the 2000-2001 University Goals Statement there is a commitment to “support interdisciplinary centers that contribute to our regional mission.” Through its emphasis on development of a comprehensive support structure for pre-college science education in the Mississippi Delta, the CSEE is assisting the University in meeting these goals by establishing partnerships with many of these entities. During the 2001-2002 academic year the CSEE proposes to continue to build partnerships and implement programs that will bridge the gap between the college classroom and the working world for students interested in careers in science education.

Assessment Plan for Goal 6

The CSEE will carefully track utilization of the programs and services that it offers during the 2001-2002 academic year. Another area that will be addressed is the quality of programs offered by the CSEE. Questionnaires will be used extensively to collect this type of information from individuals participating in CSEE programming.

Assessment Results for Goal 6

Assessment results for Goal 6 will be addressed from two perspectives—programmatic and organizational.

Programmatic: The CSEE conducted 14 precollege teacher workshops during the 2001-2002 academic year. Two of the workshops dealt with wetland ecology while 12 focused on instructional units associated with the Great Explorations in Math and Science (GEMS) program. (The CSEE became a national network training site for the GEMS program in June 2001.) The wetland ecology workshops provided K-12 instructors with opportunities to become familiar with innovative approaches for dealing with environmental issues in the classroom while GEMS workshops helped K-8 teachers develop an understanding of hands-on science instructional materials that meet the National Science Education Standards. Approximately 125 Delta area teachers were impacted by these workshops with numerous teachers attending multiple workshops. Results of the analysis of workshop evaluation data indicate that the teachers perceived the workshops to be relevant to their needs and efficiently implemented with excellent instruction.

Organizational: It was determined during conceptual development of the CSEE, that its functionality would be enhanced by establishing it as a separate organization with a discrete budget separate from the department. In the departmental annual report for 2001-2002, recommendations consistent with this general goal included the following specific funding/improvement requests:

- For budgetary purposes, it was requested that the CSEE be identified as an organization separate from the Department of Biological Sciences. Creation of this new organization label and its attendant “org” number in the budget would make tracking of CSEE income and expenses easier. Granting signatory authority over CSEE funds to the Director of the CSEE would facilitate handling of budgetary paperwork.

OUTCOME: This request was met.
As a recently established organization, the CSEE was not previously included in the university budget. The university provided land and buildings at the Merigold site for development of the CSEE. Additionally, cost of utilities (electricity, water, and gas services) at the Merigold site has been absorbed by the university. In addition to continuing use of property, buildings, and utilities, we requested university budgetary support during the 2001-2002 academic year to cover certain expenses associated with day-to-day operation of the CSEE.

OUTCOME: This request was met with a separate budget allocation of $5,000.

Improvements Made Toward Reaching Goal 6

Goal 6 is an on-going goal. We continued our efforts to expand the impact of CSEE and its programming on stakeholders in the Delta through an emphasizing development of a mechanism to insure its sustainability into the future.

The two organizational sub-goals associated with Goal 6 were met during the 2001-2002. We solicit increased financial support of the CSEE by the university as economic conditions permit.

Future Plans Relative to Goal 6

As the CSEE programs continue to develop facilities at the Merigold site the university needs to address three critical areas:

- The property and buildings in Merigold are currently either uninsured or underinsured. Refurbishment of these buildings and then stocking them with scientific equipment and supplies represents a significant outlay of cash that could not be recovered should catastrophe strike. We request that the university review insurance coverage for buildings and building contents at the Merigold site and establish/increase the coverage to realistic levels.

- There is inadequate security at the Merigold site since a security fence does not currently surround portions of the property. We now have a significant investment in trees to protect along with the equipment contained in the metal building. The soon to be refurbished greenhouse represents another investment that needs to be protected. We request that the university complete the perimeter fence so that it surrounds the entire property. This enclosure will double as a safety fence to prevent school children participating in CSEE activities from nearing the adjacent highway.

- A maintenance plan needs to be established for the Merigold property. With exterior painting and structural modifications soon to be completed on the metal building, we need to maintain that investment. The maintenance plan also needs to include a systematic schedule for mowing and lawn maintenance. We request that the university supply the labor to complete the work through its physical plant services as it would for any maintenance project.

**DEGREE PROGRAM EVALUATION**

The department offers four degree/major programs:

- BS: Biology
- BS: Environmental Science
- BSE: Biology Education
- MSNS: Biological Sciences
As each program has its foundation in the biological sciences, it is obvious that majors in each program will be expected to meet certain common expectations based on commonality in the fundamentals of science and biology knowledge, skills, and practice. They are thus expected to achieve certain common outcomes. Simultaneously, each specific program is tailored to address specific requirements attentive to the requirements of diverse professional opportunities. For example, secondary teachers in biology will have specific outcomes that must be met to graduate and receive certification in order to gain employment in that capacity. Those outcomes have been addressed in the NCATE accreditation report and are reviewed below.

RESULTS OF NCATE ACCREDITATION SELF-STUDY

The BSE in Biology was recently assessed during the university-wide NCATE accreditation self-study. For purposes of this annual report, a summary review of the NCATE self-study and outcomes is used here.

Assessment Plan for Biology Education, BSE

The National Council for Accreditation of Teacher Education (NCATE) requires that each institution seeking re-accreditation of its teacher education programs conduct a self-study of its professional education unit, i.e., the College of Education, and associated degree programs that may be offered by departments within other colleges on campus. Results of the most recent NCATE self-study completed by DSU were presented to the accrediting agency during the spring of 2000. As part of the review process NCATE has identified “learned societies” which are responsible for examining degree programs within specific areas. The science education (biology education and chemistry education) portion of the DSU self-study was examined by a committee formed by the National Science Teachers Association (NSTA).

Assessment Results for Biology Education, BSE

When summarizing its review of the DSU science education program self-study report, the NSTA committee included these comments: “The undergraduate secondary science program at Delta State University is recommended by the NSTA for national recognition. The content preparation is strong and well designed, addresses the applications in teaching and is sufficiently specific about the requirements and assessments in the professional program. The report deals with disciplinary preparation and pedagogical preparation”. Results of the university-wide self-study process coupled with an on-site visit by an NCATE examining team during fall 2001 led the examining team to recommend that the teacher education programs at DSU be issued continuing accreditation. Subsequently, NCATE voted to accept the team’s recommendation.

The NSTA committee reviewed the DSU science education program self-study report in terms of how well the program addressed ten standards. Those standards included content, nature of science, inquiry, context of science, skills of teaching, curriculum, social context, assessment, environment for learning, and professional practice. According to the examining committee, all standards were met with the exception of the one dealing with assessment. After perusal of a rejoinder prepared by the DSU science education program in which additional information was furnished concerning how the program addresses assessment issues with preservice science teachers, the committee agreed that the program met the standard. Consequently, NSTA and NCATE recognize that the DSU program meets all ten process standards established for preservice science education programs.

Improvements Made as a Result of Assessment

The focus of teacher education program evaluation by NCATE is changing. For the fall 2000 review, the assessment of DSU programming emphasized experiences that prepared preservice teachers for the
profession rather than on performance data generated by the preservice teachers. In fact, performance data was neither expected nor required. Subsequent NCATE assessments must include performance data. Consequently, all DSU teacher education programs, including the science education program, must submit performance assessment data indicating that all standards continue to be met in the next review in five years for a continuing accreditation recommendation to be issued by the appropriate learned society. The NSTA committee reviewing the DSU science education program during fall 2000 emphasized this requirement several times in its report concerning our program. Based on this requirement, we have begun to develop a plan for collecting performance assessment data from preservice science teachers at key points during their preparation program.

The science education program self-study helped us identify several areas where the program can be strengthened and brought more fully in line with national trends in science education. These action items are:

VIII. (1) provide genuine inquiry experiences for students enrolled in the program,
IX. (2) incorporate more performance based assessment techniques in science content courses,
X. (3) create more opportunities for students in science methods courses to develop and microteach thematic lessons which integrate various science disciplines, and
XI. (4) develop a mechanism by which preservice science teachers obtain more field experience and a greater variety of field experiences with secondary school students earlier in their programs of study.

We have already made some progress in addressing these action items. Concerning items 1 and 2 we have examined our biology education curriculum and made modifications in major course requirements which we feel will ultimately have a positive effect as we move toward inclusion of more inquiry experiences and more performance based assessment techniques in the curriculum. Specifically, BIO 100 - “Principles of Biology” has become a course designed exclusively for biology department majors rather than a combined majors/non-majors course. The laboratory component of this four-semester hour course will be redesigned to include more inquiry opportunities. BIO 300 -“Cell Biology” and BIO 328 - “Genetics” have been redesigned to include laboratory components. Credit for each course has increased from three semester hours to four semester hours. Modifications to BIO 300 and 328 were implemented beginning with the fall semester 2002. Concerning items 3 and 4 we have examined our CUR 493 - “Teaching the Sciences” and our BIO 435 - “Methods and Materials in the Biological Sciences” courses to determine the best placement for additional field experiences for our biology education majors prior to student teaching. This assessment led to addition of a laboratory/field experiences component in CUR 493 during the fall semester 2002. Credit for this course has increased from three semester hours to four semester hours. The laboratory/field experiences component will emphasize interdisciplinary teaching techniques along with preparation, microteaching, and revision of science lessons. Revised science lessons will be taught to students in classes of cooperating teachers in the Cleveland public schools.

Future Plans for Biology Education, BSE.

Significant progress in being made and will continue to be made to insure that the science education program at DSU continues to utilize cutting-edge instructional practices that reflect national standards for preparation of science teachers. We solicit the university’s continued support as we seek financial and human resources to make these changes sustainable.

STUDENT OUTCOMES FOR 2001 – 2002:

Student Outcome 1. All students/majors will acquire a broad knowledge of the fundamental principles, concepts, and skills attendant to biological literacy. They will be able to demonstrate linkage between concepts and demonstrate higher order thinking skills such as application of skills and concepts in creative and critical thinking, problem solving, quantitative reasoning, experimental design, data analysis, etc. This
student outcome applies to each degree program in the department with appropriate emphasis assigned to
discipline specific areas of uniqueness, for example, acquisition of appropriate teaching skills by biology
education majors and acquisition of knowledge and skills associated with dedicated instrumentation by
environmental science majors.

Assessment Plan for Student Outcome 1

Acceptable performance in course work and progression through the respective major sequence
will testify to acquisition of requisite biological literacy and performance ability. The department
enforces a provisional admission policy that requires a student to earn a grade of “C” or better in
each of the freshman sequence of four inorganic chemistry and three biology courses before
gaining full admission to the program. Full admission status is required before enrollment in
upper division courses in biology. Likewise, a grade less than “C” in required upper level core or
elective coursework in biology is deemed unsatisfactory performance and cannot be used towards
meeting major requirements. This policy requires that a student demonstrate minimal acceptable
performance in each course applied towards the degree. In-course evaluation of a student’s
content and skill acquisition along with the ability to appropriately, creatively, and critically apply
that knowledge to the solution of relevant problems, is therefore an integral component that is
continually assessed in determining the level of success in achieving this student outcome.

Graduating students take a departmental senior exit exam administered during their final semester.
Test items have been constructed by the faculty to represent a cross-section of the basic knowledge
needed by students completing a major in the department. Test results are summarized by subject
area in order to allow general assessment of strengths and weaknesses. Graduating students should
be able to achieve acceptable scores on the departmental senior exit exam administered during
their final semester.

A portfolio of example work collected from such key courses as “Biostatistics”, “Evolution and
Systematics”, “Readings in Biology”, “Ecology”, and others is created for each undergraduate
student. Materials included in the portfolio are used to examine collective student proficiency in
areas key to biological disciplines. Deposited materials typically include samples of writing, data
analysis, and evidence of knowledge of fundamental principles and concepts. The portfolio of
acceptable example work created for each student is considered reflective of the student’s
proficiency in these key areas.

Assessment Results for Student Outcome 1

The “C” or better non-progression policy instituted in fall 1996 has achieved a desired effect in
departmental programs and student outcome. Its enforcement by the department as a whole and by
individual faculty in in-course student assessment has resulted in redirection of students into other
majors who were unable to make satisfactory progress in requisite freshman biology and chemistry
coursework. It has also served to motivate other students to achieve more satisfactory results in
order to continue in departmental programs after gaining full admission status.

Examination of past senior exit exams indicated some areas of concern. Recent graduates taking
the senior exit exam performed less than satisfactorily in the areas of plant and animal diversity,
animal anatomy and physiology, and evolution, but did perform satisfactorily in ecology and
principles of systematics. Many students continue to depend on rote memory rather than
developing a working knowledge and proficiency of skills. There is concern that the exam as
designed does not appropriately evaluate comprehensive knowledge. It has little value in
evaluating hands-on skill acquisition.

We continue to maintain student portfolios but are not certain of their validity in student outcome evaluation or in program evaluation. They demonstrate acceptable work by the students but fail to give a comprehensive picture of a student’s knowledge and ability.

**Improvement Made Toward Reaching Student Outcome 1**

As a result of the “C” or better non-progression policy, the average student now enters upper division courses with better skills and more-developed fundamental knowledge than prior to implementation of this policy. This makes the average student better prepared to meet the challenges of upper level courses and has improved performance at that level. Instructors continue to report that many students are poorly prepared or marginal in their abilities to perform adequately on writing, quantitative reasoning, and analytical assignments.

We have modified some items on the senior exit exam in an effort to improve the exam. We continue to refine the test to be more representative and comprehensive. Because the exam is departmentally designed, we are unable to compare our graduates to students at other schools. We had hoped to incorporate a national exam, at least in part, to provide this type of evaluation but have not been able to do so. Such a standard would allow comparison of our students to those in similar biology programs at similar institutions.

Portfolio review generally demonstrates that our students experience difficulty with writing and quantitative reasoning. Their analytical skills often appear under-developed.

These results demonstrate a need for the faculty to continually review both the departmental curriculum and pedagogy in an effort to develop programs that will best prepare our majors for the professional roles they seek. While we continue to modify degree requirements to meet demands, we also continue to modify pedagogy where appropriate.

**Future Plans Relative to Student Outcome 1**

The faculty believes that the key to improving student outcomes lies in the relationship between learning styles of students, pedagogy, and course design and sequence. It has been and continues to be the department’s goal to offer the best possible experience to our majors.

We believe that our program needs a more thorough examination than that provided by the assessment plan outlined above in order to improve substantially in this regard. The first step in this process will be to inventory what we do now, how we do it, and in which course(s) it is done. This inventory will be evaluated in relation to what we expect students to know and be able to do. With that in mind, the department is planning an in-depth inventory of what skills and content are taught in which courses in our programs. To benchmark this effort, we will use recently available national standards for evaluating biological literacy and effectiveness of programs in biology. This assessment will then be used to identify weaknesses and strengths in expectations, content and skills exposure, and appropriateness of pedagogy. We can then propose changes to modify our instructional program for greater effectiveness.

**Student Outcome 2.** Students will demonstrate competency in the use of computer technology for word processing, spreadsheet use, and data analysis relative to appropriate applications in their biological disciplines. They will demonstrate competency in the application and use of dedicated field and laboratory
scientific equipment and instrumentation appropriate to their respective majors. This student outcome applies to all degree programs in the department.

**Assessment Plan for Student Outcome 2**

Departmental curriculum design requires that majors take several biology courses requiring computer use in which they will be expected to demonstrate mastery of basic computer skills for biological applications. Applications include analysis of data obtained in laboratory exercises, simulations of biological phenomena, use of statistical methods, utilization of Internet web sites for information resources and research. To facilitate computer knowledge, incoming majors will be advised, but not required, to complete CIS 205 – “Microcomputer Applications” early in their careers. Several required or elective courses likewise require demonstration of ability to appropriately utilize sophisticated equipment and dedicated instrumentation which in many cases involve interfacing with computer technology. Assessment of the student use and mastery of applications and technology will be by faculty in-class evaluation of student performance relative to assignments and objectives included in course syllabi. Therefore, assessment will be continuous by instructors of record. Satisfactory performance relative to this student outcome requires that the student earn a grade of “C” or better in order to apply the course to degree requirements for the major.

University records documenting existence of appropriate equipment, instrumentation, and computing facilities or similar available computing stations within the Caylor-Walters complex will serve to assess the student accessibility part of this outcome.

**Assessment Results for Student Outcome 2**

Renovation of the Caylor/Walters complex to include improved access to computing technology and dedicated laboratory equipment and instrumentation has been intended for several years, however such renovation has not occurred. Without renovation, which prioritizes satisfaction of this deficiency, it has been impossible to make significant progress towards improvement and resolution of technological needs. This has led to inadequate improvement towards optimizing our ability to meet this student outcome.

Present departmental computing technology holdings available for student use are woefully inadequate. There are no reasonably modern computers with graphic access to the Internet available for student use. A handful of older and mostly obsolete models are available, but these have limited use as they lack the power to run the software required for today’s scientific applications. Although computer labs are available at other sites on campus, they lack adequate specialized scientific software, and the laboratory assistants do not have sufficient expertise in scientific applications to assist our students. Also, it should be noted that typical computer labs in the classic sense neither address most of our student needs nor do they model computing in the science laboratory where real-time experimentation is being done and analyzed simultaneously. There has been a common misconception by ITS and responsible administration that a traditional computer laboratory will address this problem.

A plan to routinely acquire and replace sophisticated laboratory and field testing instrumentation and equipment needed to fully meet this student outcome is lacking. There is no equipment line item in the departmental budget designed to address this critical need. Significant attention needs to be given to addressing this inadequacy.
Improvement Made Toward Reaching Student Outcome 2

Today, most advanced biology courses require use of computers. Many courses require use of sophisticated field or laboratory equipment and instrumentation. Where appropriate to course content, a large number of our biology courses have increased the number of assignments that require students to use computer technology and/or sophisticated equipment and instrumentation. These assignments include student analysis of experimental results, writing scientific reports, communication with professors and other students via e-mail, and gathering information for research projects from the Internet. Our faculty document student use of equipment, instrumentation, and computer facilities in their courses. They also assess development of student skills with technology as a part of overall student mastery of course requirements. Records of student work involving equipment, instrumentation, and computer facilities are now included in student portfolios, which demonstrates achievement in this student outcome.

The conversion of Walters 260 into a GIS/remote sensing laboratory will extend our capabilities in that limited area when it becomes fully operative. New courses are being added to offer that dimension to our major programs. This will help to provide training and knowledge in an area that is being called for by potential employers. Existing departmental courses will be able to incorporate GIS/remote sensing exercises, making them more current and complete. It is anticipated that the laboratory will be usable in fall 2002.

Little improvement of existing departmental laboratory equipment and instrumentation has been made during the last few years due to the statewide and university budget crisis.

Future Plans Relative to Student Outcome 2

To improve on this student outcome, specialized computing facility is needed “within” science laboratories. An evaluation of this need has been performed and reported to the Dean of the College of Arts and Sciences for inclusion in the campus instructional technology initiative. Access to computing facilities, necessary software applications, and equipment and instrumentation must be targeted for improvement, whether this comes as a component of building renovation or as a priority retrofit project in itself.

The department will continue to increase requirements for student technology use and skill development in biology courses as required to meet science literacy and employment opportunity guidelines. There will be increasing demands for student demonstration of mastery of basic computer skills, mastery of dedicated laboratory and field instrumentation, and their applications in biological situations.

As stated above for Student Outcome 1, we believe our ability to improve in Student Outcome 2 will be facilitated by a thorough inventory of what we do now in the way of technology content and skill development, how we teach it, and in which course(s) it is taught. Such an inventory will be evaluated in relation to what we expect students to know and be able to do when they complete a given course and when they complete a major program. With that in mind, the department will include aspects associated with Student Outcome 2 in its in-depth inventory of what skills and content are taught in which courses in our programs. We will benchmark this effort against recently available national standards for evaluating biological literacy and effectiveness of programs in biology. This assessment will then be used to more thoroughly identify weaknesses
and strengths in our technological holdings and its application in our pedagogy. We can then defend and justify proposed changes to increase and modernize our technology for greater effectiveness in meeting Student Outcome 2.
ANNUAL REPORT OF EFFECTIVENESS

Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DEPARTMENT OF HISTORY
COLLEGE OF ARTS AND SCIENCES
DELTA STATE UNIVERSITY
ANNUAL REPORT OF EFFECTIVENESS
Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DEPARTMENT OF HISTORY
DELT A STATE UNIVERSITY

August 1, 2002

General Information:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours, undergraduate</td>
<td>3657</td>
<td>3909</td>
<td>3544</td>
<td>3801</td>
</tr>
<tr>
<td>Credit hours, graduate</td>
<td>213</td>
<td>369</td>
<td>150</td>
<td>138</td>
</tr>
<tr>
<td>Number of graduates, B.A.</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Number of graduates, B.S.G.S.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of graduates, M.Ed.</td>
<td>8</td>
<td>4</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>

- The department averaged 670.5 credit hours per FTE faculty member in 2001-2002, an average of 223.5 students per instructor.

Personnel:

- **Tom Boschert** served as chairman of the Riley Prize Committee for the Mississippi Historical Society; served as advisor for DSU Archives Oral History Project on World War II Prisoner of War Camps; served on the University Attendance Committee; and presented programs to local civic groups.

- **Jerry Dallas** served as chairman of the Awards Committee for the Mississippi Historical Society, revised an article for publication in the Journal of Mississippi History, and continued research for a book on Jackson, Mississippi, 1945-1060; served on the Faculty Senate and on several university committees: General Education Curriculum, Library (chairman), and Budget; and presented programs to area civic groups.

- **Miriam Davis** presented a paper, “The Great Books and African-American Students in the Mississippi Delta,” at the annual meeting of the National Association of Scholars in New York; reviewed The Metropolis and Its Image: Constructing Identities for London, ca. 1750-1950 (Edited by Dana Arnold) for H-Albion and Peter Fleming’s Family and Household in Medieval England for Albion; continued research and completed draft of first chapter for a biography of Dame Kathleen Kenyon; served as Phi Alpha Theta advisor,
Director of the Honors Program, and Coordinator of the Great Books Program for Delta State University.

-Chester Morgan wrote an article, “Theodore G. Bilbo,” for the Encyclopedia of the Great Depression, edited by Robert S. McElvaine; presented the Keynote Address at the University of Southern Mississippi’s annual Founder’s Day Meeting; served on the Publications Committee of the Mississippi Historical Society; attended annual meetings of the Southern Historical Association, the Mississippi Historical Society, and the St. George Tucker Society.

-James Robinson presented music for several University programs; presented programs on First Ladies of the Twentieth Century and hymns in Colonial America to several local civic organizations.


Goals:

1. To maintain and build upon the excellent quality of classroom instruction that has characterized this department over the past generation.

   Each fall semester, the department administers a student evaluation in all history classes. The instrument (see attached) asks students to evaluate the instructor in sixteen categories, including an overall rating of the professor.

   508 students participated in the 2001 evaluation, an increase of 10 over the 2000 evaluation. On the most critical question (“overall rating of this instructor”), 414 (87.7% of those responding to that question) rated their instructor “excellent” or “good,” a 3.3% increase over the 2000 evaluation. This was accomplished while the department maintained its longstanding reputation (vindicated by comparative grade-point average) as one of the most academically demanding departments on campus. Evaluation of full-time faculty on this critical item ranged from a high of 4.70 (compared to 4.68 in 2000) to a low of 3.55 (up from 3.05 in 2000) with an overall average of 4.24 (4.21 in 2000).

   The department chairman compiled all results and conferred individually with each instructor to suggest improvements.

2. To improve student performance in general education survey courses. During the 2000-
2001 academic year, the department instituted a tutoring program using graduate assistants and selected undergraduate history majors. Each tutor worked with a specific instructor to provide “customized” assistance for the students in that professor’s classes.

Data provided by the University’s Office of Institutional Research indicate that the overall grade-point average in all history courses rose from 1.89 in the fall of 1999 to 1.94 in the fall of 2001. More significantly, the percentage of students earning grades below “C” in the general education survey courses fell from 47.5 in 1999 and 2000 to 43.7 in 2001.

Departmental tracking data indicate that many students still failed to avail themselves of the tutoring service. To continue to improve student performance, the department will have to find ways to increase student participation.

3. To allow students to hear and interact with prominent scholars from outside the DSU community and to enrich students’ appreciation for the cultural value of scholarship beyond the classroom experience.

In April 2002, the department sponsored the Fifth Annual Sammy O. Cranford Memorial Lecture in History, presented by Lawrence J. Nelson, Professor of History at the University of North Alabama. Dr. Nelson has won awards for excellence in teaching at three different universities, including North Alabama, where he was named Outstanding Teacher of the year in 1995-96. He has published articles in several journals of distinction including Missouri Historical Review, Agricultural History, and the Journal of Southern History. His “New Deal and Free Market: The Memphis Meeting of the Southern Commissioners of Agriculture, 1937” won the Moore Memorial Award for the best article in the Tennessee Historical Quarterly in 1981. His critically acclaimed study of Mississippian Oscar Johnston’s role in the New Deal, King Cotton’s Advocate, won the Mississippi Historical Society’s McLemore Prize for the most outstanding book on Mississippi history or biography in 2000. It also provided the topic for his Cranford Lecture, “Welfare Capitalism: Delta Planters and Sharecroppers in the Great Depression,” which was attended by approximately 150 students, faculty, and members of the local community. Faculty were encouraged to integrate the substance of the lecture into coursework and classroom discussion where appropriate.

Student Outcomes:

1. Students will demonstrate a basic mastery of the subject matter taught in history courses.

Data from the University’s Office of Institutional Research indicate that the overall grade-point average in history courses has risen every academic year since 1994-95, from a low of 1.73 to 1.94 in 2001-2002. In upper-level and graduate courses, the percentage of students who earned a grade of “C” or better increased from 79.1 in 2000-2001 to 92.7 in 2001-2002.
Historical knowledge requires the ability to read with comprehension and to think and to write clearly, rigorously, and organically. Increasingly, students are entering history courses ill-prepared to perform those tasks. Since 1998, only 53% of history majors have passed the University Writing Proficiency Examination. The problem is university wide; barely 55% of all students passed the WPE during the same period.

All members of the history faculty give, and meticulously grade with extensive comments, predominantly (and in some instances exclusively) essay examinations. Most instructors require additional writing: papers, book reviews, in-class writing assignments—again, meticulously corrected for grammar and style. Students who are particularly deficient are referred to the University Writing Lab, and portfolios of written work are compiled and maintained in order to assess the progress of history majors. HIS 400 (Historiography and Philosophy of History) is increasingly devoted to addressing these problems—at the expense of the basic subject matter of the course. The same is true to some extent in all history courses; time and energy spent on basic reading, writing, and thinking skills makes it more and more difficult to cover the historical subject matter adequately.

It will be difficult to continue to improve student performance in history coursework without addressing these problems at the university, rather than the department, level.

2. Recent graduates from the degree programs will be satisfied with the education that they received from the department and with the extent to which the department helped prepare them for further educational training or employment.

Every five years, the department conducts an alumni survey of history (undergraduate) and history education (graduate) majors who have earned degrees since the previous survey. The most recent survey (see attached) was administered in 1999.

Compiled data from this survey were given to all faculty members for their information and consideration.

In 2000, the department curriculum committee was instructed to explore ways to address the problem of limited course offerings. The result was the addition of two new courses in American history (The American Revolutionary Era and The New South), as well as the hiring of a qualified adjunct professor to offer courses (U. S. Diplomatic History and African-American History) that current full-time faculty are not qualified to teach. In addition, course offerings have been enhanced by cross-listing Great Books (401, 402, 403, 404) and interdisciplinary courses on Delta Culture and the Mississippi River as History courses.

3. Graduating history majors will be satisfied with the education that they received from the department and with the extent to which the department helped to prepare them for further education and employment.
The University Office of Institutional Research administers an exit survey of all graduating students. The questionnaire asks graduates to respond to seventeen specific questions regarding the quality of the education they received in their major.

On the 2002 survey, the department ranked equal to or higher than the average for the College of Arts and Sciences and the University as a whole on the following items:

- Availability of my advisor
- Willingness of my advisor to help me
- Quality of courses in preparing me for employment and/or graduate school
- Fairness of grading in my courses
- Quality of instruction in courses in my major
- Opportunities for interaction with faculty in my major
- Ample number of library holdings in my major
- Quality of courses for providing a good general education
- Opportunities for formal student evaluation of instruction in my major
- Professional competence of departmental faculty in my major
- My initial contacts and first impression with the department
- Overall quality of this department

The Department of History ranked lower than the School of Arts and Sciences and/or the University as a whole on the following items:

- Availability of professional activities or clubs in my major
- Practicum or internship experiences in my major
- Classroom facilities related to my major
- Quality of career advising in my major

The department does not currently require internships or practicums, but the Curriculum Committee is exploring the feasibility of adding both internship and service learning components to requirements for history majors. The Phi Alpha Theta advisor continues to explore ways to encourage interaction between students and faculty and to incorporate career advisement into the Society’s activities.
ALUMNI SURVEY – 1999

A considerably larger percentage (24 out of 53—45.3%) of former students responded than
did in the previous survey (1994).

Twenty-two of these responses (91.7%) rated the department’s quality of instruction as
“Superior” (17) or “Above average” (5), and none rated it “Below average” or
“Inferior.”

Fourteen of these respondents (58.3%) were working in History or a related field.
Fourteen also stated that their DSU coursework effectively prepared them to enter the
job market or to succeed in graduate/professional school. Nineteen (79.2%) stated that
their coursework “Very much” prepared them effectively to communicate their ideas,
both orally and in writing, and to understand the development of the cultures they had
studied. Twenty (83.3%) stated that their experiences in the department “Very much”
helped them to develop their ability to think clearly and precisely; all 24 stated that it
helped them to do so at least “Somewhat.” Twenty-two (91.7%) said that, knowing what
they know now, they would “Definitely” (18) or “Probably”(4) major in history a tDelta
State again. Seventeen (70.8%) considered the history faculty “Open and accessible”
and none found them “Somewhat standoffish” or “Unapproachable.”

In rating the department’s strengths, comments focused on the high quality of the faculty:

“Knowledge of the faculty was top-notch. They were readily able to
communicate their points and make class interesting.”

“Teachers care about the needs of students—friendly, personable
teachers.”

“Knowledgeable, accessible instructors.”

“The strength of the department is that it attempts not to acquiesce to
eroding academic standards [and that it attempts] to elevate marginal students.”

“The ability to reach out to students in and out of the classroom.”

“Small classes, personable faculty, rigorous testing….clear and
interesting instruction, strong teaching in an array of areas, fair grading, attention paid to students, attention paid to following up on students.”

“My time at DSU was extremely valuable.”

“The faculty have complete control over the classroom and maintain discipline in such a way that is very conducive to learning.”

“Relationship the professors have with the students; size of classes, especially upper level.”

“The knowledge of the faculty and its ability to convey that knowledge to the student.”

“Diverse but strong academic backgrounds of the professors.”

“Willingness to offer extra help to those who need it.”

“The emphasis on writing.”

“I perceive the major strength of the…department is, without a doubt, the great staff. Each professor is very knowledgeable in his/her subject area. I honestly believe I received the best education because of this fine staff.”

“The teachers are always available and very willing to help out in any way. Also the history teachers I had demonstrated their love for history every day in Class so that [they] made me love it.”

“Higher expectations and requirements than other DSU departments…So far DSU has stuck with important historical studies instead of the trendy.”

“The accessibility of the faculty; their genuine interest in students; and the smaller class size.”

“Some good teachers who really want their students to succeed.”

“Excellent, well-educated faculty.”

Many of the respondents stated that they found no weaknesses in the department. The comments of those who did cite weaknesses focused on the small number of faculty and limited availability of courses:

“Small size of the department, few faculty, limited course offerings.”

“Not enough non-European classes.”
“The department is compelled to accommodate students whose academic abilities and inclinations are measurably below the desired standards of the department.

“Being limited in what courses can and cannot be offered.”

“Oral presentations are limited to seminars.”

“Students are still not expected to do enough.”

“There are not enough classes offered each semester. This is, I believe, mainly because there are not enough professors.”

“A greater variety of courses or larger number of faculty might strengthen the department. On the other hand, the small classes and individualized attention were definitely two strong points of my DSU education.”

“Not enough highly motivated, driven students to spur each other on.”

“The availability of courses.”

“Not enough courses.”

The department has decided that this type of survey should be conducted every five years in order that sufficient new graduates can be polled to produce enough significant data for comparison. In order to avoid duplication, the next survey (2004) will include only those graduates from 2000 through 2004. Succeeding surveys will cover similar five-year periods.

-The Department of History continues to produce more credit hours per FTE faculty member than almost any other department on campus.

-Degrees granted per year will fluctuate significantly since majors are rarely apportioned equally among freshmen, sophomores, juniors, and seniors.

-The total number of graduate and undergraduate majors at the close of 1998 was 51, more than in any of the previous five years.

-In 1999, the department experienced a dramatic increase in both graduate credit hours produced and number of M. Ed. Degrees awarded. Much of this reflects the continued boost, in both quantity and quality, from the presence of the Teach for America Program in the Mississippi Delta. TFA is a non-profit service organization, affiliated with Americorps, that recruits recent college graduates for
a two-year term of teaching service in selected public school systems. Several TFA participants (with undergraduate degrees from such institutions as William and Mary, Miami of Ohio, New York University, Michigan, Tulane and Dartmouth) have enrolled in the master’s degree program in History Education. Their experience has been such that they have actively helped recruit new TFA prospects into the department’s M.Ed. program. Their presence, in and out of the classroom, has not only increased graduate credit hour production, but also enriched the overall environment for graduate study in the department, for students and faculty alike.

The department continues to lose many potential majors because the state of Mississippi certifies teachers in Social Studies rather than in History. Though Social Science Education majors choose history courses for many, if not most, of their elective hours, the department cannot offer them a major in history that leads to teacher certification and thus routinely refers them to the Division of Social Sciences. The advent of the “Alternate Route” to teacher certification will perhaps ease the situation, though probably only mildly, in the future.

III. Personnel

Noteworthy activities and accomplishments:

- **Jerry Dallas** presided over a session, “Modern Mississippi: Urban and Consumer Culture,” at the annual meeting of the Mississippi Historical Society; revised lecture notes and incorporated the textbook publisher’s website into instructional materials for HIS 101 and HIS 102; developed questionnaire for and conducted and compiled the department’s survey of recent graduates; wrote op-ed articles for the Jackson Clarion Ledger; continued research for a book on Jackson, Mississippi, 1945-1960; served as a Faculty Senate Alternate and worked on various University committees; and presented programs to area civic groups.

- **Miriam Davis** reviewed *A Medieval Life: Cecilia Penifader of Brigstock, ca. 1295-1344* by Judith M. Bennett for the *Red River Historical Quarterly*; conducted research trips to the United Kingdom and to Baylor University; attended the South Regional Honors Council Meeting in Little Rock, Arkansas, the National Collegiate Honors Council Meeting in Orlando, Florida, and a Core Texts Conference in New Orleans, Louisiana; taught a new course, “Great Books of the Judeo-Christian Tradition”; incorporated the use of films and in-class writing assignments in HIS 101 and HIS 102; directed the University Honors and Great Books Programs; served on the Faculty Senate; and served as Phi Alpha Theta advisor.

- **Curt Lamar** reviewed a book for the *Journal of Mississippi History* and served on a committee of the Mississippi Historical Society; served on the Great Books Committee and taught a Great Books course on the Early Modern period;
continued research on Mexico’s diplomatic relations, 1820-1860, and on English diplomacy between the eighteenth century and the 1950s; attended several DSU Alumni meetings; and presented programs to several community service clubs and civic organizations.

-Chester M. “Bo” Morgan reviewed a manuscript for the Journal of Mississippi History and served as chairman of the Nominations Committee for the Mississippi Historical Society; served as a humanities content advisor on a panel to develop learning material for the Agricultural and Bio-based Education for Students and Teachers (ABEST) program; served on the Great Books Committee and developed a Great Books course on the Modern period; attended annual meetings of the Mississippi Historical Society, the Southern Historical Association and the St. George Tucker Society; served on the University Census Awareness Committee; and presented programs to various local civic organizations.

-Harry Laver published an article, “Daniel Shays,” in Dictionary of World Biography: The 17th and 18th Centuries and reviewed Wesley B. Turner’s British Generals in the War of 1812: High Command in the Canadas in Albion; presented two papers: “‘An Organized Cabal for Electioneering’: Politics and the Kentucky Militia in the Early Republic” at the annual meeting of the Society for Historians of the Early American Republic in Lexington, Kentucky, and “Civil Order, Community Order: Some Reflections on the Militia’s Role in Nineteenth-Century Kentucky” at the Society for Military History Conference in University Park, Pennsylvania; presided over a panel discussion of Don Higginbotham’s paper, “Washington and Three Women,” at the George Washington and the American South Symposium at the University of Southern Mississippi; reviewed a book manuscript for Texas A&M University Press; received the Achievement Medal for Civilian Service from the Department of the Army, West Point, New York; received a research grant from the Research Funding Advisory Committee, Department of the Army, West Point, New York; taught new courses on “The History of the Military Art, 1898-1991,” “The Age of Jefferson and Jackson, 1787-1850,” and “Shiloh Revisited”; presented programs to local civic organizations.

-James Robinson received the Community Service Award from the Cleveland chapter of the Daughters of the American Revolution; served on the Student Organizations Committee and as faculty advisor for Kappa Alpha Fraternity; presented music for several University programs; and presented a program on First Ladies of the United States to several local civic organizations.

New position requested with justification:

The department’s consistent heavy student load and credit hour production continue to indicate the need for an additional faculty member in United States History. The department has an FTE of 6.25 teaching faculty, who serve many more students than the 8.75 FTE who served in the early 1970s.
The department continues to request consideration for an additional faculty member in United States History at the Instructor/Assistant Professor level when funds permit.

**Recommended change of status:**

-The Chair recommends Dr. Miriam Davis for promotion to the rank of Associate Professor. Her portfolio has been submitted separately.

**IV. Degree Program Additions/Deletions and/or Major Curriculum Changes:**

-None
V. Assessment of 1999 (-2000) Goals

A. Goal #1:

To maintain and build upon the excellent quality of classroom instruction that has characterized this department over the past generation.

D. Evaluation Procedures:

Student completion of a questionnaire designed by members of the History faculty. The most recent evaluation, Fall 1999, retained the slightly revised 1998 questionnaire, offering only four possible responses instead of five as in previous years. The fifteen questions remained largely the same, followed by an overall rating of the instructor. Though exact correlation with earlier evaluations is impossible, the statistical computations were designed to allow as close a comparison as possible.

E. Actual Results of Evaluation:

525 students participated in the Fall 1999 evaluation of the History faculty, an increase of 28 over the Fall 1998 evaluation.

On the most critical question ("Overall rating of this instructor"), 423 students (86.2%) responded "Excellent" or "Good." This was a slight increase over the 1998 evaluation, thus meeting the department's stated goal “to continue to improve the rating of History faculty by the students in the annual faculty evaluation.” Even more significant is the fact that this achievement was accomplished while the department continued to maintain its reputation as by far the "toughest" academic department on campus as measured by grade-point average.

Evaluation of the full-time History faculty on this critical item ranged from a high of 4.76 to a low of 3.10, with an overall average of 4.23 (compared to 4.18 in 1998).

F. Use of Evaluation Results:

The Chair compiled all results and returned each faculty member's questionnaires. Faculty will be conferred with individually and suggestions for improvement will be discussed. The issues needing most attention, students’ desire for more individual attention and the need to return graded exams sooner, again reflect the large student load of the department and reinforce its need to have an additional faculty member in United States History.
These evaluations over the past several years indicate that students in the general education survey classes (largely freshmen) struggle much more than do students in upper level courses (largely history majors). On almost every question, upper level students consistently rate faculty substantially higher than do survey students.

To address this problem, the department added a new goal for 2000-2001 (See Goal #2 in Part VI below).
A. **Goal #2:**

To allow students to hear and to interact with prominent scholars from outside the DSU community and to enrich students’ appreciation for the cultural value of scholarship beyond the classroom experience.

D. **Evaluation Procedures:**

Such events should involve speakers or programs of national stature.

Events should be well attended by students and faculty.

E. **Actual Results of Evaluation:**

The department sponsored the Second Annual Sammy O. Cranford Memorial Lecture in History, presented by Dr. John Ray Skates, Professor Emeritus of History at the University of Southern Mississippi. Author of several books, including a volume in Norton Press’s Bicentennial The States and the Nation Series, *Mississippi: A History* (1979), Professor Skates is one of America’s most noted military historians. In addition to his twenty-eight years on the USM faculty, he has also taught at both the Center for Military History in Washington, D. C. and the Air War College at Maxwell Air Force Base in Alabama. In 1984, he was historical advisor for the Department of the Army’s Fortieth Anniversary Celebration of the D-Day Invasion. His most recent work, *The Invasion of Japan: Alternative to the Bomb* (University of South Carolina Press, 1990), was a Main Selection of the Military Book Club and provided the topic of his Lecture, which was attended by more than 150 students and faculty.

F. **Use of Evaluation Results:**

All faculty were encouraged to integrate the substance of the lecture into coursework and classroom discussion where appropriate.
A.  **Goal #3**

To work with the Recruitment Office to identify and target high school and community college students with an interest in or aptitude for historical studies.

D. **Evaluation Procedures:**

Each fall, the Chairman will interview all incoming freshmen and transfer students to determine the impact of the recruiting effort on their decision to attend DSU and/or major in history.

E. **Actual Results of Evaluation:**

The actual results were disappointing. Only one student to whom the recruiting letter was mailed enrolled at Delta State, and she stated in her interview that she likely would have chosen to attend DSU in any case, though our letter was the only such recruiting effort she encountered from a specific department at any of the schools to which she applied.

F. **Use of Evaluation Results:**

The results of this assessment have led to a more intense recruiting plan for next year (See Goal #4 in Part VI below).
Student Outcomes

<table>
<thead>
<tr>
<th>Degree</th>
<th>B.A.</th>
<th>M.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>History</td>
<td>History Education</td>
</tr>
</tbody>
</table>

A. Student Outcome #1

Recent graduates from the degree programs will be satisfied with the education that they received from the department and with the extent to which the department helped prepare them for further educational training and/or employment.

C. Evaluation Procedures:

The department conducts a survey of recent graduates every five years, and a new survey was administered in 1999.

D. Actual Results of Evaluation:

A considerably larger percentage (24 out of 53—45.3%) of former students responded than did in the previous survey (1994).

Twenty-two of these responses (91.7%) rated the department's quality of instruction as "Superior" (17) or "Above average" (5), and none rated it “Below average” or “Inferior.”

Fourteen of these respondents (58.3%) were working in History or a related field. Fourteen also stated that their DSU coursework effectively prepared them to enter the job market or to succeed in graduate/professional school. Nineteen (79.2%) stated that their coursework “Very much” prepared them effectively to communicate their ideas, both orally and in writing and to understand the development of the cultures they had studied. Twenty (83.3%) stated that their experiences in the department “Very much” helped them to develop their ability to think clearly and precisely; all 24 stated that it helped them to do so at least “Somewhat.” Twenty-two (91.7%) said that, knowing what they know now, they would “Definitely” (18) or “Probably” (4) major in history at Delta State again. Seventeen (70.8%) considered the history faculty “Open and accessible” and none found them “Somewhat standoffish” or “Unapproachable.”

In rating the department’s strengths, comments focused on the high quality of the faculty:
“Knowledge of the faculty was top-notch. They were readily able to communicate their points and make class interesting.”

“Teachers care about the needs of students—friendly, personable teachers.”

“Knowledgeable, accessible instructors.”

“The strength of the department is that it attempts not to acquiesce to eroding academic standards [and that it attempts] to elevate marginal students.”

“The ability to reach out to students in and out of the classroom.”

“Small classes, personable faculty, rigorous testing, . . . clear and interesting instruction, strong teaching in an array of areas, fair grading, attention paid to students, attention paid to following up on students.”

“My time at DSU was extremely valuable.”

“The faculty have complete control over the classroom and maintain discipline in such a way that is very conducive to learning.”

“Relationship the prof[essor]s have with the students; size of classes, especially upper level.”

“The knowledge of the faculty and its ability to convey that knowledge to the student.”

“Diverse but strong academic backgrounds of the professors.”

“Willingness to offer extra help to those who need it.”

“The emphasis on writing.”

“I perceive the major strength of the . . . department is, without a doubt, the great staff. Each professor is very knowledgeable in his/her subject area. I honestly believe I received the best education because of this fine staff.”

“The teachers are always available and very willing to help out in any way. Also the history teachers I had demonstrated their love for history every day in class so that [they] made me love it.”

“Higher expectations and requirements than other DSU departments . . . So far DSU has stuck with important historical studies instead of the trendy.”

“The accessibility of the faculty; their genuine interest in students; and the smaller class size.”
“Some good teachers who really want their students to succeed.”

“Excellent, well-educated faculty.”

Many of the respondents stated that they found no weaknesses in the department. The comments of those who did cite weaknesses focused on the small number of faculty and limited availability of courses:

“Small size of the department, few faculty, limited course offerings.”

“Not enough non-European classes.”

“The department is compelled to accommodate students whose academic abilities and inclinations are measurably below the desired standards of the department.

“Being limited in what courses can and cannot be offered.”

“Oral presentations are limited to seminars.”

“Students are still not expected to do enough.”

“There are not enough classes offered each semester. This is, I believe, mainly because there are not enough professors.”

“A greater variety of courses or larger number of faculty might strengthen the department. On the other hand, the small classes and individualized attention were definitely two strong points of my DSU education.”

“Not enough highly motivated, driven students to spur each other on.”

“The availability of courses.”

“Not enough courses.”

The department has decided that this type of survey should be conducted every five years in order that sufficient new graduates can be polled to produce enough significant data for comparison. In order to avoid duplication, the next survey (2004) will include only those graduates from 2000 through 2004. Succeeding surveys will cover similar five-year periods.
E. **Use of Evaluation Results:**

Compiled data from this survey was given to all faculty members for their information and consideration.

The department curriculum committee was instructed to explore ways to address the problem of limited course offerings.
Degree  B.A.  M.Ed.  
Major  History  History Education  

IV. A. Student Outcome #2

Students currently graduating from the degree program will be satisfied with the education that they received from the department and with the extent to which the department helped prepare them for further educational training and/or employment.

C. Evaluation Procedures:

Questionnaire distributed by Office of Institutional Research to 1999 graduates.

D. Actual Results of Evaluation:

The questionnaire asked 1999 graduates to respond to 17 specific questions regarding the quality of the education they received in their major, rated on a scale from 1 to 4 with 1 being the best possible score. The Department of History ranked higher than the average for the School of Arts and Sciences and the University as a whole on the following items:

- Availability of my advisor  
- Willingness of my advisor to help me  
- Quality of courses in preparing me for employment and/or graduate school  
- Fairness of grading in my courses  
- Quality of instruction in courses in my major  
- Ample number of library holdings in my major  
- Quality of courses for providing a good general education  
- Opportunities for formal student evaluation of instruction in my major  
- Professional competence of departmental faculty in my major  
- My initial contacts and first impression with the department  
- Overall quality of this department

The Department of History ranked lower than the School of Arts and Sciences and/or the University as a whole on the following items:

- Opportunities for interaction with faculty in my major  
- Availability of professional activities or clubs in my major  
- Laboratory facilities related to my major  
- Practicum or internship experiences in my major  
- Classroom facilities related to my major  
- Quality of career advising in my major
E. Use of Evaluation Results:

Compiled data from this survey was given to all faculty members for their information and consideration.

The department does not have internships or practicums and cannot do anything on its own about improving classroom facilities, though department’s deviation from School and University norms in the other categories was statistically negligible, the Phi Alpha Theta (national history honor society) advisor was asked to develop recommendations for expanding the activities of the DSU chapter as a means to encourage interaction between history majors and department faculty.
A. **Student Outcome #3:**

Students will be encouraged to analyze and interpret the past critically, and to communicate effectively their findings. Additionally, at least 75% of majors will receive credit on the Writing Proficiency Examination.

C. **Evaluation procedures:**

Predominantly essay examinations in upper-level classes.

Research papers, book reviews, bibliographical compilations, etc.

HIS 400 (Historiography and Philosophy of History)

Majors' performance on WPE.

D. **Actual Results of Evaluation:**

All members of the department give, and **meticulously** grade with **extensive** comments, predominantly essay upper-level examinations and 40%-50% essay questions in survey classes. Three members of the department give exclusively essay examinations to all classes.

Three majors took the WPE during 1998, and one (33%) received credit.

Students whose written work falls below acceptable standards are often referred to the Writing Lab. Faculty members **meticulously** correct unacceptable writing, both grammatically and stylistically.

HIS 400 serves to "weed out" majors who cannot write or do research satisfactorily. Efforts are being made to offer HIS 400 three times during a calendar year (rather than two) in order that majors will have more opportunities to take this course early in their careers. Other scheduling considerations will make this difficult until a new faculty member is added in U.S. History.

E. **Use of Evaluation Results:**

Portfolios of majors' written work are compiled and maintained as a means of assessing students' writing as they progress through the program.
Degree: M.Ed.
Major: History Education

A. Student Outcome #4

Students enrolled in the M.Ed. program in History Education will score favorably on recognized graduate-level standardized tests (e.g., GRE, MAT). Students will meet or exceed the minimum standards set by Delta State University in its graduate program.

C. Evaluation Procedures:

Assessment of students’ performance on one or more of the standardized tests listed under “Admission Requirements” in the DSU Graduate Catalogue.

D. Actual Results of Evaluation:

Nine History M. Ed. students took standardized tests in 1999; eight of them met or exceeded the minimum standards set by the DSU Graduate School.

E. Use of Evaluation Results:

These results were given to all faculty for their information and consideration.
Degree:  M.Ed.
Major:  History Education

A. Student Outcome #5:

Students in the M.Ed. program will develop acceptable writing and research skills common to the historical profession.

C. Evaluation Procedures:

Essay examinations, book reviews, compilation of bibliographies, research papers, etc.

Oral presentations in seminars.

HIS 500

D. Actual Results of Evaluation:

Some M.Ed. candidates wash out of the program because they cannot successfully complete HIS 500. If it were feasible, HIS 500 would be made prerequisite to other graduate courses in History. Doing so, however, would prevent many students from enrolling in other upper-level History courses, especially those offered at night. Therefore, the early taking of HIS 500 can only be encouraged.

Graduate History faculty are more concerned with improving students’ writing than condemning them for inferior work. History faculty encourage students to submit rough drafts of research papers, book reviews, etc., before turning in a final copy. The degree to which this helps students depends upon their diligence in submitting such rough drafts.

E. Use of Evaluation Results:

There is little doubt that students’ ability to read with comprehension and to write with coherence and clarity continues to decline. Therefore, the emphasis in HIS 500 has been increasingly focused on these deficiencies. Portfolios of students' work are kept in the departmental office in order to assist faculty in discerning problem patterns.
VI. Department Goals for 2000 (-2001)

A. Goal #1:

To maintain and build upon the excellent quality of classroom instruction that has characterized this department over the past generation.

B. Institutional Goal which was supported by this goal:

#1—Review and update undergraduate and graduate programs to adequately address basic skills, knowledge, and competencies necessary for students to be properly prepared in their chosen fields, to…enter the work force and/or continue advanced study in graduate or professional school.

C. Expected Results:

At least 75% of the students taking history classes will rate their instruction as “Excellent” or “Good” in the annual evaluation of the faculty.

D. Evaluation Procedures:

Student completion of a questionnaire designed by members of the History faculty.

E. Actual Results of Evaluation:

To be determined.

F. Use of Evaluation Results:

To be determined.
A. Goal #2:

To improve student performance in general education survey courses.

B. Institutional goal which was supported by this goal:

#10 Increase student retention and graduation rates.

C. Expected Results:

Using graduate assistants and selected history majors, the department will develop and implement a tutoring program designed specifically for and available to students in the general education survey history courses.

D. Evaluation Procedures:

The tutoring program should produce a rise in the overall grade-point average in the survey courses, particularly a reduction in the percentage of “D” and “F” grades in those courses.

E. Actual Results of Evaluation:

To be determined.

F. Use of Evaluation Results:

To be determined.
A. Goal #3:

To allow students to hear and to interact with prominent scholars from outside the DSU community and to enrich students’ appreciation for the cultural value of scholarship beyond the classroom experience.

B. Institutional goal which was supported by this goal:

#9—Provide a rich campus life with a variety of cultural and extracurricular activities and other opportunities for personal development.

C. Expected Results:

The department will sponsor one or more lectures, programs, or exhibits that will expose students to outstanding scholars and their work or to the general cultural value of historical scholarship.

D. Evaluation Procedures:

Such events should involve speakers or programs of national stature.

Events should be well attended by students and faculty.

E. Actual Results of Evaluation:

To be determined.

F. Use of Evaluation Results:

To be determined.
A. Goal #4

To work with the Recruitment Office to identify and target high school and community college students with an interest in or aptitude for historical studies.

B. Institutional Goal which was supported by this goal:

#2—Attract and retain qualified and diverse students, faculty, and staff.

C. Expected Results:

Identification of potential history majors before they have made a definite choice about what college to attend.

Communication, through the Mississippi Historical Society’s Junior Historical Society, with teachers of high school history throughout the state.

Mailing of the department’s brochure, along with a personal letter from the Department Chairman, to every student recommended by a high school history teacher.

Actively solicit nominations for Delta State’s Community College Department Chair’s Scholarship from every Community College in the state.

D. Evaluation Procedures:

Each fall, the Chairman will interview all incoming freshmen and transfer students to determine the impact of the recruiting effort on their decision to attend DSU and/or major in history.

E. Actual Results of Evaluation:

To be determined.

F. Use of Evaluation Results:

To be determined.
Student Outcomes

<table>
<thead>
<tr>
<th>Degree</th>
<th>B.A.</th>
<th>M.Ed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>History</td>
<td>History Education</td>
</tr>
</tbody>
</table>

A. Student Outcome #1

Recent graduates from the degree programs will be satisfied with the education that they received from the department and with the extent to which the department helped prepare them for further educational training and/or employment.

B. Expected Results:

At least 75% of survey respondents will rate their instruction from the History Department as “Superior” or “Above average.”

C. Evaluation Procedures:

The department conducts a survey of recent graduates every five years, and a new survey was administered in 1999.

D. Actual Results of Evaluation:

See Student Outcome #1 in Part V above.

E. Use of Evaluation Results:

To be determined.
A. Student Outcome #2

Students currently graduating from the degree program will be satisfied with the education that they received from the department and with the extent to which the department helped prepare them for further educational training and/or employment.

B. Expected Results:

At least 75% of graduates will rate their instruction from the History Department as “Excellent” or “Good.” Additionally, graduates will also favorably evaluate the department on its helpfulness, congeniality, accessibility, and other such factors.

C. Evaluation Procedures:

Questionnaire distributed by Office of Institutional Research to 2000 graduates.

D. Actual Results of Evaluation:

To be determined.

E. Use of Evaluation Results:

To be determined.
Degree   B.A.  
Major     History

A. Student Outcome #3:

Students will be encouraged to analyze and interpret the past critically, and to communicate effectively their findings. Additionally, at least 75% of majors will receive credit on the Writing Proficiency Examination.

B. Expected Results:

Students will be able to respond properly to essay questions which require thought, originality, and assimilation.

Students will learn the proper techniques of writing history and the technical aspects of research and documentation.

C. Evaluation procedures:

Predominantly essay examinations in upper-level classes.

Research papers, book reviews, bibliographical compilations, etc.

HIS 400 (Historiography and Philosophy of History)

Majors’ performance on WPE.

D. Actual Results of Evaluation:

To be determined.

E. Use of Evaluation Results:

To be determined.
Degree: M.Ed.
Major: History Education

A. Student Outcome #4

Students enrolled in the M.Ed. program in History Education will score favorably on recognized graduate-level standardized tests. Students will meet or exceed the minimum standards set by Delta State University in its graduate program.

B. Expected Results:

Text scores recorded by M.Ed. History Education students will meet or exceed the standards stated above.

C. Evaluation Procedures:

Assessment of students’ performance on one or more of the standardized tests listed under “Admission Requirements” in the DSU Graduate Catalogue.

D. Actual Results of Evaluation:

To be determined.

E. Use of Evaluation Results:

To be determined.
Degree: M.Ed.
Major: History Education

A. Student Outcome #5:

Students in the M.Ed. program will develop acceptable writing and research skills common to the historical profession.

B. Expected Results:

Students will produce research papers, book reviews, test essays, bibliographies, etc., which demonstrate developing professionalism.

C. Evaluation Procedures:

Essay examinations, book reviews, compilation of bibliographies, research papers, etc.

D. Actual Results of Evaluation:

To be determined.

E. Use of Evaluation Results:

To be determined.
Justification:

1. The cost of this service is based on the actual number of copies made on the machine. The number of copies made has risen slightly each year since the current estimates of annual use (96,000) were computed four years ago.
2. This budget item covers the cost of the annual Cranford Lecture, which has become an increasingly popular and successful event each year since its inception three years ago. This year’s (2000) Lecture, held in conjunction with President’s Potter’s inauguration, earned the department and the University a great deal of positive visibility not only locally but throughout Mississippi. Consequently, in addition to the purposes for which it was originally established, the Lecture series has gained significant potential as a recruiting tool. To secure speakers of such stature necessary to maintain those advantages will, however, cost more in the future.

Respectfully submitted,

Chester M. Morgan
April 6, 2000
ANNUAL REPORT OF EFFECTIVENESS

Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DIVISION OF LANGUAGES AND LITERATURE

COLLEGE OF ARTS AND SCIENCES

DELTA STATE UNIVERSITY
ANNUAL REPORT OF EFFECTIVENESS
Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002
Division of Languages & Literature
Delta State University
August 1, 2002

V. A. Division Goals
1. Revise the syllabi of our General Education courses – ENG 101, 102, 103, 203, 204; PHI 201; SPE 101, SPE 223; GER 101, SPA 101, FRE 101. An ad hoc Division committee updated and revised these syllabi to make them reflect the new university “Purposes of General Education.”
2. Add ENG 206 World Literature as a General Education option – This addition was in response to NCATE evaluation which pointed to our lack of a World Literature survey as a weakness. The course will be taught by Dr. Karen Bell.
3. Successfully complete the NCATE evaluation—The English Education program was validated by the NCATE study.
4. Add Service learning sections—Dr. Beverly Moon and Dr. Stephen King have received grants for incorporating service learning into sections of English 101, 102, 103 and Speech 101 respectively. Dr. Moon taught the courses in Fall 2001 and Spring 2002. English and Speech service learning sections will be offered in the coming year.

B. Student Learning Outcomes for English B.A. & B.S.E.
1. Students will understand the contributions of major British and American writers and their works as well as the historical context in which they wrote.
   Assessment Procedures:
   --Analysis of grades in required courses; graduate school follow-up; senior exit survey.
   Expected Results:
   --80 percent of students will make C’s at least in required major courses; will demonstrate competency in standardized tests if headed for graduate school; will agree that outcome was met.
   Actual Results:
   --90 percent of the twenty graduates made at least C’s; two were admitted to graduate or professional school; all but one respondent to the senior survey agreed or disagreed that the outcome was met. Date of the most recent evaluation: June 28, 2002.
   Use of Evaluation Results:
   --More encouragement for students toward graduate school.
2. Students will demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as thesis, purpose, audience, and organization. **Assessment Procedures:**
--Analyzing results of WPE, surveys, and portfolios.

**Expected Results:**
--75 % pass WPE and agree on survey that outcome was met. Senior portfolios demonstrate proficiency.

**Actual Results:**
--88% passed the WPE. All respondents but two agreed or strongly agreed that the outcome was met. Portfolios contained evidence of proficiency. Date of most recent evaluation: June 28, 2002.

**Use of Evaluation Results:**
--Results were used in a thorough re-visiting of the Writing Proficiency Exam. The Chair of the Composition committee served on a campus committee charged with examining the status of writing among Delta State students.

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

**Assessment Procedure:**
--Analysis of Praxis scores and surveys. Informal conversations with graduates teaching English in the secondary schools.

**Expected Results:**
--75% of students will pass the PRAXIS (English Languages and Literature), and 75% of students will agree on survey.

**Actual Results:**
--According to figures from the College of Education, 85% of students passed the PRAXIS. One student had a perfect score on the English Language & Literature section. On the survey, an equal number of students agreed and disagreed that the outcome was met. Graduates out teaching in the secondary schools indicated a feeling of insecurity about the fine points of grammar.

**Use of Evaluation Results:**
--A one-hour course in grammar was offered by Dr. Bill Spencer, who tutors in the Writing Center for seven hours per week. The course is designed to address the weaknesses that the assessment revealed.

C. Student Learning Outcomes for B.A. in Foreign Languages

1. Students will understand the contributions of major French, German, or Spanish writers and their works as well as the historical context.

**Assessment Procedure:**
--Analysis of PRAXIS scores and survey.

**Expected Results:**
--75% or better of the students will pass the PRAXIS Specialty Area (where applicable) or have comparable GRE scores and will agree that the goal was met on the senior survey.

**Actual Results:**
--Students surveyed agreed that the outcome was met. No students took the PRAXIS. Date of
most recent evaluation: June 28, 2002.

**Use of Evaluation Results:**
--To encourage larger enrollments in foreign languages, “contemporary society” courses were added and foreign language week observances were held.

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

**Assessment Procedures:**
--Analysis of grades and survey.

**Expected Results:**
--100% will pass the composition course in their language and will agree on the survey that the goal was met.

**Actual Results:**
--Students agreed that their coursework had developed their ability to speak and understand French, German, or Spanish. One neither agreed or disagreed that the writing ability outcome was met, though all passed the composition course. Date of most recent evaluation: June 28, 2002.

**Use of Evaluation Results:**
--Faculty reviewed writing samples in the student portfolios and assigned laboratory time in the Foreign Language Lab.

3. **Students will demonstrate familiarity with research procedures in the discipline and will have experience in using other critical perspectives or arguments in defining their own.**

**Assessment Procedures:**
--Analysis of projects and surveys.

**Expected Results:**
--80% of students will submit satisfactory research projects in upper division courses. 80% of students agree that the outcome was met.

**Actual Results:**
--100% of students graduating were satisfactory in research procedures. One studied for the summer of 2001 at the Goethe Institute in Berlin. Students on the survey strongly agreed that the outcome was met.

**Use of Evaluation Results:**
--Research papers and critical analyses in student portfolios will be used to further analyze student abilities.

D. **Student Learning Outcomes for the B.A. degree in Journalism**

1. **Students will understand what makes a good news story, will master the craft of researching, interviewing, and writing the news, and will publish their writing.**

**Assessment Procedures:**
--Analysis of grades in required courses; analysis of *The Delta Statement*; student portfolios; evaluations from internship employers.
**Expected Results:**
--80% of students will make at least C’s in the required journalism courses; will publish their writing in *The Delta Statement*; will have positive evaluations from internships.

**Actual Results:**
--80% of students made C’s in the required journalism courses; all students had positive evaluations on their internships. Students published their writing in the student newspaper, but problems of quality and staff responsibility arose.

**Use of Evaluation Results:**
--The University Publications Committee met regularly throughout the year to address problems of quality and staff co-ordination of *The Delta Statement*. Job descriptions and contracts for staff members were written.

2. **Students will master the basic technical processes necessary for a practicing print journalist today – word processing, photography, computer layout and design.**

**Assessment Procedures:**
--Analysis of grades in these courses; evaluations from internship employers; employment after graduation.

**Expected Results:**
--80% of students will make at least C in Word Processing, Basic Photography, Print Layout and Design, and will have positive evaluations in Internship in Journalism. They will be employed in the field of journalism after graduation.

**Actual Results:**
--80% of students made at least C in courses above. Evaluations from employers were satisfactory. All graduates from this new program are employed in the field of journalism. Most recent evaluation: June 28, 2002

**Use of Evaluation Results:**
--Warren Byrd received a $7,500 grant from the Mississippi Press Association to establish a journalism computer lab, which is currently up and running.

3. **Students will understand the relationship between the media and the law and will understand the ethical responsibilities of journalists.**

**Assessment Procedures:**
--Analysis of grades in required courses.

**Expected Results:**
--80% of students will make at least C’s in the Media and the Law course and the Ethics philosophy course.

**Actual Results:**
--Because of the infrequency with which the above courses are taught, some students have had to substitute other Political Science and/or Philosophy courses for these particular ones.

**Use of Evaluation Results:**
--Ethics and legalities will be stressed in every phase of the program.

E. **M.Ed. program in English on Probation**

See the “Preliminary Institutional Response” below.
Preliminary Institutional Response to IHL Probation of the M.Ed. degree in English

VI. Abstract

Catalog Description: The Master of Education degree is designed for students who wish to pursue professional study in education as classroom teachers, counselors, supervisors, administrators, or in specialized areas. English is one of the areas of emphasis in which the M.Ed. is offered. Requirements for provisional admission to the M.Ed. program are a baccalaureate degree with an undergraduate major in English (or equivalent hours) with a 3.0 gpa on all undergraduate English courses; a graded writing sample from an upper-level undergraduate English class; a teaching certificate or a signed waiver stating that the candidate realizes that the M.Ed. does not constitute certification.

In addition, for full admission, students must submit scores from the GRE in English literature of the Praxis Specialty area in English no later than the first semester of enrollment; must take a Graduate Writing Proficiency Exam during the first semester of enrollment; must attend an orientation meeting with the Graduate Committee during the first semester of enrollment; and must maintain a 3.0 average on the first 9 hours in graduate English courses. A student with a gpa below 3.0 will be allowed to enroll in approved courses in the major for one additional semester to raise the average to 3.0. Full admission to the program must be completed by the end of the first 15 hours of graduate classes.

Supporting Curriculum: A candidate for the Master of Education in English degree must fulfill the general requirements for a graduate degree at Delta State University; must complete the prescribed curriculum; must earn a gpa of at least 3.0 in the major field and overall; earn a B average on the education core courses; pass an oral examination in English administered by a committee appointed by the division chair. With the consent of the advisor, a candidate may elect to write a thesis for 6 semester hours credit in the major field.

ENGLISH EDUCATION 33*

1. Core Education Courses 9
   EPY 601, ELR 605, CUR 608

2. Required English Courses 12
   ENG 605 or ENG 610 3
   One period course 3
   One genre course 3
   One major figure course 3

3. Electives in English 12

*Three of the total hours in English must be in British literature and three in American literature.
At least nine hours of the English courses must be at the 600 level.

**Unique Course Descriptions:** The majority of graduate courses are taken in split-level courses (400/500) with undergraduates. The following are the 600-level courses that are for graduate students only. Generally only one 600-level course is offered per semester.

ENG 603. Seminar in English Literature. A survey of major English writers.
ENG 610. Problems in Teaching English. Varied solutions to problems in teaching composition, language, grammar, and literature. Research and reports on problems in teaching composition, including various solutions to them.
ENG 651. English Seminar in-------. Concentration on specified author(s), genre(s), literary currents, or topics.
ENG 680. Writing in Content Areas. Theoretical and practical approaches to writing in various disciplines. Admission by permission of instructor.
ENG 690. Thesis.
ENG 692. Special Topics in English. Current developments of independent study in English.

1. **Objectives of the Program as They Relate to the Institution’s Mission**

Since the first M.Ed. in English was offered at Delta State University in 1966, it has met the university’s mission for teacher education and for providing “broad undergraduate, graduate, and continuing education programs of study” for the people of the Mississippi Delta. For thirty-six years English teachers in the region have been offered this opportunity for advanced development in their chosen field of work.

2. **State Needs**

The state of Mississippi has a well-documented shortage of secondary school teachers. While the numbers of our M.Ed. graduates per year have never been large, the quality of these graduates has been exemplary. One teacher from the public school in Indianola received the M.Ed. here in 1991 and has since earned a Ph.D. from the University of Southern Mississippi and has been teaching English Education on the Delta State faculty. Another M.Ed. graduate teaching at Carroll Academy was named Secondary Teacher of the Year by the Mississippi Association of Private
Schools. One M.Ed. student, teaching in the Delta’s public schools, received a scholarship to the Breadloaf program in Vermont and completed her master’s degree there. Two of our currently enrolled graduate students were designated as “Teacher of the Year” at their respective public secondary schools.

Because the Mississippi Delta is such an educationally disadvantaged region, the need for teacher advancement opportunities is undeniably crucial. Delta State’s M.Ed. program in English provides such an opportunity and therefore fills an important need.

3. Program Duplication
The M.Ed. is the only opportunity in the Delta area for teachers and others to acquire an advanced degree in English. Mississippi Valley State University does not offer any master’s degree in English, and since many M.Ed. students are simultaneously full-time secondary-school teachers, the programs at the University of Mississippi would not be a viable option for most Delta English teachers.

4. Program Demand
The average number of graduates from the M.Ed. in English for the past five years is 2.4. In 2001 three students graduated. In May 2002 three more students graduated. Another candidate has completed all requirements and will graduate in August 2002. Currently there are 10 students in good standing in the program. Enrollment of new students for the fall of 2002 is the largest we have had in several years with seven new students to date. Five of these are students who earned the B.S. degree at Delta State and are teaching in the area. Without this program, they would have no opportunity to earn an advanced degree in English. We should have no trouble maintaining an average of three graduates for the next five years.

5. Resources
During the 2001 year, including summer sessions, the estimated instructional cost for 600-level graduate courses in English was $15,390. The 400/500 courses would be taught anyway for our undergraduate English majors and others. There would be no additional costs in maintaining the program.

6. Support Service to other Academic Programs
The English emphasis supports the options for teachers seeking an M.Ed. degree.

7. Research
Twelve Division faculty members published either scholarly articles or creative work during the past year, six of these teach English graduate courses.

8. Strategy for Addressing the Probation
The Division of Languages & Literature’s graduate committee has met in response to this targeting and has decided to implement a more aggressive recruitment campaign that will include mailings of letters and brochures to secondary-school English
teachers in the region. The committee has also begun considering modifying degree requirements such that completion of the degree would earn the student a teaching license, thus possibly making the degree more attractive. The Division has striven in the past eight years to strengthen the program through several steps. In 1994 an ad hoc divisional graduate committee was formed that evolved into a permanent committee in 1996. In 1993 the master’s oral was strengthened by lengthening it to an hour and a half. A required minimum reading list was developed for M.Ed. candidates first in 1994, with revisions in 1995 and 1997. In 1996 a restructuring of the content area resulted in a strengthening of the program. That same year three significant requirements were added to help ensure the success of program applicants: 1) an undergraduate major in English with a 3.0 gpa on all undergraduate English courses, 2) an orientation meeting at which the goals and policies of the program are presented, and 3) a writing proficiency examination. Applicants must attend the meeting and pass the writing proficiency exam in order to achieve full admission. Although these requirements may have contributed to a reduction in the number of applicants in the short run, the graduate committee is confident that these enhancements will benefit the program in the long run, particularly in increasing retention rates and thus improving the graduation rate of enrollees. Graduate rates the past two years suggest that the plan is working.

9. Total Number of Faculty Members
There are 20 full-time faculty members in the Division of Languages & Literature, including two instructors. In English there are 14 full-time members and 1 part-time member. Two adjunct faculty teach one or two courses per semester. Of the 20 full-time members, 13 are tenured and 4 are on a tenure track. In English 10 are tenured and 1 is on a tenure track.

10. Number of Majors
Current majors enrolled in the Division are: English BA, 39; English Education BSE, 29; Journalism BA, 18; French Education, BSE 5; English Education M.Ed., 10.

We have one (1) nonteaching graduate assistantship to offer, and a student currently holds that position. We offer no doctorate in the Division.

11. Number of Academic Credits Produced
The Division is not on probation, just the M.Ed., but these figures give an indication of the activity of the Division as a whole. Many of DSUʼs graduate English courses are split-level courses open also to undergraduate students at the undergraduate level, thereby efficiently using faculty to support the M.Ed. in a fiscally conservative manner. Spring 2001—4,782 credit hours; Summer 2001—928 credit hours; Fall 2001, 5653 credit hours. Total—11,363.

Of that total, 150 were graduate credit hours produced in 2001 by M.Ed. candidates.
ANNUAL REPORT OF EFFECTIVENESS

Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DEPARTMENT OF MATHEMATICS

COLLEGE OF ARTS AND SCIENCES

DELTA STATE UNIVERSITY
Annual Report of Effectiveness
Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

Mathematics Department

Departmental Goals

Goal 1:
A. **Publish a departmental newsletter.**
   B. Method of assessment—a newsletter was published in the spring of 2001 and mailed to
      400 alumni. The 2002 newsletter is currently being printed.
   C. Result of assessment—positive comments from alumni and a request to continue that
      avenue of communication.
   D. Improvements made as a result of assessment—more information about departmental
      faculty members, departmental activities, and recent graduates.

Goal 2:
A. **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.**
   B. Method of assessment—NCATE Standards for the teacher education program.
   C. Result of assessment—need for a technology course that focuses on use of technology
      in mathematics.
   D. Improvements made as a result of assessment—a new course, MAT 215 Mathematics
      Technology, has been added to the curriculum. Although this is a required course for
      mathematics education majors, it is appropriate for all mathematics majors as
      mathematics content that is suitable for the secondary mathematics classroom is the
      vehicle used to illustrate and demonstrate a wide variety of technology and relevant
      multimedia. The technology includes, but is not limited to, scientific and graphing
      calculators, computers, computer accessories (appropriate software, scanners, projection
      devices, digital cameras), interactive television, distance learning, tele-conferencing, and
      electronic information resources.

   In mathematics content courses, teaching with technology is modeled: graphing
   calculators in algebra, trigonometry, pre-calculus, the first two calculus courses;
   computers and computer software in probability and statistics, the third calculus course,
   and history of mathematics. The students are expected to solve mathematics application
   problems with the aid of the appropriate technology.

Goal 3:
A. **Strengthen the B.S.E. degree requirements to comply with the recommendations**
   **on the preparation of secondary teachers from NCTM and NCATE.**
   B. Method of assessment—NCATE Standards
   C. Result of assessment—our program did not meet all of the standards as there were
some course options (modern algebra or linear algebra, history of mathematics or number theory) and no required discrete mathematics course in our program. NCTM Standards require modern algebra, linear algebra, history of mathematics, and discrete mathematics. The options in our program were not considered sufficient.

D. Improvements made as a result of assessment: the options were eliminated and three required courses were added: MAT 215 Mathematics Technology, MAT 415 Discrete Mathematics, MAT 405 History of Mathematics. Linear algebra (MAT 442) and modern algebra (425) will continue to be offered in alternating fall semesters with an added requirement of a seminar and portfolio. MAT 442/MAT 425 will be linear algebra with a seminar in modern algebra. MAT 425/MAT 442 will be modern algebra with a seminar in linear algebra.

As a result of these improvements, our program is fully accredited by NCTM and NCATE.

**Goal 4:**
A. Host an annual Mathematics Tournament to be held each spring on our campus and sponsored by the Mathematics Department.
B. Method of assessment: was the tournament held?
C. Result of Assessment: The Mathematics Department hosted the Second Annual Mathematics Tournament for high school students in February. The effort was very successful with 11 schools participating.
D. Improvements made as a result of assessment—Early communication with the schools to get the date on their calendar. Plans have already begun to make next year's tournament bigger and better with more area schools participating. This has become a recruiting activity for the department.

The Mathematics Department offers a major in mathematics in the B.S. degree and a major in mathematics education in the B.S. in Education degree.

**Student Outcomes for B. S. Degree**

A: **Outcome 1** Students will acquire a broad knowledge of the fundamental principles of mathematics enabling them to make connections between concepts and demonstrate analytical skills.
B. Method of assessment: successful completion of MAT 490, a capstone course.
C. Results of assessment: all grades in MAT 490 were A
D. Improvements made as a result of assessment: course requirements are revised each year based on weaknesses of the students involved.

A. **Outcome 2** Students who enroll in graduate school will be adequately prepared for graduate study.
B. Method of assessment — success of graduates

C. Result of assessment — One graduate successfully completed the requirements for the
MS degree in mathematics at the University of Mississippi and plans to enroll in the
doctoral program. Another graduate successfully completed his MBA degree at
Mississippi State University.

D. Improvements made as a result of assessment — minor revisions in course content based
on feedback from the graduates mentioned above.

A. Outcome 3 — Employers will express general satisfaction with graduates.

B. Method of assessment — questionnaire to employers.

C. Results of assessment — no response from employers.

D. Improvements made as a result of assessment — we will attempt to establish better
communication with employers.

Student Outcomes for B.S.E. Degree

A. Outcome 1 — Students will demonstrate knowledge of mathematics adequate for
teaching mathematics in grades 7-12.

B. Method of assessment — an acceptable score on the Mathematics Specialty Area Test
of the Praxis.

C. Results of assessment — Two students took the test during the period summer 2001
through spring 2002. The student who took the test for the first time received a passing
score. The other student was taking the test for the fourth time and did receive a passing
score this time.

D. Improvements made as a result of assessment — We will encourage students to wait
until they have attained a GPA in mathematics of at least 2.5 to take the test. The student
who took the test 4 times had to repeat at least once almost all the mathematics courses
due to low grades. We will also encourage students to review all mathematics before
taking the test.

A. Outcome 2 — Students will demonstrate proficiency in instructional methods and
techniques in teaching mathematics.

B. Method of assessment — Analysis of the results of the MTAI, Indicators 1-12 and
STAI, Indicators 1-8.

C. Results of assessment — Successful scores on all indicators.

D. Improvements made as a result of assessment — A sign off sheet is provided for the
classroom teacher to show approval for the portfolio, and the deadline for submission of
the portfolio to the university supervisor is two weeks prior to teaching of the portfolio.
These time frames allow time to correct deficiencies.

A. Outcome 3 — Employers will express satisfaction with our graduates.

B. Method of assessment — Employer survey questionnaire.

C. Results of assessment — The only response indicated satisfaction.
D. Improvements made as a result of assessment:

We will try contacting employers via telephone in an attempt to get more responses regarding our graduates. The demand for our graduates continues, however, we have few which is currently true nationally. We are urging our alumni to assist us in recruiting students who wish to become mathematics teachers.

Writing assessment

A. Goal: To improve the writing skills of all mathematics majors.
B. Method of assessment-- To assess student outcomes the mathematics department uses the writing proficiency examination and the Praxis writing examination.
C. Results of assessment--Only 3 of 5 students who took the writing proficiency exam during the 2001-2002 academic year passed. The only student who took the Praxis writing examination was successful.

D. Improvements made as a result of assessment--The mathematics department has agreed 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 both upper and lower 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. An evaluation rubric will be created by the mathematics faculty and shared with the students prior to any writing assignment.

2. All classes above the 100 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.
ANNUAL REPORT OF EFFECTIVENESS

Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DEPARTMENT OF MUSIC

COLLEGE OF ARTS AND SCIENCES

DELTA STATE UNIVERSITY
As a result of our self-study in preparation for the National Association of Schools of Music (NASM) visit during the spring of 2001, we noticed a number of strengths and weaknesses. The visitors for NASM also noted strengths and weaknesses.

For the purposes of this report, focus will remain upon weaknesses and steps we have taken to overcome them.

The most important weakness was our lack of music technology for students. We had been requesting a student computer laboratory for a number of years. This is a requirement for accreditation. So, fortunately, the university did fund our laboratory, which is now up and running. We are incorporating technology into much of our coursework.

Our other big area of concern to faculty and NASM was our low enrollment in the Master of Music Education degree. After more discussion amongst the faculty, we decided to do away with the degree. It was felt that with current circumstances we could not attract a large number of graduate students to our campus. So we finished up offering graduate level courses for degrees this past summer.

Obviously, we are limited in our desire to provide first class equipment and experiences for our students due to financial restraints. However, the faculty is committed to doing everything possible to provide a quality education for our students with limited resources.

Enclosed are copies of the NASM visitors report, our response, the letter from NASM advising us of our deferral status (until three items were adequately addressed), and their letter stating their acceptance of our accreditation application.
Department of Music
DELTA STATE UNIVERSITY

The Department of Music has a long history of excellence at Delta State. The Bachelor of Arts degree with a major in music was initiated in 1961. The Bachelor of Music Education degree was started in 1949. The National Association of Schools of Music initially accredited all music degrees in 1975. This included the degrees Bachelor of Arts, Bachelor of Music Education, Bachelor of Music and Master of Music Education. We contribute to the cultural life of the university and broader community by putting on approximately 60 public recitals and concerts per year. Our graduates have done well in all areas of music including music teaching, music performance, church music, music therapy, and music business. Two of our graduates are currently department chairs two of the 500+ schools of music which are nationally accredited by NASM-the University of Kentucky and New Mexico State University. The department offers music appreciation courses, applied music lessons, and performing groups to music majors and non-majors alike. These contribute to the university's mission of providing a broad liberal arts curriculum. Music is an essential part of that curriculum. The music program also fits into the university's mission of promoting cultural development. The music program supports the university goal of providing a rich campus life with a variety of cultural activities. Further, the department helps the university fulfill its purposes of general education by assisting students to gain a knowledge and appreciation of human accomplishments in all aspects of life including the aesthetic.

The program has been targeted by the IHL as a low productivity program because of low number of majors per faculty member and low credit hour production.

We are taking steps to increase the number of music majors by using very aggressive recruiting measures. These measures include, but are not limited to:

1. Visiting the public schools to meet with music teachers and high school students.
2. Auditioning high school students for select performing bands and choirs which perform on our campus with nationally recognized clinicians.
3. Use of a computer program to generate periodic letters sent to interested students.
4. Use of scholarships (including donor sponsored scholarships) to attract talented students.
5. Development of a brochure to use in attracting talented students.
We are pursuing steps to increase our credit hour production. We are proposing a music appreciation course as a requirement for all students at Delta State University as part of the general education curriculum. We are also taking steps to eliminate low enrollment courses. We have suspended admission into our Master of Music Education degree due to low enrollment. Also, the university is correcting some reporting problems which led to numbers which were too low. For Fall 1999, our records show 1338 hours when the IHL report shows 1278. This is not a large number, but when you add in the 327 hours of AMU which were not included in the Board report along with the 27 hours of music methods courses with a CUR prefix the total becomes 1692. The Board lists 16.5 faculty when we have 15. The corrections would give a credit/faculty ratio of 113 which is way above the 77 listed by the Board. The new numbers also would give 5.1 music majors per faculty member. This number is low for Board standards but also, we feel, not realistic when compared nationally with other accredited institutions. For public institutions of 1-100 music majors, the HEADS data published by the National Association of Schools of Music show the 50th percentile number is 6.2 with an average number of 6.3. The highest number listed is the 95th percentile at 10.6.

The Department of Music and its degrees are an integral part of the university, its mission, and its goals. It is a quality program as evidenced by its national accreditation, its quality graduates and its importance in recruiting quality students for all majors at Delta State University. In the meantime, we remain committed to working hard to reach the threshold numbers established by the Board.
ANNUAL REPORT OF EFFECTIVENESS

Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DEPARTMENT OF PHYSICAL SCIENCES

COLLEGE OF ARTS AND SCIENCES

DELTA STATE UNIVERSITY
ANNUAL REPORT OF EFFECTIVENESS
Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DEPARTMENT OF PHYSICAL SCIENCES
COLLEGE OF ARTS AND SCIENCES
DELTA STATE UNIVERSITY

August 1, 2002

Department of Physical Sciences
Annual Assessment
Unit Administrator: Marcus L. Steele
MISSION STATEMENT: It is the philosophy of the Department of Physical Sciences to provide the curriculum, faculty, and supporting facilities that meets the needs and interests of those who qualify for the courses of study and programs offered in Chemistry, Physics, and Geographic Information Systems. Since chemistry and physics courses are the basis for many careers, an attempt is made in these courses to offer the flexibility necessary to meet the needs of all majors.

INDICATOR: To offer an academic program of study which leads to the Bachelor of Science Degree in Chemistry and /or meets transfer requirements for those students who plan to enter the workforce or continue their studies at another university. The Committee on Professional Training (CPT) was established in 1936 by the American Chemistry Society (ACS) to help improve the quality of chemical education through the development of guidelines for high quality undergraduate programs for those students planning careers in chemistry and, upon invitation, the evaluation of institutions that offer programs designed to meet these guidelines. The Department of Physical Science has had a Chemistry program continuously approved by the CPT of the ACS since 1979. The report from latest five-year self-study has not been received by the Department.

GOAL STATEMENT
1. To provide quality instruction to meet the needs of all students enrolled in academic programs and courses.
GOAL 1A. Provide instructional programs in University curricula in Chemistry and Physics to meet the needs of students in the traditional four year baccalaureate degree
OUTCOMES Student will perform favorable when compared with students from other four year institutions

ASSESSMENT CRITERIA
A standardized test prepared by the American Chemical Society is administered at the end of each semester of the basic chemistry course, General Chemistry.

A standardized test prepared by the American Chemical Society is administered at the completion of the basic chemistry course, Organic Chemistry.

ASSESSMENT RESULTS The results of these tests are reviewed annually

USE OF RESULTS Curricular changes are made as needed.

Chemistry and physics faculty regularly attend workshops and/or graduate school in an effort to stay current in their respective science disciplines.

CRITERIA
Many students take standardized aptitude tests required for admission to health-related professional schools and graduate school, e.g., MCAT, PCAT, DAT, OCAT, and GRE

RESULTS Some students were not performing as well as expected on MCAT, DAT, and PCAT

USE A course designed to improve scores on tests designed for admission to schools for health-professions is taught jointly by faculty from the Departments of Physical Sciences and Biological Sciences.

GOAL 1B. Provide academic courses required for students enrolled in science or health-related programs

OUTCOMES Students will perform successfully in chemistry and physics courses which are a part of their required curricula.

CRITERIA DSU instructional programs meet the needs of students transferring to other university programs.

RESULTS Fall 2001 overall Grade Distribution: A=27%, B=19%, C=18%, D=9%, F=15%, W=12%
Spring 2002 overall Grade Distribution:  A=32%, B=22%, C=21%, D=9%, F=9%, W=6%

USE  Initiating a tracking system designed for advising students. This allows advisors to verify majors and curricula which students select and to provide individual counsel for students each semester.

GOAL  2. Students completing courses in physical sciences will have a working knowledge of the basic concepts and principles of the courses and will have the proper background enabling them to enter a graduate or health-related or other professional program. Chemistry and physics play a basic role in all science and engineering disciplines. The lecture and laboratory portions of required courses must be taken concomitantly.

OUTCOMES  Students completing science courses at DSU will compare favorably with those from other colleges and universities nationally in preparation careers and for higher level courses.

CRITERIA  A passing grade in the academic courses.
Students must complete science courses with a “C” average.
Grade distributions will be obtained for each class.

RESULTS  Department will track both grade distributions as well as chemistry alumni.

Grade distributions show the following percentages of students receiving a grade of “C” or better in Fall 2001:  CHE 64%    PHY 90%

USE  Monitor the needs of entering chemistry students and provide tutorial assistance as needed.

GOAL  3. Students completing courses in physical sciences will have experience with advanced instrumentation and modern software in use in chemistry, physics, and geographic information systems.

OUTCOMES  Physical science students at DSU will be able to use the most current instrumentation and techniques in the science fields.

CRITERIA  All physical science majors will be required to make at least a "C" in quantitative and instrumental analysis.

RESULTS  Analysis of exams.
USE An annual review and purchase of instrumentation and software packages for classroom lecture and laboratory instruction is being implemented.

Monitor student's experiences with instrumentation

GOAL 3A. The liquid chromatographic instrument was automated.

OUTCOMES Chemistry students at DSU will have access to the a computer-controlled liquid chromatograph.

CRITERIA An experiment using the automated liquid chromatograph will be required as part of the instrumental analysis laboratory.

RESULTS Analysis of instrumental analysis laboratory reports.

USE Monitor student's experiences with liquid chromatography.

GOAL 3B. The Pascal software controlling the gas chromatography-mass spectrometric instrument was replaced with Windows-based software.

OUTCOMES Chemistry students at DSU will have access to a gas chromatographic-mass spectrometer using Windows-based software.

CRITERIA An experiment using the utilizing the compound search portion of the Windows-based software will be added as part of the instrumental analysis laboratory.

RESULTS Analysis of instrumental analysis laboratory reports.

USE Monitor student's experiences with gas chromatography-mass spectrometry.

GOAL 3C. The X-ray fluorescence instrument was repaired.

OUTCOMES Chemistry students at DSU will have access to the a computer-controlled X-ray fluorescence spectrometer.

CRITERIA Experiments using the X-ray spectrometer will be returned to instrumental analysis and inorganic chemistry laboratory curriculum.

RESULTS Analysis of instrumental analysis laboratory reports.
Monitor student's experiences with X-ray diffraction and X-ray fluorescence.

ACADEMIC PROGRAM REVIEW
DEPARTMENT OF PHYSICAL SCIENCES
DELTA STATE UNIVERSITY

The Department of Physical Sciences, accredited by the American Chemical Society Committee of Professional Training in 1979, prepares science teachers for elementary and secondary schools, offers content concentration for students pursuing science careers, provides a pre-professional foundation for dentistry, medicine, pharmacy, medical technology, nursing, biotechnology and other professions, provides graduate study in the physical sciences and introduces the general student to the physical science discipline. The department offers the Bachelor of Science degree with a major in Chemistry. The student may select one of four options. The general option is the traditional major, which prepares the student to enter the job market as a chemist. The American Chemical Society certified option is a more rigorous program of study, which prepares the student for advanced study. The Biochemistry option is designed for the student who wishes to pursue advanced study in the health professions or biotechnology. The teacher certification option is for the student who wishes to teach at the secondary level. The Department cooperates with the Department of Biological Sciences in predental, premedical, medical technology and other allied health programs.

The Department has been targeted by IHL as a low productivity program because the number of majors and semester credit hour production did not meet the standard of having at least fifteen majors per faculty member or generating an average of 225 academic credits per faculty member. In order to enhance productivity in the Physical Sciences several steps are being taken to market our programs: (1) establish a task force of faculty and students to recruit in the community colleges, (2) offer upper level courses at the centers in Greenville and Clarksdale to meet the needs of the agribusiness community, and (3) develop remote sensing and astronomy workshops for teachers. Further, the new option in biochemistry should increase the number of majors. It should be noted that since this program review the Department has reduced the number of faculty by 1.5. Using current numbers the average credit hour production is 247 which is above the standard set by IHL.

Through its curricula, teacher training, symposia, workshops and service, the Department and its programs support the mission of the University to provide educational opportunities for the people of the Mississippi Delta.
ANNUAL REPORT OF EFFECTIVENESS

Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DIVISION OF SOCIAL SCIENCES

COLLEGE OF ARTS AND SCIENCES

DELTA STATE UNIVERSITY
DELTA STATE UNIVERSITY: ANNUAL REPORT

I. Unit Title: Division of Social Sciences  School: Arts & Sciences

Unit Administrator: Albert B. Nylander, III

II. Data and information for division:

The Division of Social Sciences aims at a broad development of the individual. Its goal is to present the main approaches to understanding our world and maintain a student-centered environment. In the process, faculty in the Division seek to develop certain skills and enduring habits of mind–intellectual curiosity, critical thinking, tolerance of and openness to different views and values, and the ability to communicate one's thoughts orally and in writing. In short, this philosophy of learning should enable students to embark on a lifetime of learning and to adapt to a rapidly changing world. It is also the mission of the Division to serve the Delta by developing programs of study that match the cultural needs of the region and state.

I. Programs in the Division of Social Sciences:

- Bachelor of Arts in Political Science
- Bachelor of Science in Social Sciences
- Bachelor of Science in Social Science Education
- Bachelor of Science in Criminal Justice
- Master of Science in Community Development
- Master of Science in Criminal Justice
- Master of Science in Social Science Education

Bachelor of Arts in Political Science

I. Introduction

The following offers an analysis of the key subjects of political science study, the context for undergraduate study, and the goals of the political science program.

II. The Discipline of Political Science
Political science concerns itself with the ethos and praxis of citizenship, the character of political community, the concept of power, the nature of political institutions and their appropriateness, and the concept of law and how it is derived.

III. Goals and Objectives

Pursuing excellence in the Political Science curriculum at Delta State means combining the traditional liberal arts with the behavioral and analytic approaches that have developed in the discipline over the last fifty years. Given this combination, what kinds of competencies can be expected from students who earn a degree in Political Science at Delta State? Our best response is to identify issues that can be asked about politics in an historical and analytic manner. Hence, the goal of the political science program is to produce students who can intelligently and critically discuss at least the following ten issues by the time they graduate:

1. the primary questions about politics that emerged in Greece and Rome;
2. the sources that discuss these questions and help them frame answers;
3. the continuities and discontinuities between the Ancient and the Modern notion of politics;
4. the ability to argue their positions on paper and in speech;
5. available research tools, including the strengths, weaknesses, and relative appropriateness of each tool;
6. the basic philosophy of science arguments that undergird political science research;
7. the natural science foundation for political science;
8. how questions and methods might differ when addressing different problems; and,
9. the contributions of American constitutionalism to political science;
10. how to connect the questions, the literature, and the basic issues in political science back to their own lives and contexts.

Each course in political science touches in some way on each of these questions. By implementing a curriculum built on pursuing these questions, we can combine the discursive quality of the traditional liberal arts approach with the more utilitarian and technical approaches developed in the last four decades. By combining these elements, we envision the best of our students as individuals who know how to live well in communities, as critical consumers of historical and technical political issues, as intelligent decision makers both in the professions and in the community, and as citizens engaged in the critical governance of their polities. In short, as citizens who can wield judgment in political communities.

Courses, Evaluations, and Progress (Summer and Fall 2001 and Spring 2002)

1. PSC 103: Introduction to Political Science

A. PSC 103: Precis of the Course

PSC 103 introduces students to the most basic relationships between the individual and the
community, and the connections between knowledge and politics. In the first half of the course students learn about the fragility of knowledge by confronting the problem of tradition versus science. This adventure into epistemology and how our knowledge is conditioned by fear, superstition, or tradition ends with a discussion of the Salem witch trials and their consequences. In the second half of the course, students evaluate current notions of citizenship, freedom, law, community, and government and apply these in examining politics in the Mississippi Delta. Students learn how to describe problems and analyze through the use of data gathered at the national, state, regional, and local levels. In the end, the course aims at getting students to understand the difference between description and explanation. Clearly, effective scholarship and citizenship depend on both, but the standard for good scholarship in political science is the ability to explain the how and the why of politics.

At some point during the course, students are confronted by the basic questions of politics among which are the following: What is politics and how do we know it? Is political knowledge distinguishable from other types of knowledge? What separates the political from the non-political? What does it mean to be a citizen? What roles and responsibilities do citizens have? What kinds of knowledge are necessary to be a citizen? How do citizens behave in different types of polities? What is political power, how is it wielded, and by whom? Do political institutions really matter or can we do without them? Is law necessary, or can we live without formal rules in a good society? Who should govern? Ideally, students who leave this course should be able to recognize these basic questions, have some notion of how to approach them in conversation or essay, and be able to defend the positions they take.

B. PSC 103: Assessment

The course uses a modified Socratic approach, frequent and short writing assignments, a longer paper near the end of the course, and a final essay examination.

From a pedagogical perspective, too many courses approach teaching and learning as crossword puzzle problems: basic associational knowledge, usually definitional, with a predictable pattern fulfillment test after adequate clues. This type of knowledge is best characterized as “knowing that” knowledge.

Although it is important to evaluate students’ basic cognitive abilities, too many introductory courses lack analytical rigor strong enough to move students onto a university level of thinking and evaluation. We have little time to wait around to develop usable written and oral skills.

This course, therefore, revises this approach and aims at discussing three types of knowledge and making distinctions among them: knowing that, knowing how, and knowing why. As designed, it draws students out of the static universe of “associational knowledge” problems and draws them into a dynamic relationship with others’ understanding of the world.
To do this, students read selections from the Old Testament, short stories, and histories. They pursue conversations about the political problems introduced in the readings and make their own case for interpretations. The instructors approach, in the meantime, is to offer ways in which their understanding might be better improved by evaluating the common themes in the stories and by showing them the possibility of different but convincing criticisms of knowledge they have not yet confronted.

C. PSC 103: Results of Assessment, Improvements, and Future Plans

Earlier versions of this course involved more lecture than is now seen as necessary. In effect, more conversation produces a learning environment that is constitutive of the students’ own learning experience. In learning how others think and express themselves, the come to appreciate the value of collective sharing of knowledge and, therefore, the limits of their own understanding of the world.

In past years, writing assignments were occurred after several readings. Writing is now assigned more often. Required length is now shorter and is designed to help students build better writing habits. One innovation in the last year seems to have helped students to see the benefits in corrections by the instructor. The first two assignments are corrected and returned to students. These two assignments will not reach the grade book. This offers students an opportunity to adjust to expectations and to think about integrating the conversations in their written responses. By the same token, a large and comprehensive has been dropped as a requirement for this course. It diverted too much attention from the salutary effects on short writing assignments that, over the course of the semester, had more beneficial effects than a large and undigested exercise.

2. PSC 201: American National Government

A. PSC 201: Precis of the Course

The American Government course is circumscribed by the nature of the material. It is a survey course of the theory, foundations, institutions, and policies of national government in the United States. The course is taught as in lecture sessions with discussion as appropriate. For the most part, the primary, if not sole, reading material has been the Janda, Berry and Goldman text from Houghton Mifflin, one of the best introductory treatments.

B. PSC 201: Assessment

Although it is the case that students leave the course with a basic knowledge of the federal government, not enough attention has been paid to the theoretical literature that helps flesh out the larger policy problems confronted near the end of the course. It is also the case that the textbook approach does not adequately provide a deeper understanding of American institutions
that is needed in later courses in political science.

C.  PSC 201: Results of Assessment, Improvements, and Future Plans

Because of this, instructors have been experimenting with supplementary material. Some of these short assigned readings have changed the way students approach the skeletal presentation in the textbook. The quality of discussions in class and essay responses on examinations have been much better for the change. Future plans include introducing more structured writing assignments harmonized with the work done in PSC 103, exploring readings that are more analytic in nature, and adding assignments involving basic data analysis.

3.  PSC 406: State and Local Politics

A.  PSC 406: Precis of the Course

State and Local Politics offers students an opportunity to explore the rich history and related practices of politics in the State of Mississippi. As might be expected, a good deal of time is spent on the problems of slavery, the long struggle for emancipation, and the struggle for change in the 20th century. Although there are a number of readings used each semester, very few textbooks deal with government and politics in Mississippi at the university level.

B.  PSC 406: Assessment

Students are asked to take objective quizzes and essay examinations. A paper is also required. The primary concern for this course is developing a more comprehensive approach to Mississippi state politics. The burden of the course is historical, with a considerable amount of explanation required for the development of the state constitution at the end of the 19th century, a document that has yet to be modernized. Despite this drawback, students are drawn to the civil rights issues that also help form a thematic approach to the material.

C.  PSC 406: Results of Assessment, Improvements, and Future Plans

Because of the strong attraction to events at mid-century in Mississippi, students focus most of their interest in learning about the civil rights struggle. Changes in literature will require the development of a set of readings to accompany a comparative state and local politics textbook that can compete against what seems to be an apparent concentration on this particular part of the state’s history. Broadening the literature will students a broader theoretical, historical and institutional grounding in politics in Mississippi, while providing them with an idea of how politics is pursued in other states.

PSC 431: Ancient to Medieval Political Theory

A.  PSC 431: Ancient to Medieval Political Theory

PSC 431 takes students from the Homeric tales of politics and war in Western culture, through
the Golden Age of Athens with Sophocles, Euripides, Socrates, Plato, and Aristotle, to the
Scholastic vision of government built on the natural law mix of Christianity and philosophical
idealism. Although the perennial questions concerning the metaphysical origins of political
knowledge, citizenship and the regime, and the faith/reason foundations for medieval
government are important, students focus on broader issues. From a Socratic point of view we
might ask about the nature of justice, or the nature of citizenship. From an Aristotelian
perspective we would want to know what prepares human beings for thinking about and
participating in political things. We would also explore what it is that binds the citizen to the
regime, and what obligations each citizen has to the other. From an Augustinian position we
would ask what model suffices for building political institutions and how a particular type of
celestial architecture conditions our view of law and government.

B. PSC 431: Assessment

In the past, the primary instrument for assessment has been the essay examination. More recent
innovations include weekend take home tests that provide students with time to reflect on the
literature in light of the test question. One paper is due each semester on a comparison between
two shorter pieces of literature, usually short selections from works that reflect the themes of the
required literature. The purpose of this semester paper is to test the students ability to interpret
and evaluate an argument we have touched on in class.

C. PSC 431: Results of Assessment, Improvements, and Future Plans

Over the years, it has become clearer and clearer that current students, even the brighter students,
have very little background for a course like this. In earlier years, essay examinations were
remarkable vacant because students had very little experience with Greek, Roman, or even
medieval Christian Europe. Moreover, their reading skills were seriously challenged by works
such as Plato’s *The Republic*, Aristotle’s *Nicomachean Ethics*, or excerpts from Augustine’s *City
of God*.

Compensating for these gaps has required considerably longer lecture sessions and a much more
concerted effort to explicate the text. Consequently, the amount of time for discussion and
debate has been limited. The results, however, have been a better understanding of the material
and a better set of responses on papers and examinations.

Beginning in the Autumn semester of 1997, a *Great Books* course has been offered instead of the
standard PSC 431. This has drawn higher quality students and has resulted in more literature
being read, although limited to Greek and Roman works.

At this point it is important to say the obvious: the political science curriculum will have to
become more developmental in its approach to questions, themes, literature, and method in order
for later courses to sparkle as they should in the minds of the students.
PSC 432: Renaissance to Modern Political Theory

A. PSC 432: Precis of the Course

PSC 432: Renaissance to Modern Political Theory begins with Machiavelli’s questions princely government. Against the work of PSC 431, a careful examination of Italian republicanism shows how much the relationship between ruler and ruled changed within a relatively short period of time in southern Europe during the late medieval period. The radical shifts in economics and politics during the later Medieval period collided with the Scholastic concept of government based on either a metaphysical universe or a heavenly kingdom. Students are prompted to examine a new concept of Western political power unveiled by the Italian republicans who were as much concerned with developing markets and colonies as they were protecting fragile political alliances at home. The key author for this period is obviously Niccolo Machiavelli and his work, *The Prince*.

Thomas Hobbes follows with questions about the nature of human beings. Relying almost self consciously on Aristotle, Hobbes analyzes the human being as he would a mechanism. This mechanistic model provides students with questions about whether human beings are fundamentally selfish or whether they can naturally live in a collective without artificial motivations to be peaceful and productive.

John Locke offers students an opportunity to take what they have learned from Hobbes, yet to see that choice is possible within the boundaries of a law developed out of a representative government. Locke’s model poses several problems for students. Is monarchy or democracy the better form of government? How do we know the difference between our political intuition and reasonable judgment? What are the prerequisites for being a citizen in government? Is it possible for market relationships to coexist in a truly democratic community? How can we know the precise moment when our rights are not being protected by the state? Finally, when we do know, what do we do about it?

The final selection for this course is The Federalist Papers, written by three representatives of the generation who found this nation John Jay, Alexander Hamilton, and James Madison. Interestingly enough, all three, but especially Madison, were students of both the republican and democratic models of government, but also knew well Italian republicanism very well. Jay and Madison were well versed in the classics, Hamilton to a lesser extent. All three were also quite familiar with the works of Hobbes and Locke.

B. PSC 432: Assessment
As in the PSC 431, the primary tool for assessment is the essay test. With the exception of Locke’s *Second Treatise of Government* students are much more connected to this course. Interestingly enough, complaints about Hobbes’ *Leviathan* are fewer than the complaints about reading Locke’s language. Yet even *The Federalist Papers* require a certain amount of interpretation.

Because of the nature of the reading material, discussion is plentiful in this class, allowing more opportunity to extend the arguments and to make connections with our theoretical disagreements in the late 20th and early 21st centuries.

C. PSC 432: Results of Assessment, Improvements, and Future Plans

This is one course which tends to work well most of the time. The only improvement in mind is the addition of Tocqueville’s *Democracy in America*. This would provide students with a sense of what politics was like in the early republic, as well as providing them with a comparative understanding of how American and Europe differed in the 1830s and 1840s.

SSC 469: Quanitative Methods for the Social Sciences

A. SSC 469: Precis of the Course

SSC 469 is required of all social science majors. With a very brief introduction to the scientific model at the beginning, the course concentrates on how data can be described and analyzed using statistical tools appropriate to the task at hand. Students spend the remainder of the semester learning probability theory, hypothesis testing, and the foundations for inferential procedures, as well as how to choose an appropriate tool for given problems. Just as in PSC 103, description and explanation are key activities, with the emphasis on the latter. In this course, however, exercises focus on data-intensive activities. From the very beginning of the course, students learn how to use SPSS, a very popular tool in political science, as well as in other professional areas.

B. SSC 469: Assessment

Because statistics is both a tool and a language, students are asked to complete homework assignments on a regular basis. Examinations require students to know terms, explain how they would evaluate and solve problems, and work out problems at their consoles and print out their results for the examination.

Compared to many other statistics courses, SSC 469 is fundamentally different from other statistics courses in at least three ways. First, conventional courses depend primarily on learning formulas and using statistical procedures abstracted from real world problems. The active learning approach, on the other hand, challenges students to talk apart questions, reassemble
them in statistical language, and then to apply the appropriate tool. This approach is supported by the American Statistical Association and the American Political Science Association.

A second way the SSC 469 is not conventionally based is in the data used. Most of the data used asks students to consider problems at the national, state, or local levels. Students also have the opportunity to work with data used in research by instructors at Delta State.

Third, the course is integrated with the software, SPSS. By the end of the course, most students will have very little trouble returning to SPSS and entering basic data sets, running graphical representations, and performing basic tests.

The course has been successful for political science students because they have the opportunity to work with SPSS in PSC 103. Moreover, these students have already been exposed to the scientific method, graphical representation of data, and very basic analytical procedures.

C. SSC 469: Results of Assessment, Improvements, and Future Plans

SSC 469 has only recently had the opportunity to work for the full semester in the campus Social Science computer lab. This has allowed instructors the flexibility to treat material in lecture form and then to move immediately to an example on the computer screen. The lab is equipped with a high tech dry board, as well as a projection and interactive image of the computer program visible for every student to follow. Greater emphasis can now be placed on the manipulation of the data, less time is spent getting students to evaluate formulaic approaches to data evaluation. As suggested plans for the future include building a Social Science Statistics Page on a data base driven web site. This will offer SSC 469 students greater flexibility in using data sets. It will also provide greater variety for students who wish to pursue data analysis in other classes, especially PSC 498.

PSC 498: The Capstone Course

A. PSC 498: Precis of the Course

The purpose of PSC 469 is to evaluate a student’s ability to conceptualize and carry out a research project in political science. Students may choose a normative or empirical approach. The research product should also show a student’s reading mastery of a circumscribed area of political science literature.

B. PSC 498: Assessment

The sole method of assessment is the research paper which is begun in the summer before Senior year and is submitted by no later than the first day after Spring Break. So far, as can be predicted, results vary primarily by writing ability. Most students finish the project with a very basic understanding of research. Some papers have shown a surprising mastery of the chosen
area. Again, the dividing line is usually along the student’s ability to write well and to read a fair amount of political science literature in the time allotted. A very small portion of this group has run into problems with data collection or problems in requesting literature from Interlibrary Loan requests. Because of these problems, PSC 498 has been a reason for students not choosing the B.A. in political science. From a more positive point of view, other students have completed their work with a powerful sense of accomplishment and satisfaction.

C. PSC 498: Results of Assessment, Improvements, and Future Plans

PSC 498 will remain in place for the time being. There are no future plans to modify this course.

B. Bachelor of Science in Social Sciences

A major goal for the Bachelor of Science in Social Sciences is for the students to continue developing social science perspectives useful for consciously engaging with their world as a part of "everyday life," thus making social science more relevant to their future.

In an Introduction to Sociology course, students are expected to gain insights into and respect for peoples of all races, cultures, backgrounds, and sexes. To evaluate their attainment of this goal, students are assessed through examining their knowledge of the course material through essay exams, written assignment (6 mini essays spread throughout the semester), and participation in class.

The Results: This was a challenge for some of the students, who come from backgrounds where for many, DSU was their first interaction in the classroom with students of another racial or ethnic background. Homophobia was also expressed. However, the majority of the students reported in their papers that the interaction, the coursework, and the discussion forever changed and enlarged their paradigms.

Use of Evaluation Results: After evaluating these oral responses, changes were made to improve the presentation of these concepts. This was accomplished throughout the semester by allowing the comments, interests, and questions of the student to guide our discussions. By this, the instructor altered the discussion and content of his lectures to fit with their emerging learning experiences and actually put some of the responsibility of teaching back on the students. They were required to research topics and present them back to the class in interactive lecture formats. This was done in groups for 4-6 students.

In a Racial and Cultural Minorities course, students critically examined their own expectations, prejudices, and biases of others. Students were assessed through examining their
knowledge of the course material through essay exams, written assignment (6 mini essays spread throughout the semester), and participation in class.

The results: Some students reported more change than others in their essays. Some identities were reaffirmed while others were dramatically changed. The results were used to both change the instructor’s teaching styles to meet the needs of the students but also to reaffirm to the students that there is a larger universe than the region that they occupy. For example, the instructor reported that the students appreciated the opportunity to hear from Native Americans when we were studying Native Americans. Two elders from the Chickasaw Nation were invited to speak to the class. Similarly, a resident historian of the Mississippi Civil Rights era was invited to discuss the Civil Rights. Both were highlights in the semester to many of the students.

In a Sociology of Community course, students were provided with a basic understanding of social structures and how these structures create community in rural and urban settings. Students learned how community theory is related to building solidarity and to creating effective community and economic development programs. After evaluating the course, the instructor plans to make written assignments more explicit so students will understand from the beginning that they must use sociological concepts in their written work. More attention will be given to the function and role of the five primary social institutions in community life. A full-day field trip to a community will be added in the fall of 2002.

C. Bachelor and Master of Science in Social Science Education
The Bachelor and Master’s Program in Social Science Education received accreditation from NCATE this year.

1.1 Theme One: Culture and Cultural Diversity
The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity.

1.1 Programmatic Evidence

All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. These same courses collectively prepare student teachers in addressing all of the themes. The faculty believe there is a connection among these courses in preparing our future secondary social studies teachers and instruct all student teachers at the beginning of their freshmen year not to think of
these disciplines as segmented. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology. A sample of course-based exams and new syllabi will be included in the appendix as NCSS reviewers requested. However, syllabi from the required courses noted above will not be included in this rejoinder, as they were in the original folio.

The faculty believe these courses provide the knowledge necessary to social studies teachers to teach at the appropriate school level for the study of Culture and Cultural Diversity. See a sample of course-based exams and new syllabi on pages 3-103 in the appendix.

The teaching secondary social studies methods course addresses this theme. Dr. Hedy Richardson instructs each student on the specifics of the portfolio requirements. The instructions for this assignment are below. Although the format (headings) are similar to examples provided in the Guidebook for Colleges and Universities Preparing Social Studies Teachers, the content is unique to CUR 494, Teaching Secondary Social Studies Methods at Delta State University.

VII. Task
You are required to create a social studies teaching portfolio to be used in grades 7-12 in which you demonstrate that you have sufficient knowledge to prepare a good teaching unit. You will need to convey what is taught in terms of instructional objectives, how the content will be taught, and how the objectives will be evaluated.

By the fourth week of this course, CUR 494, you will receive a STAI packet from me that has been prepared by the Office of Field Experience. Do not lose it. (Many trees have been cut down for your benefit.) We will discuss the materials included in the packet in class. You will note that, among other things, the packet includes a lesson planning outline and a framework for planning, designing, and discussing classroom instruction. Throughout the course, each one of you is required to develop either a ten-day (lesson) teaching unit or a five-day (lesson) block-schedule teaching unit at the appropriate level of difficulty for the age and grade level of students you hope to teach.

By the fourth week of class you will have made formal application to student teach with the Office of Field Experience and in so doing will have requested a school placement and made your preference of grade level and content known, should you have one. With that in mind, you will then be asked to choose a topic taught in that course to be your center of focus for the portfolio requirement. That topic will become the seed from which your portfolio will grow. I ask that you speak to several social studies teachers in the school of your choice to familiarize yourself with their curriculum and what materials they have available. You need not be concerned about doing this. Contact the school and ask to speak with the principal. Identify yourself and explain your circumstances. Ask for the social studies teachers’ names and how and when you might contact them. Then make separate contacts with those teachers to make appointments. Remember, please, that teachers are very busy people but most are very happy to
share what they do in their classrooms, especially with other teachers. If you are unsure of whether you could be placed in a particular school, see me. If you know that previous social studies student teachers from DSU have completed their professional semesters at that school without difficulty, then you need not be concerned. Nevertheless, you will need to indicate your preference to me.

The STAI packet contains a sample lesson plan form. The template for this form can be found on the computers in the fishbowl, second floor Ewing, should you choose to do the typing on campus.

According to the STAI guide, the following components must be prepared and included in the portfolio:

1. a topic approved by me (and I additionally require that it be chosen in conjunction with a certified secondary classroom teacher currently teaching the subject of your choice).
2. a description of the group of students for which the unit is planned, to include age range, ability range, economic distribution, typical demeanor of students, interests and involvement of students, prior relevant materials studies, classroom description, and general goals.
3. written measurable objectives
4. description of instructional procedures to be followed
5. copies or descriptions of materials to be used (e.g., handouts, study guides, information handouts, transparencies, etc. Materials such as films, books, music, computer-based programs and guest speakers can be cited/identified without placing them in the portfolio….you can giggle now.)
6. assignments for learners
7. copies of all tests, quizzes, progress checks, questionnaires, or other instruments

As you proceed through the planning of your portfolio, you and I will continuously be assessing whether you are addressing the STAI indicators, state and local standards, as well as NCSS thematic standards (addressing NCSS themes has been added to the requirements). We will attempt to be as inclusive as possible at all times.

VIII. Lesson Planning

You must consider the following:

Standard (s) on Which the Lesson Focuses

1. Which of the ten NCSS thematic standards does the lesson target?

Purposes/ Objectives

2. What purposes and objectives does the lesson address? How does the lesson address the district, state, or national standards/objectives?
Materials/Tools
3. What materials will be needed to conduct the lesson? What hardware, software, books, resource people, and equipment will be used so students can complete the lesson?

Logistics
4. How are time, place, and space used in the lesson to support learning activities? What is the physical site and what are the conditions under which the lesson will take place?

Relationships
5. What are the roles of the teacher and the students? What kinds of interactions/relationships are needed for the lesson? Will students work individually, in pairs, in groups? Is the climate open, investigative?

Motivator
6. What will cause students to want to engage the lesson?

Activities
7. What will the students be doing in the lesson? What are the instructional activities or steps necessary for students to complete their work/project?

Assessment Tasks
8. How will students’ work resulting from the lesson be evaluated? How will students’ learning be demonstrated? How will students, teachers, parents, administrators, and others know that productive work has been accomplished and that the learning standards were reached or exceeded?

IX. Evidence of YOUR Success: Criteria, Data Collection, and Analysis
Each of your lessons will be evaluated according to the following rubric:

Outstanding (100 – 90 pts.)
1. All components of the lesson plan are thoroughly addressed.
2. The plan addresses the theme for which it is written.
3. Content and processes in the lesson plan are highly accurate and significant.
4. The lesson plan is clear enough to be implemented by others.
5. All lesson components are appropriate for the age of students who will experience the lesson.
6. The plan integrates knowledge from subject areas outside the social studies.
7. The plan incorporates multiculturalism and diversity in lessons.
8. The plan uses information about students to plan and organize instruction to accommodate differences in developmental and individual needs.
116

**Adequate (89 - 80 pts.)**

1. All components of the lesson plan are addressed, although not especially thoroughly.
2. The plan addresses the theme for which it is written.
3. Content and processes in the lesson plan are worthy and accurate.
4. The lesson plan is clear enough to be implemented by others.
5. All lesson components are appropriate for the age of students who will experience the lesson.
6. The plan includes knowledge from only the social studies.
7. The plan minimally accommodates differences in developmental and individual needs.

**Needs Further Development (no grade until revised)**

1. Only some components of the lesson plan are addressed.
2. The plan addresses the theme for which it is written.
3. Some of the content and processes in the lesson plan, but not all of either, are worthy and accurate.
4. The lesson plan needs additional development or revision so that it can be clearly understood before it can be implemented by others.
5. Some lesson components, but not all, are appropriate for the age of students who will experience the lesson.
6. Revision is needed.

**X. Collecting and Reporting Evidence**

1. Assessments of each plan according to the rubric are retained and individual scores are recorded.
2. Tabulations of scores for each section of the course are retained.
3. Copies of several examples of student lesson plans are retained.

**Special Note:** The above lesson plan assignment will be used as programmatic evidence for each of the remaining nine themes; however, we will not include it at the beginning of each theme as to eliminate unnecessary reading for the reviewers.

---

1.1.2 Test Evidence

The faculty believe that all courses mentioned above address this theme; therefore, we consider the final course grades for these courses as evidence that a candidate has or has not demonstrated that he or she has gained knowledge expected of this standard. Each theme is covered in some way on the examinations in the courses. Last semester’s candidates’ grades in the courses were as follows:

- ECO 210 or 211, Micro/Macro Economics (A’s = 1; B’s = 4; C’s = 1)
- GEO 201, Introduction to Human Geography (A’s = 4; B’s = 1; C’s = 1)
- GEO 303, World Regional Geography (A’s = 5; B’s = 0; C’s = 1)
- HIS 101, History of Civ to 1648 (A’s = 2; B’s = 3; C’s = 1)
All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio. Delta State Supervisor and Cooperating Teacher comments concerning the directed teaching experience will be on file for review for the NCATE visit. Grades for all courses in the major for all student teachers will also be made available for NCATE reviewers.

1.1.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching as to determine how well student teachers perform in teaching the content related to the standards. Other Delta State Supervisors from the College of Education and Cooperating Teachers also rate each student on how well he or she performs in teaching the content related to each of the standards. These comments and evaluations will be available for the onsite visit and will not be referred to again in this rejoinder. Additionally, Dr. Richardson has prepared a sample of narratives explaining how well students performed and how they addressed each thematic standard. We will include as performance evidence for all thematic standards a sample of the qualitative evidence showing how student teachers meet that specific standard. Specific indicators addressed in teaching the lesson are included in the narrative.

Sample 1
This unit demonstrates that Jason analyzes and explains the ways groups, societies, and cultures address human needs and concerns. He addresses British, French, German, Italian, Russian, Japanese, and U.S. dominant thinking toward those within their borders and outside at the time. He guides learners as they predict how data and experiences may be interpreted by people from...
diverse cultural perspectives and frames of reference. In so doing, Jason shares political cartoons and propaganda that spread fear and hatred of the other. He explains the number of people of Japanese descent living in the U.S. at the time and the internment camps that were created due to a new fear of one’s neighbor. He shares the stories of some who were interned and how they perceived what was happening to them in their own homeland in many cases. In describing the importance of cultural unity students can readily see how that might lead to ethnocentrism/militarism if not for a respect for cultural diversity within and across groups. Clearly, as Jason discusses with students the events leading up to the Holocaust and the Holocaust itself, students learn to interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding. Students eventually were able to construct reasoned judgments about specific cultural responses to persistent human issues. I was present in his class the day a student asked why people throughout history seem to always attempt to settle disputes and dislikes with war. That child was concerned that people have not learned very much over time.

**Sample 2**

Tabitha enables learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns. Students discuss the notion of non-violence as espoused by Mohandas K. Gandhi in India and later by Dr. Martin Luther King in the U.S. Tabitha guides learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of reference. Students discuss the Black experience in the U.S. They consider differences in cultural experiences as a result of skin color. Tabitha assists learners to apply an understanding of the integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns. Students discuss how the arts in the U.S. depicted Blacks as inferior and ignorant. They discuss the seemingly universal behavior of people who choose some group to look down on. Tabitha encourages learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change. Students examine how many Southern whites turned to violence after the Emancipation Proclamation and during the time of the Great Migration in order to maintain a white privileged economy and supremacy. Tabitha asks learners to give examples and describe the importance of cultural unity and diversity within and across groups. Students discuss discrimination in general and as they themselves have experienced it. Tabitha has learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding. Students discuss the KKK as promoting discrimination and violence. They discuss in contrast the thinking of Gandhi and later King in contributing to cross-cultural understanding. Tabitha guides learners as they construct reasoned judgments about specific cultural responses to persistent human issues. Students discuss the persistent existence of hate and discrimination and consider government policy in the form of Civil Rights and Affirmative Action that attempt to counter unjust human behavior.

### 1.2 Theme Two: Time, Continuity, and Change
The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.

1.2.1 Programmatic Evidence

All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.

1.2.2 Test Evidence

ECO 210 or 211, Micro/Macro Economics   (A’s = 1; B’s = 4; C’s =1)
GEO 201, Introduction to Human Geography (A’s = 4; B’s = 1; C’s =1)
GEO 303, World Regional Geography       (A’s = 5; B’s = 0; C’s =1)
HIS 101, History of Civ to 1648          (A’s = 2; B’s = 3; C’s =1)
HIS 102, History of Civ 1648-Present    (A’s = 3; B’s = 3; C’s =0)
HIS 201, U.S. History to 1865           (A’s = 2; B’s = 3; C’s =1)
HIS 202, U.S. History 1865-Present      (A’s = 4; B’s = 2; C’s =0)
HIS 411, Mississippi History            (A’s = 3; B’s = 2; C’s =1)
HIS 426, Europe, 1914-Present           (B’s = 2) two students selected as an elective
PSC 201, American National Government   (A’s = 3; B’s = 3; C’s =0)
PSC 406, State & Local Government       (A’s = 3; B’s = 0; C’s =3)
SOC 101, Intro to Sociology             (A’s = 3; B’s = 3; C’s =0)
SOC 420, Sociology of Education         (A = 4) four students selected as an elective
SOC 450, Racial & Cultural Minorities   (A = 1) one student selected as an elective
CUR 494, Teaching Secondary Social Studies   (A’s = 5; B’s = 1; C’s =0)
CUR 498, Directed Teaching              (Pass = 6; Fail = 0)

A = Excellent
B = Good
C = Satisfactory
All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio.

### 1.2.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

**Sample 1**
Tish has learners apply key concepts from the study of history such as time, chronology, causality, conflict, and complexity to explain, analyze, and show connections among the patterns of historical change and continuity. She has students create and study timelines of events leading up to WW II and explains how WW I left so much unsettled. Tish guides learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality. She explains to students how to do an Oral History Interview and students proceed by indentifying people in their lives and communities who were living at the time of WW II and who could describe related experiences either abroad or at the “homefront.”

Tish provides learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment. Students share their Oral History Interviews and note differences in perceptions of events as well as the perceived importance of those events and circumstances.

**Sample 2**
April assists learners to understand that historical knowledge and the concepts of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use. Students discuss the changing social status of African-Americans and women and how this led to later knowledge about the role of these two groups in the Civil War and in life in general. April has learners apply key concepts from the study of history such as time, chronology, causality, conflict, and complexity to explain, analyze, and show connections among the patterns of historical change and continuity. Students discuss the causes of the Civil War and consider the order in which events occurred to understand the chronology and causality. April asks learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states, and social, economic, and political revolutions. Students discuss the portrayal of the South and North from the text and then consider changes that exist today. April guides learners as they systematically employ processes
of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality. Students read letters, consider the lyrics of songs, read historical accounts and look at photographs to help them better interpret the events rather than just using a textbook. April provides learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment. Students read of the Battle of Manassas and then the Battle of Bull Run. They discuss the two different perspectives of the same event.

1.3 Theme Three: People, Places, and Environment

The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environment.

1.3.1 Programmatic Evidence

All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.

1.3.2 Test Evidence

<table>
<thead>
<tr>
<th>Course</th>
<th>A's</th>
<th>B's</th>
<th>C's</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 210 or 211, Micro/Macro Economics</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>GEO 201, Introduction to Human Geography</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>GEO 303, World Regional Geography</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>HIS 101, History of Civ to 1648</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>HIS 102, History of Civ 1648-Present</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>HIS 201, U.S. History to 1865</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>HIS 202, U.S. History 1865-Present</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>HIS 411, Mississippi History</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>HIS 426, Europe, 1914-Present</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

Two students selected as an elective.
PSC 201, American National Government  
(A’s = 3; B’s = 3; C’s =0)

PSC 406, State & Local Government  
(A’s = 3; B’s = 0; C’s =3)

SOC 101, Intro to Sociology  
(A’s = 3; B’s = 3; C’s =0)

SOC 420, Sociology of Education  
(A = 4) four students selected as an elective

SOC 450, Racial & Cultural Minorities  
(A = 1) one student selected as an elective

CUR 494, Teaching Secondary Social Studies  
(A’s = 5; B’s = 1; C’s =0)

CUR 498, Directed Teaching  
(Pass = 6; Fail = 0)

A = Excellent  
B = Good  
C = Satisfactory

All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio.

1.3.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

Sample 1
Tim enables learners to construct, use and refine mental maps of locals, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape. Students use maps to locate all political states and territories involved in the American Revolution. They consider the vast expanse of ocean and the time required to cross it by sailing vessel. Students map out the triangular trade route. Tim has learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information. Students use maps of the 13 colonies to become familiar with the location of colonies relative to one another. Tim teaches students to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns. Students use map scale to calculate distances between many locations as well as battle sites. Tim helps learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources. Students locate Valley Forge and consider the winter climate conditions that soldiers had to endure.

Sample 2
Jason enable learners to construct, use and refine mental maps of locals, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape. He uses maps regularly to discuss size of areas under study, direction relevant to one another, shape, and relative location. He has students draw their own maps and has them role play with a huge floor
map exercise that includes operation Barbarossa, Hitler’s Moscow Plan, and Stalin’s movement into Finland. Students also learn about “island hopping” in the Pacific that includes discussion and map use to determine distance from Pearl Harbor and the U.S. mainland. Jason has learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information. He helps students comprehend the vast distances in the Pacific Ocean as well as the natural obstacles or protection offered by mountains, rivers, lakes, channels, etc. in Europe. Jason teaches students to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns. During map study Jason has students measure with string and ruler as well as estimate distances using scale. Jason helps learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources. He addresses specifically winter in eastern Europe and the many hardships that followed. Jason challenges learners to examine, interpret, and analyze the interactions of human beings and their physical environments. He discusses the winter temperatures and how Russia and German troops in particular were dressed.

1.4 Theme Four: Individual Development and Identity

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

1.4.1 Programmatic Evidence

All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.

1.4.2 Test Evidence

<table>
<thead>
<tr>
<th>Course</th>
<th>A’s</th>
<th>B’s</th>
<th>C’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 210 or 211, Micro/Macro Economics</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>GEO 201, Introduction to Human Geography</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>GEO 303, World Regional Geography</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>HIS 101, History of Civ to 1648</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>HIS 102, History of Civ 1648-Present</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>HIS 201, U.S. History to 1865</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio.

1.4.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

Sample 1
Tish assists learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self. She helps learners consider whether we are not more than “a sum of our parts” and whether certain categories by which we label our world are more important than others. Tish guides learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity. She helps students question whether people really know “who they are” or just what they are not. During my observation, one young man said he was not a Jew but really didn’t know exactly what it meant to be a Baptist that might differentiate him so much from others. Tish has learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups. She asks students to consider whether they are like all others who they would label belonging to their group of any sort. When students realize they are not, they immediately see that stereotyping leads to misunderstandings/prejudice. Conformity, they agree, often leads one to act without any personal thought. Tish assists learners as they work independently and cooperatively within groups and institutions to accomplish goals. Students work in small groups to determine if the Battle of Britain should be considered a turning point in the war. Students also work independently on their Oral History Interview projects and later share their new understandings with the entire class.
Sample 2
Jason helps learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual’s daily life. He particularly discusses German culture in the U.S. and how it underlies much U.S. culture. Jason assists learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self. Jason discusses Japanese internment and how many people who were U.S. citizens were torn as to their identity. He speaks of German/Polish/Russian Jews and asks students to describe themselves and to consider whether they feel that any category of self-identity should carry more weight than another. Jason guides learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity. He helps students see that we often use ourselves as the standard of measure when thinking about the “Other.” Jason has learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups. He helps students recognize that stereotyping can lead to many horrors and that acts of altruism, especially at this time, could be perceived as heroism or sedition. Jason assists learners as they work independently and cooperatively within groups and institutions to accomplish goals. He questions students as they role play the D-Day landing, considering what they might be thinking and feeling if they were soldiers in a wooden boat, what they would have to be facing when the ramp dropped. Students also work in small groups to consider what they might have done on the “home front” to support the war effort.

1.5 Theme Five: Individuals, Groups, and Institutions
The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups and Institutions.

1.5.1 Programmatic Evidence
All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.

1.5.2 Test Evidence
ECO 210 or 211, Micro/Macro Economics   (A’s = 1; B’s = 4; C’s =1)
GEO 201, Introduction to Human Geography   (A’s = 4; B’s = 1; C’s =1)
GEO 303, World Regional Geography (A’s = 5; B’s = 0; C’s = 1)
HIS 101, History of Civ to 1648 (A’s = 2; B’s = 3; C’s = 1)
HIS 102, History of Civ 1648-Present (A’s = 3; B’s = 3; C’s = 0)
HIS 201, U.S. History to 1865 (A’s = 2; B’s = 3; C’s = 1)
HIS 202, U.S. History 1865-Present (A’s = 4; B’s = 2; C’s = 0)
HIS 411, Mississippi History (A’s = 3; B’s = 2; C’s = 1)
HIS 426, Europe, 1914-Present (B’s = 2) two students selected as an elective
PSC 201, American National Government (A’s = 3; B’s = 3; C’s = 0)
PSC 406, State & Local Government (A’s = 3; B’s = 0; C’s = 3)
SOC 101, Intro to Sociology (A’s = 3; B’s = 3; C’s = 0)
SOC 420, Sociology of Education (A = 4) four students selected as an elective
SOC 450, Racial & Cultural Minorities (A = 1) one student selected as an elective
CUR 494, Teaching Secondary Social Studies (A’s = 5; B’s = 1; C’s = 0)
CUR 498, Directed Teaching (Pass = 6; Fail = 0)

A = Excellent
B = Good
C = Satisfactory

All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio

1.5.3 Performance Evidence
Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

Sample 1
Tabitha helps learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society. Students discuss the lack of status or social class that existed in mainstream U.S. society for Blacks as well as their concerns still today. They discuss the types of interactions that existed between individuals and groups. Tabitha helps learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. Students discuss the influences of the KKK, Freedoom Riders and the U.S. government in writing public policy and laws that had tremendous impact on cultural behaviors in the U.S. Tabitha explains to learners the various forms institutions take, and explains how they develop and change over time. Students discuss the rise of the NAACP, SCLC, and CORE and consider their initial impact and their role today. Tabitha assists learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions. Students examine the Supreme Court ruling forcing desegregation of schools in the U.S. and consider how various places reacted to it. Tabitha asks learners to describe and examine
belief systems basic to specific traditions and laws in contemporary and historical movements. Students examine the foundational beliefs involved in the Civil Rights movement. Tabitha challenges learners to evaluate the role of institutions in furthering both community and change; guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings. Students discuss Plessy v. Ferguson and Brown V. Board of Education I and II. They consider the impact of these rulings and the results as they played out with special attention to Mississippi.

Sample 2
Tim helps learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society. Students discuss the status of a colonist in the eyes of the British crown. Tim helps learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings. Students consider the actions of the Continental Congress and its ultimate decisions that had a tremendous impact on all colonists. Tim explains to learners the various forms institutions take, and explains how they develop and change over time. He explains the structure of the Continental Congress and briefly explains how it differs from Congress today. Tim assists learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions. Students identify differences in the thinking of the colonists and realize the tensions that existed regarding independence.

1.6 Theme Six: Power, Authority and Governance
The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority and Governance.

1.6.1 Programmatic Evidence
All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.

1.6.2 Test Evidence
ECO 210 or 211, Micro/Macro Economics (A’s = 1; B’s = 4; C’s =1)
GEO 201, Introduction to Human Geography (A’s = 4; B’s = 1; C’s =1)
GEO 303, World Regional Geography (A’s = 5; B’s = 0; C’s =1)
HIS 101, History of Civ to 1648 (A’s = 2; B’s = 3; C’s =1)
HIS 102, History of Civ 1648-Present (A’s = 3; B’s = 3; C’s =0)
HIS 201, U.S. History to 1865 (A’s = 2; B’s = 3; C’s =1)
HIS 202, U.S. History 1865-Present (A’s = 4; B’s = 2; C’s =0)
HIS 411, Mississippi History (A’s = 3; B’s = 2; C’s =1)
HIS 426, Europe, 1914-Present (B’s = 2) two students selected as an elective
PSC 201, American National Government (A’s = 3; B’s = 3; C’s =0)
PSC 406, State & Local Government (A’s = 3; B’s = 0; C’s =3)
SOC 101, Intro to Sociology (A’s = 3; B’s = 3; C’s =0)
SOC 420, Sociology of Education (A = 4) four students selected as an elective
SOC 450, Racial & Cultural Minorities (A = 1) one student selected as an elective
CUR 494, Teaching Secondary Social Studies (A’s = 5; B’s = 1; C’s =0)
CUR 498, Directed Teaching (Pass = 6; Fail = 0)

A = Excellent  
B = Good  
C = Satisfactory

All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio.

1.6.3 Performance Evidence
Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching as to determine how well student teachers perform in teaching the content related to the standards.

Sample 1
Jason enables learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation. He discusses with students whether the individual in Nazi Germany had any rights or could act responsibly without risk of death. They also contemplate the loss of civil rights for many U.S. citizens. Jason helps students to explain the purpose of government and how its powers are acquired, used, and justified. He explains why the U.S. government decided to become involved in the war in Europe as well as in the Pacific. Jason provides opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare. He helps students consider and discuss the loss of individual rights for the perceived national good. During my supervision, students were very concerned that the government could revoke one’s individual rights at whim. Jason asks learners to describe the way nations and organizations respond to forces of unity and diversity affecting order and security. Students cautiously discuss the decision behind dropping the atomic bomb. They also wonder what it means to be a citizen if one’s nation sees them as a security threat. Jason has learners explain conditions, actions, and motivations that contribute to conflict and
cooperation within and among nations. Previous to this unit, Jason explained the economic depression in Germany that gave Hitler an opportunity to blame the Jews who ran much of the industries and banking in Germany. Jason guides learners to explain how governments attempt to achieve their stated ideals at home and abroad. Students wonder how the government professed that it desired to “save the world for democracy” yet on the home-front treated citizens most undemocratically. They believed that idealism and hypocrisy usually go hand-in-hand.

Sample 2
Donielle enables learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation. Students discuss the suspension or revocation of individual rights by government policy. Donielle helps students to explain the purpose of government and how its powers are acquired, used, and justified. Students consider FDR’s speech requesting Congress a declaration of war. Donielle provides opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare. Students examine the policy of Japanese internment camps as a result of growing U.S. paranoia. Donielle asks learners to describe the way nations and organizations respond to forces of unity and diversity affecting order and security. Students describe the “Good Neighbor Policy” and the “Non-aggression Pact.” Donielle has learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations. Students explain the rise of dictators in Europe (fascism and totalitarianism). Students also discuss expansionism, appeasement, neutrality and economic depression. Donielle helps learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government. Students discuss the President as Commander-in-Chief of the armed forces. Donielle guides learners to explain how governments attempt to achieve their stated ideals at home and abroad. Students discuss the role of diplomacy, pacts, and alliances.

1.7 Theme Seven: Production, Distribution and Consumption
The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution and Consumption of Goods and Services.

1.7.1 Programmatic Evidence
All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or
130
higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.

1.7.2 Test Evidence

<table>
<thead>
<tr>
<th>Course</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 210 or 211, Micro/Macro Economics</td>
<td>A’s = 1; B’s = 4; C’s =1</td>
</tr>
<tr>
<td>GEO 201, Introduction to Human Geography</td>
<td>A’s = 4; B’s = 1; C’s =1</td>
</tr>
<tr>
<td>GEO 303, World Regional Geography</td>
<td>A’s = 5; B’s = 0; C’s =1</td>
</tr>
<tr>
<td>HIS 101, History of Civ to 1648</td>
<td>A’s = 2; B’s = 3; C’s =1</td>
</tr>
<tr>
<td>HIS 102, History of Civ 1648-Present</td>
<td>A’s = 3; B’s = 3; C’s =0</td>
</tr>
<tr>
<td>HIS 201, U.S. History to 1865</td>
<td>A’s = 2; B’s = 3; C’s =1</td>
</tr>
<tr>
<td>HIS 202, U.S. History 1865-Present</td>
<td>A’s = 4; B’s = 2; C’s =0</td>
</tr>
<tr>
<td>HIS 411, Mississippi History</td>
<td>A’s = 3; B’s = 2; C’s =1</td>
</tr>
<tr>
<td>HIS 426, Europe, 1914-Present</td>
<td>B’s = 2 two students selected as an elective</td>
</tr>
<tr>
<td>PSC 201, American National Government</td>
<td>A’s = 3; B’s = 3; C’s =0</td>
</tr>
<tr>
<td>PSC 406, State &amp; Local Government</td>
<td>A’s = 3; B’s = 0; C’s =3</td>
</tr>
<tr>
<td>SOC 101, Intro to Sociology</td>
<td>A’s = 3; B’s = 3; C’s =0</td>
</tr>
<tr>
<td>SOC 420, Sociology of Education</td>
<td>A = 4 four students selected as an elective</td>
</tr>
<tr>
<td>SOC 450, Racial &amp; Cultural Minorities</td>
<td>A = 1 one student selected as an elective</td>
</tr>
<tr>
<td>CUR 494, Teaching Secondary Social Studies</td>
<td>A’s = 5; B’s = 1; C’s =0</td>
</tr>
<tr>
<td>CUR 498, Directed Teaching</td>
<td>Pass = 6; Fail = 0</td>
</tr>
</tbody>
</table>

A = Excellent
B = Good
C = Satisfactory

All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio.

1.7.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

Sample 1
April enables learners to explain how scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed. Students examine the use of slaves not only on the plantation but also to build trenches, bridges and roads for the Confederate Army. Students also consider the changing role of women in Northern cities where they were needed to work in factories and in the South where many women had to manage plantations and eventually, as casualties mounted, were forced to work in the fields, especially as slaves increasingly fled. April explains to learners the relationships among the various economic
institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations. Students discuss the initiation of the first federal income tax. They examine the notion of long-term bonds and short-term interest bearing notes. They discuss government issued “greenbacks.” They also discuss what happened when the Confederate government printed its own money in the amount of $1.5 billion that caused uncontrollable inflation. April guides learner analysis of the role of specialization and exchange in economic processes. Students locate and study industrial urban regions, cotton regions and grain regions. They also locate and discuss the importance of port cities. April provides opportunities for learners to assess how values and beliefs influence economic decisions in different societies. Students discuss how values and beliefs might differ in industrialized versus agrarian societies. April challenges learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues. Students discuss resources in control of the Union and the Confederacy at the outset of the war such as farm acreage, railroad mileage, population, factory products, and wealth produced. April asks learners to distinguish between the domestic and global economic systems, and explain how the two interact. Students discuss and compare northern and Southern economic systems and how the two interacted prior to the war. They discuss the concept of paid labor.

Sample 2
Tim enables learners to explain how scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed. Students discuss mercantilism and the triangular trade. Tim helps learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system. Students discuss the triangular trade of slaves, molasses, rum; lumber; cotton; tobacco; and furs. Tim explains to learners the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations. He explains the differences between direct and indirect taxes. He also explains the conflict that arose through England’s taxing of colonists. Tim guides learner analysis of the role of specialization and exchange in economic processes. Students discuss the exploitation of resources from the colonies to produce goods in England. They consider the Stamp Act and other such “import taxes” that were levied.

1.8 Theme Eight: Science, Technology and Society
The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology and Society.

1.8.1 Programmatic Evidence
All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History;
PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.

### 1.8.2 Test Evidence

<table>
<thead>
<tr>
<th>Course</th>
<th>A's</th>
<th>B's</th>
<th>C's</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 210 or 211, Micro/Macro Economics</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>GEO 201, Introduction to Human Geography</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>GEO 303, World Regional Geography</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>HIS 101, History of Civ to 1648</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>HIS 102, History of Civ 1648-Present</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>HIS 201, U.S. History to 1865</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>HIS 202, U.S. History 1865-Present</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>HIS 411, Mississippi History</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>HIS 426, Europe, 1914-Present</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PSC 201, American National Government</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>PSC 406, State &amp; Local Government</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SOC 101, Intro to Sociology</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>SOC 420, Sociology of Education</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SOC 450, Racial &amp; Cultural Minorities</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>CUR 494, Teaching Secondary Social Studies</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>CUR 498, Directed Teaching</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

A = Excellent  
B = Good  
C = Satisfactory

All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio.

### 1.8.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

**Sample 1**

Donielle provides opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions. Students explore the thinking that
Charles Lindberg’s flight across the ocean had altered man’s thinking about time and space. Distance and time had been compressed. Donielle has learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change. Students consider whether war today is so technical that people have lost sight (literally) of the horrors of war. Students wonder what the truth of war is for a nation such as the U.S. so far from most battles but so technologically involved. They ponder whether technology makes the decision to enter war an easier one or perhaps only an economic one.

Sample 2
Tish enables learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings. She guides students in describing how technological advances in the military gave various societies a sense of power over others and allowed them to feel superior in many ways. Tish provides opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions. Students discuss the effects of atomic weaponry to people and the environment. Students discuss whether governments are more cautious about going to war in a world where so much can be destroyed so quickly. Students seem to agree that not seeing one’s “enemy,” or at least the perceived enemy of one’s government, might be worse than face-to-face combat unless one is the offensive participant. Tish has learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change. She guides students in considering whether atomic bombs might ever again be used and debating the value of defensive technology such as Ronald Reagan’s “Star Wars” program.

1.9 Theme Nine: Global Connections
The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

1.9.1 Programmatic Evidence
All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.
1.9.2 Test Evidence

ECO 210 or 211, Micro/Macro Economics  
(E’s = 4; B’s = 4; C’s =1)

GEO 201, Introduction to Human Geography  
(A’s = 4; B’s = 1; C’s =1)

GEO 303, World Regional Geography  
(A’s = 5; B’s = 0; C’s =1)

HIS 101, History of Civ to 1648  
(A’s = 2; B’s = 3; C’s =1)

HIS 102, History of Civ 1648-Present  
(A’s = 2; B’s = 3; C’s =1)

HIS 201, U.S. History to 1865  
(A’s = 2; B’s = 3; C’s =1)

HIS 202, U.S. History 1865-Present  
(A’s = 4; B’s = 2; C’s =0)

HIS 411, Mississippi History  
(A’s = 3; B’s = 2; C’s =1)

HIS 426, Europe, 1914-Present  
(B’s = 2) two students selected as an elective

PSC 201, American National Government  
(A’s = 3; B’s = 3; C’s =0)

PSC 406, State & Local Government  
(A’s = 3; B’s = 0; C’s =3)

SOC 101, Intro to Sociology  
(A’s = 3; B’s = 3; C’s =0)

SOC 420, Sociology of Education  
(A = 4) four students selected as an elective

SOC 450, Racial & Cultural Minorities  
(A = 1) one student selected as an elective

CUR 494, Teaching Secondary Social Studies  
(A’s = 5; B’s = 1; C’s =0)

CUR 498, Directed Teaching  
(Pass = 6; Fail = 0)

A = Excellent
B = Good
C = Satisfactory

All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio.

1.9.3 Performance Evidence

Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

Sample 1

Jason enables learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. He uses transparencies to show photographs and posters that incited ethnic/cultural hatred and distrust. He shares FDR’s Pearl Harbor speech that identifies how language can persuade people to action. He also shares with students Spike Jones’ song “Der Fuehrer’s Face” which enables students to comprehend the implied superiority. Jason helps learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations. He explains the conditions and reasons that contributed to WW II and also those that led to alliances among nations. Jason also explains the international cooperation required in bringing the Nuremburg Trials into existence.
Sample 2
Tish helps learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations. She explains to students the causal events leading up to national alliances as well as to WW II. Tish guides learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns. She helps students consider whether the U.S. should have entered the war in Europe and at what point. They determine that territorial disputes should be dealt with only by those directly involved. They also discover that governmental policy does not alter how people think or behave. Tish has learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights. Students wonder whether human rights abuses or national sovereignty ought to be given greater weight. Should other nations have declared war on the U.S. for supporting policies that permitted slavery became a stumbling block in the discussion. Tish helps learners to describe and evaluate the role of international and multinational organizations in the global arena. She explains to students the role of the League of Nations and why they are perceived as a weak international organization. Tish has learners illustrate how individual behaviors and decisions connect with global systems. She aids students in describing the decisions of Hitler, Stalin, Truman, FDR, Churchill, Tojo and Mussolini and how these decisions effected the global “order.”

1.10 Theme Ten: Civic Ideals and Practices
The program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

1.10.1 Programmatic Evidence
All secondary social studies majors at Delta State University are required to take GEO 201, Introduction to Human Geography; GEO 303, World Regional Geography; ECO 210 or 211, Micro/Macro Economics; HIS 101, Western Civilization; HIS 102, Western Civilization II; HIS 201, United States History I; HIS 202, United States History II; HIS 411, Mississippi History; PSC 201, National Government; PSC 406, State and Local Government; SOC 101, Introduction to Sociology; SOC 420, Sociology of Education; CUR 494, Teaching Secondary Social Studies Methods, and CUR 498, Directed Secondary Social Studies Teaching. All of these courses have relevance to this theme and address some of the indicators associated with it. In addition to these courses, secondary social studies majors must select 15 hours of electives at the 400 level or higher in one or more of the following areas: Anthropology, Geography, History, Political Science or Sociology.

1.10.2 Test Evidence
ECO 210 or 211, Micro/Macro Economics (A’s = 1; B’s = 4; C’s =1)
GEO 201, Introduction to Human Geography (A’s = 4; B’s = 1; C’s =1)
A = Excellent
B = Good
C = Satisfactory

All secondary social studies majors passed the directed teaching experience, which included successfully passing the teaching portfolio.

1.10.3 Performance Evidence
Teacher candidates are required to take CUR 494, teaching secondary social studies methods, and CUR 498, directed teaching. Dr. Hedy Richardson assesses student teacher lesson plans and observes teaching to determine how well student teachers perform in teaching the content related to the standards.

Sample 1
Tim assists learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law. Students discuss Thomas Paine’s “Common Sense.” Students study the three parts of the “Declaration of Independence” and consider why the theory of government provided in it is significant. Tim provides opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic. Students hold a debate to illustrate the interests of conservative and radical colonists. Tim helps learners to analyze and evaluate the influence of various forms of citizen action on public policy. Although colonists were not citizens of the places they now perceived as their own, students consider acts of citizenry such as the Boston Tea Party, and the Sons of Liberty movement. Tim guides learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making. Students discuss the acts of the Sons of Liberty in influencing public sentiments among colonists.
Tim encourages learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government. Students discuss the behaviors of many colonists that were grounded in democratic ideals but not necessarily republican ideals. Tim creates opportunities for learner participation in activities to strengthen the common good, based upon careful evaluation of possible options for citizen action. Students enter into public debate (in the classroom) to influence their conservative or radical fellow colonists to take possible actions in response to various events.

Sample 2
Tabitha assists learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law. Students discuss these in light of the Civil Rights Movement and efforts to allow all peoples to participate fully in the social, economic, political life of their communities and the nation. Tabitha guides learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizen’s rights and responsibilities. Students examine the “Pledge of Allegiance” and the world “and justice for all.” They discuss the 13th, 14th, and 15th amendments to the U.S. Constitution. Tabitha facilitates learner efforts to locate, access, analyze, organize, evaluate, and apply information about selected public issues identifying, describing, and evaluating multiple points of view. Students research and examine the Affirmative Action debate and attempt to formulate their own thinking about the issue. Tabitha helps learners to analyze and evaluate the influence of various forms of citizen action on public policy. Students examine the effects of the Civil Rights Movement on U.S. public policy. Tabitha encourages learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government. Students consider the effects of U.S. public policy regarding discrimination and civil rights. They also discuss the role citizens played in promoting the stated ideals of personal dignity, liberty, justice, equality, and the rule of law as well as the role people today might play.

All student portfolios will be available for NCATE’s onsite visit in room Kethley 205.

3.3 Qualified Social Studies Faculty

The institution provides faculty in the social studies education components of the program who are recognized as exemplary teachers and as scholars in the fields of social studies and social studies education.

3.3.1 Programmatic Evidence

The philosophy of the university and this department is that teaching is the primary responsibility of all faculty, full-time or adjunct. Dr. Hedy Richardson, who serves as the B.S.E. advisor and as the instructor for the Methods course, has had many years of experience in public education, teaching social studies at the secondary level. She is an experienced social studies teacher in
grades 7-12 with seven years experience in U.S. public schools and several more years in schools overseas. Her B.A. granted from Indiana State University in Terre Haute, Indiana, was earned in Junior High/Middle School Language Arts and Social Studies Education. She taught 7th and 8th grade geography and U.S. history as well as language arts and Spanish for the Vigo County School District for three years. While with that school district, she was involved in writing a successful grant for teaming in junior high/middle schools throughout the district and coordinated and implemented interdisciplinary thematic units as a team leader.

Dr. Richardson has taught an additional three years for the Flagstaff Unified School District in Flagstaff, Arizona, where she completed an M.Ed. in Bilingual/Multicultural Education at Northern Arizona University. While being responsible for and teaching in the Reading and Writing Lab at Flagstaff High School, she came to recognize the need for training social studies teachers particularly in ESL methodologies. Most students assigned to the Lab were either Native American or Latino and easily became lost in the language intensive (both aural and in print) environment of the social studies classroom. Dr. Richardson thus piloted a program offering U.S. History, World History, Economics and U.S. Government using ESL strategies and presenting material through culturally appropriate perspectives at Leupp Public School on the Navajo Reservation, which is part of the Flagstaff Unified School District. Dr. Richardson taught all content areas the first year. The following year the enrollment more than doubled to 96 students and at that time two additional teachers were hired and trained by Dr. Richardson, who taught along with them. When employed as an English/language arts teacher (also certified to teach the social studies), Dr. Richardson has always taught by choosing materials that complemented the social studies curriculum, working in conjunction with the grade specific social studies teachers. Thus, as a result of her focus on interdisciplinary and thematic approaches, her knowledge of materials for social studies teachers is broad.

Dr. Richardson earned her Ph.D. from Pennsylvania State University, where she focused on both contemporary social philosophy from the global and local perspectives and Science, Technology and Society. As a teaching assistant at Pennsylvania State University, Dr. Richardson taught Foundations of Education, the showcase course of the teacher education program, which was broken down into the three major components of education: economic, social, and political. While at Penn State she also taught Philosophy of Education, an upper division course that centered on U.S. and European history and the changes in social, political, economic, and technological thinking that have influenced educational thought, much still driving education today.

Three years ago, Dr. Richardson returned for a school year to Leupp Public School on the Navajo reservation where she taught integrated 7th and 8th grade language arts/social studies. During that year she initiated teaming and interdisciplinary thematic units using Navajo culture as the center of the curriculum. As a result of the success of that effort and the recognition of that success by not only the Navajo Nation Department of Education but also by many school districts, particularly in Arizona and New Mexico, Dr. Richardson continues to promote and write, in
conjunction with educators there, culturally appropriate centered curriculum to be used in secondary schools.

The faculty from the content area courses in the social studies comes from a variety of departments and divisions at the university; The Division of Social Sciences, the Department of History, and the Division of Economics and Finance. Finally, all work in conjunction with the School of Education and the Office of Field Experiences.

3.3.2 Test Evidence

Evidence for this theme, Qualified Social Studies Faculty, may be addressed by PLT, Principles of Learning and Teaching, scores of prospective student teacher candidates. During the last three years, 82% of the prospective teacher candidates passed this exam on their first attempt.

Additionally, scores on the Specialty Area Exam of the Praxis Series may indicate faculty qualifications. During the fall semester 2000, 21 prospective teaching candidates took the exam, receiving scores between 182 and 127 with a median score of 157. In the future, all social studies education candidates will be required to submit scores broken down by categories and percentages to enable more extensive evaluation of content mastery of the social studies.

3.3.3 Performance Evidence
This theme, Qualified Social Studies Faculty, is addressed in general by the teaching competencies required of all prospective social studies teachers as mandated by the State Department of Education STAI instrument. During the last two academic years, 1999-2001, all student teachers, 100%, passed the STAI evaluation.

**D. Master of Science in Community Development**

The primary goal of the MSCD program is to prepare students for successful careers as professional practitioners in private and public sector community organizations. Another goal is for students to engage in the broader "community" in which they live in such a way as to contribute to a better quality of life.

The thirty-six hour graduate program draws on a broad range of faculty with strong academic backgrounds and sufficient breadth of practice to provide sound educational experiences for students interested in community development. The program continues to expand the resource base among Community Development Agencies in the Delta communities to provide field experiences.

The 36-hour curriculum produces skilled professionals who are committed to service through organizations such as economic and community development corporations, agencies of state and local government, not-for-profit organizations, and the private sector. The program synthesizes theories and develops action strategies that address the critical needs of Mississippi communities. A goal of the graduate learning experiences is to provide practical applications of knowledge in the classroom, through internships in diverse settings, and through applied research. The MSCD curriculum requires a six-hour Practicum experience in a field placement or a six-hour masters thesis.

An important assessment tool is to examine the credibility of the program. The excellence of this program is demonstrated by: (1) being selected as the first site in the nation for a “Graduate Student Honor Society in Community Development”; (2) the quality of sites where students are placed for the Practicum experiences and the management plan which assures that students have practical and valuable professional work experiences; (3) the support provided by the MSCD Graduate Program Coordinator and the Division’s Graduate Faculty Committee in Community Development; and (6) the variety of other professional development experiences provided to students.
Another important assessment tool is to examine where our students are employed after graduation. Four MSCD graduates are employed as Program Associates in DSU’s Center for Community Development. One student received a three-year fellowship for doctoral studies in Urban and Regional Planning at Jackson State University; several work in non-profit organizations; and several are employed in the private sector. Three work in Jackson - one has professional position in the Center for Urban Research at Jackson State University, another works for the Central Mississippi Planning and Development District, and a third is employed at the Enterprise Corporation for the Delta. Two who were out-of-state residents, work in other states. One returned to Chicago as Program Director for a Community Development Corporation in North Chicago, Illinois and another works in Dallas, Texas Community Development Corporation. Below is a table showing the different agencies where MSCD students have been placed since graduation.

<table>
<thead>
<tr>
<th>Job Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dallas, TX in a CDC</td>
</tr>
<tr>
<td>Fellowship for Ph.D. at JSU</td>
</tr>
<tr>
<td>District Director Boy Scouts, MS</td>
</tr>
<tr>
<td>Center for Community Development, DSU</td>
</tr>
<tr>
<td>Center for Community Development, DSU</td>
</tr>
<tr>
<td>Paralegal office, Cleveland, MS</td>
</tr>
<tr>
<td>Private Business, Southaven, MS</td>
</tr>
<tr>
<td>Director, CDC North Chicago</td>
</tr>
<tr>
<td>Central Mississippi Planning District, Jackson</td>
</tr>
<tr>
<td>Juvenile Center, Greenville, MS</td>
</tr>
<tr>
<td>City of Greenville</td>
</tr>
<tr>
<td>Established Business on Gulf Coast</td>
</tr>
<tr>
<td>Supervisor, Baxter Laboratories</td>
</tr>
<tr>
<td>Director, AmeriCorps Program, FL</td>
</tr>
<tr>
<td>Bolivar Medical Center, Cleveland</td>
</tr>
<tr>
<td>Urban Research Institute, Jackson State University</td>
</tr>
<tr>
<td>Bolivar Medical Center, Cleveland</td>
</tr>
<tr>
<td>Bolivar Community Action Agency, Cleveland</td>
</tr>
<tr>
<td>Mississippi Dept. of Corrections</td>
</tr>
<tr>
<td>Enterprise Corporation of the Delta, Jackson</td>
</tr>
</tbody>
</table>

**E. Bachelor of Science and Master of Science in Criminal Justice**

A note on the Criminal Justice program: The program is in a restructuring phase with the retirement of two faculty members who had been here for 27 and 29 years respectively. Dr. Bob
Hunt and Mrs. Julie Campbell will join the Division this fall 2002. I have asked them to establish some short and long term goals for the criminal justice program.

**Long Term Goals (3-5 years)**
1. Develop and maintain a singular mission for the criminal justice program.
2. Evaluate comparable criminal justice programs to ensure the program remains both competitive and progressive.
3. Forge a relationship with the community colleges in the area to establish an agreed upon preparatory curriculum for students who intend to transfer to Delta State.
4. Increase library resources to assist students in research at both the undergraduate and graduate levels.

**Short Term Objectives (6-18 months)**
1. Eliminate repetition within the existing catalog by combining courses that share the same objectives.
2. Streamline the advising process to reduce confusion among students who entered the program under previous catalogs (ex: 2000-2001).
3. Review entry and exit requirements for the masters program to ensure equity and congruence with other programs.
4. Create standards within the criminal justice program for acceptable course performance.
5. Encourage student involvement in criminal justice by fostering a student organization, attending conferences, taking field trips, and supporting the use of guest speakers.

**Measurements**
In order to ensure that the goals and objectives are being met, the criminal justice faculty will meet together with the department chair each semester to evaluate progress. At these meetings, the faculty can develop the program mission and review the changes as they are being made.

**Implications**
At this time the criminal justice program is in the process of restructuring. The program is comprised of new faculty and is operating under a newly revamped course catalog. At the current time it is imperative that the faculty meet on a regular basis to evaluate progress within the program and ensure that it is true to the mission statement set forth. It will be possible in the future to become more exacting in goals and expectations for Delta State criminal justice students.

II. PERSONNEL

Noteworthy activities and accomplishments:

(1) Brent D. Hales
Teaching Activities

Hales taught a class on Planning, Implementing, and Evaluating Community Development Projects. He had the students conduct a service learning, community-based technology readiness assessment for the city of Cleveland. The information was compiled and presented back to the community in a series of several meetings.

Courses prepared and taught were: (1) Telecommunications for Rural Economic Development. This is a new course that Hales developed and taught in summer of 2001; (2) Racial and Cultural Minorities. He used an interactive learning format through the Internet wherein class participants prepared class presentations and group papers using information collected through study on the Internet. The results were then compiled and presented by the group to the class. As a final project, the class members were placed into groups and given research projects.

Scholarly and Creative Activities

Hales received a $5,000 grant from the W. K. Kellogg Foundation through the Center for Community Development to conduct a series of workshops entitled the Getting Connected Workshops. Additional monies of $1,000 from Bell South and $1,000 from the Entergy Corporation were also raised for this effort. WABG in Greenville, MS provided $1,000 in advertising for the events.

Working with Dr. Jerry Robinson, Hales conducted assessments of several programs sponsored by the Delta Partners Initiative. As part of these assessments, data were gathered via mailed surveys and through interviewing focus groups. These data were then compiled and analyzed for reports and for students’ theses.

Hales had the opportunity to travel with Dr. Caryl Abrahams to Thailand as part of community health study tour. They traveled the region for three weeks examining community health projects.

At the annual meetings of the Community Development Society, Hales and Robinson presented a workshop on their research on the Delta Partners Initiative. Specifically, they shared with others some of the advantages and difficulties associated with conducting participatory evaluation research.

At the annual meetings of the Rural Sociological Society, Hales and Albert B. Nylander presented a paper on the concept of community in cyberspace and Hales and Robinson presented on the perceived lack of benefits by Delta residents in communities associated with the Delta Partners Initiative.

At the annual meeting of the Alabama/Mississippi Sociological Society in February of 2001, Hales and Robinson presented a paper on conducting participatory evaluation research in the Mississippi Delta region.
At the annual meeting of the National Council on Family Relations in November of 2001, Hales presented his dissertation research.

Hales and Garry Jennings conducted a DSU Diversity Study wherein they examined student attitudes of race and sex on DSU campus. The results of this study were presented to the DSU President’s Executive Committee and the DSU Committee on Diversity.

Hales presented a paper at the Mississippi Valley State University symposium on economic development. He also reviewed an article for the Journal of Alternative Agriculture.

Hales was selected to be a participant in the Trinity College (Hartford, CT) Young Scholar Seminar Series for the 2001-02 year.

Service

Hales served as Graduate Coordinator, Master’s of Science in Community Development from July 2001- July 2002.

Hales was elected to serve a two-year appointment as the chair of the Community Interest Group in the Rural Sociological Society.

Hales served as the Program Chair for the 2002 meetings of the Alabama/Mississippi Sociological Association.

Hales assisted students in the Master’s of Science in Community Development program in the formation of the Community Development Honor Society and served as advisor.

Hales served as a member on the University Writing Committee.

Hales served as a member on the Delta Health Initiative Committee.

(2) Garry Jennings

Jennings developed and taught a new course, PSC 490: The Washington Semester. Jennings brought 12 students together to study public policy making and then to see it in action during a visit to Washington, DC. Students had the opportunity to visit with, among others, the Marshal of the U.S. Supreme, Sen. Thad Cochran, Brad Prewitt, Council to Sen. Cochran, and Walter Weber, litigator at the U.S. Supreme Court. Students witnessed crucial debates in Congress, met a number of prominent political actors, tours of historic sites, and visited to cultural and artistic exhibits. One particularly interesting tour was the home of Frederick Douglass, the great writers and former slave who worked with other Abolitionists before the Civil War. Students stayed at the Hostel International facilities on 11th Street, where they were able to meet students from all
The syllabus for PSC 103 was revised to integrate quantitative analysis with the standard philosophical analysis of politics at the introductory level. Additions include work with ArcView/GIS software in the Walters 260 computer lab.

A new course, Constitutional Theory, was developed during the summer and offered for the first time in the Autumn semester. It was taught at Yazoo City at the graduate level in association with the Yazoo City Partners Educational Project.

**Scholarly and Creative Activities**

"Democracy and Diversity: Student Attitudes toward Political Participation in 2000 General Election," presented by undergraduate political science major Alisha Bynum (with Garry Jennings) at the Mississippi Political Science Association Meeting, Gulfport, MS, 16-17 February 2001.

Revised and administered survey on diversity. This is the second administration of this instrument and was supported by the DSU Faculty Development Fund.


The Yazoo City Partners Education Project, proposal developed and presented to the Yazoo City Federal Correctional Institution to support a $100,000 federal government contract.

With Prof. Brent Hales, presentation of the results of the Spring 2000 diversity survey to the President's Cabinet and Academic Council.

Liberty Fund Scholar, including attendance at the Liberty Fund Colloquium, Rudyard Kipling on Imperialism, the Military, and Education as a Bulwark of Liberty, 18-21 October 2001, Savannah, GA.

**Service**
1. Chair, Tenure and Promotion Committee, Division of Social Sciences
2. Executive Director, Mississippi Political Science Association
3. Director, The Madison Center, Delta State University
4. Judge, State Finals, We the People Program, Jones County Community College, February
5. Co-organizer, 2001 Annual Meeting, Mississippi Political Science Association, Gulfport, MS
6. Judge, National Finals, We the People Program, Hyatt Regency Hotel, Washington, DC, April
7. Workshop Presentation: The Philosophical and Historical Foundations of the American Political System, for high school teachers, Crystal Springs High School, Mississippi
8. Moderator, Panel on Terrorism, Division of Social Sciences, Recital Hall, BPAC
Faculty Development
Attendance at the Liberty Fund Colloquium, Rudyard Kipling on Imperialism, the Military, and Education as a Bulwark of Liberty, 18-21 October 2001, Savannah, GA.

Other
The development, organization, and supervision of the Yazoo City Partners Education Project was clearly the most dramatic and intensive activity for the calendar year. Work focused on developing a working relationship among three groups: the Yazoo City Federal Correctional Institution; the faculty, administrators, and students at Yazoo City High School; and, Delta State University. Students from Delta State University were employed to work primarily as tutors and advisors to high school students at the high school, in enrichment work on campus at DSU, and on trips to Jackson, MS. The project has an annual budget of $100,000 and requires intensive interaction with all parties. The Project profits DSU by providing students with a unique service learning experience, a chance to encounter political and social attitudes of high school students, and Activities in The Madison Center

(3) Albert B. Nylander, III

Courses Taught
Introductory to Sociology, Sociology of Education, Sociology of Health and Illness (preparing for 2003), Racial and Cultural Minorities, Educational Secondary Social Studies Methods, Social Science Research Methods, Community Development Research Methods, Quantitative Reasoning, Criminology, Social Theory, University Supervisor of Social Science Student Teachers

Professional Publications

Professional Presentations
Papers
Hales, Brent and Albert B. Nylander III, Delta State University, Ralph B. Brown, Brigham Young University, and Denise Hampton, Delta State University

Nylander, Albert B., III, Thornell, John, Brown, Luther, and Myrtis Tabb
“Community Engagement in The Most Southern Place on Earth: Centers of Excellence,

Hales, Brent, and Albert B. Nylander III

GRANTS AND CONTRACTS

2002

2002-2005
Graduate Fellows in Community Development at Delta State University. “The Robert Hearin Foundation,” Jackson, MS. This proposal was written by Jerry Robinson, Jr. The amount funded was $300,000, for three years.

2000-2003
“Toward Excellence and New Policy from Delta Partners’ Participatory Research.” This proposal was written by Jerry Robinson, Jr., and will be directed by him. Nylander assisted in the development of this proposal. This is a National Research Initiative Competitive Grants Program, Rural Development, USDA. The amount funded: $130,000, July 1, 2000- June 30, 2003.

2002-2004
“Community Development Work Study Program (not funded).” Co-Principal Investigator. This proposal is a request for funding in support of five economically disadvantaged and/or minority students who will undertake full time study for the Master of Science in Community Development at Delta State University through the U.S. Department of Housing and Urban Development Community Development Work Study Program for the 2002-2004 funding cycle. The amount requested: $150,000, August 1, 2002 - August 31, 2004.

Professional Activities and Organizational Participation

Book Review/ Manuscript (2001)
“Natural Resource Access and Interracial Associations: Black and White Subsistence Fishing in the Mississippi Delta.” For the Southern Rural Sociology: Journal of the Southern Rural Sociological Association. Editor Conner Bailey, Department of Agricultural Economics & Rural Sociology, Auburn University, AL.
President of AL/MS Sociological Association (2002)
Served as the 32nd President of this Association. We brought over a hundred people to the annual meeting in Cleveland.

Faculty Committees and University Service

Chair, Graduate Committees in the Division of Social Sciences, Master’s Degree in Education, Master’s Degree in Criminal Justice, and Master’s Degree in Community Development. 2002-2003.

Job Evaluation Committee 2001-2002
Service Learning Committee Delta State 2001-2002
Technology Committee Delta State 2001-2002
Faculty Administer of Bolivar Civic Club Award, 2002-2003

Served on graduate thesis committees for students in the division’s Master of Science in Community Development program.

The Division of Social Sciences was a partner in bringing the Annual International Conference of the Community Development Society (CDS) to Delta State University and Cleveland. An attendance in excess of 200 professionals from around the world participated.

(4) Jerry Robinson, Jr.

Teaching Activities:

Spring Semester 2001:
Taught a graduate seminar on “Sociology of Community.”

Led a new seminar on “Applied Rural Sociology,” using The Annenberg/CPB Collection on A Rural Communities: Legacy and Change.” This innovative series contains 13 one-hour videos which tell the stories of 16 diverse towns and how they have adapted. It explores the economic base, history, culture and social class differences found in rural communities. Students completed applied research exercises which enabled them to relate course content to real problems in delta communities. The course received high evaluations from the students.

First Summer Term 2001:
Created and led a new seminar on “The Art and Science of Proposal Writing.” This was a hands-on course where students came to the seminar with an idea for a project that they wanted to develop into a proposal and to obtain funding.

Fall Semester 2001
Taught a graduate seminar on “Sociology of Community.” Revised the syllabus to help students think more critically about community life and to provide a theoretical grounding for the practice of community development. Students evaluations improved as a result of revisions made in teaching strategies.

**Scholarly and Creative Activities:**

**Journal Editor:**
Completed my work as guest editor for a special issue of *The Journal of the Community Development Society* Volume 31, Number 2 on the theory and practice of community development with diverse populations. This issue of the journal contains 14 publications from authors throughout the world.

**Research Grant:**
Served as project director for a $130,000 grant from the United States Department of Agriculture through the National Competitive Research Grants Initiative. This project seeks to develop policy for that will undergird community and leadership development programs in the delta. Funds help support the work of one faculty associate in the Center for Community Development and four assistantships in community development graduate program.

**DHHS National Review Panel:**
Served as a member of a national review panel with nine scholars and practitioners who were appointed by the U.S. Department of Health and Human Service to evaluate its national programs in Rehabilitation Research and Service in Rural Areas.

**$5,000 Grant to Revitalize the MS Chapter of The Community Development Society:** Prepared and submitted a successful proposal for a $5,000 grant from The Community Development Society to revitalize the Mississippi Chapter of CDS and to enhance the participation of Mississippians in the organization.

**Service:**

$90,000 Grant for Hearin Fellowships:
Prepared proposal to the Robert M. Hearin Support Foundation and helped the Division of Social Sciences obtain a grant of $90,000 to support Hearin Fellowships in community development for academic years 2001, 2002 and 2003.

Grant for Project YES!
Prepared successful proposal for a $50,000 Youth Engagement Strategies grant from the W. K. Kellogg Foundation and revised to proposal to obtain additional funding in the summer of 2001. Youth in three small delta communities are leading human resource and community development projects in their home towns. Currently seeking funds to expand this program to Cleveland.

Led the Successful Effort to Bring the Annual International Conference of the Community
Development Society (CDS) to Delta State University and Cleveland: Worked with the Division of Continuing Education, the Division of Social Sciences, the Center for Community Development, the City of Cleveland, and the Bolivar/Cleveland Chamber of Commerce to submit a successful bid for hosting the 2002 Annual International CDS conference during July of 2002. Obtained funds and door prizes from the private sector in excess of $10,000 to help market the conference. An attendance in excess of 300 professionals from around the world is anticipated.

Faculty Development:

Presentations at Professional Meetings:
Co-authored and made presentations with Professor Brent Hales at the 2001 annual meeting of the Rural Sociological Society and the Community Development Society.

Other:

Three Unsuccessful Proposals:
Worked with faculty in the Division of Social Sciences and the Director of the Center for Community Development to prepare and submit three proposals that were not funded. Each of these proposals has been revised or will be revised and submitted again for funding during 2002.

Served on a national review panel for the National Institute for Rehabilitation Research in Rural America, National Institute of Health, Department of Health and Human Services, Washington, DC, August 2001.

Revised and prepared ten action learning modules on “Process Skills in Community Organizations,” for electronic publication by the Center for Community Development and Lower Mississippi Delta Service Corps, Inc. More than 1,000 pages of text and activity material. Learning module topics are:

- Understanding and Developing Process Skills in Community Organizations, with Anita Smith
- Organization Styles in Community Organizations, with Dr. Andy Jones
- Leadership Roles in Community Organizations, with Roy A Clifford
- Team Skills in Community Organizations with Anita Smith
- Managing Conflict in Community Organizations
- Managing Change in Community Organizations
- Communications in Community Organizations, with Anita Smith
- Motivating Others to Achieve Objectives, with Deborah Moore
- Understanding and Overcoming Prejudice in Community Organizations
- Managing Games in Community Organizations

Presented research paper at the Annual Meetings of the Community Development Society, Duluth, Minnesota, July, 2001 and the Rural Sociological Society in Albuquerque, NM, in
151
August 2001.
Served as Senior Principal Investigator for a research project titled “Toward Excellence in Delta Partners’ Participatory Research,” a project funded for $130,000 by the U.S. Department of Agriculture, National Research Competitive Grants Program.

Prepared successful proposal in December of 2001 for the Division of Social Sciences to the Robert M. Hearin Support Foundation for a grant of $100,000 per year for three years to support Hearin Fellowships in DSU Master of Science in Community Development Program. Funding will begin in August 2002.

Served on graduate thesis committees for three students in the division’s Master of Science in Community Development program. Directed one thesis.

Served on the practicum committee for two students in the division’s Master of Science in Community Development program.

Represented the Rural Sociological Society and spoke at the “Sixth Annual National Rural Development Conference” sponsored by the US Department of Agriculture’s Office of Community Development in Kissimmee, Florida, June 2002.

Helped Anita Smith, Program Coordinator, and Dr. Myrtis Tabb, Director of the Center for Community Development prepare a proposal titled “Delta Partners Initiative Youth Engagement Strategies Program” that was funded for $120,100 by the W. K. Kellogg Foundation for two years beginning in July 2002. This program will target diverse teams of 10th grade youth in the Cleveland Public Schools and adult mentors in the City of Cleveland.

(5) Mark Routman

Routman served as the department’s representative to the faculty senate.

Routman served on departmental search committees. He also served on the undergraduate curriculum committee and participated in the monitoring and possible changes to the undergraduate catalogue.

Routman has developed a new course, “Social Problems.” He has put in a great deal of time reading and planning for the course.

Routman is a member of the department tenure and promotions committee.

Routman has been on several masters’ committees and have participated in the oral exams and thesis reviews which are a part of that process.

Routman has written two books over the course of the last year. One book, in need of revision at this time, deals with “Suggestions for Newlyweds and Engaged Couples in order to Help Create a
Happy Marriage.” I am currently in the process of searching for an agent to help me get the book published. The other book is a mystery novel that involves a Sociologist and relates to what I do academically in that it gives the reader, in a non-academic way, insight into the thinking of a Sociologist. This book is also in need of some revision and I am currently looking for an agent and a publisher for it. The process of publication and agent search is a time consuming and demeaning endeavor.

(6) Arlene Sanders
Teaching Activities:

In an effort to ensure that the ideas of the politics of government seem more realistic and applicable to the student’s everyday life, field trips and guest-speakers are used to enhance the information presented through class lectures and discussions.

Scholarly and Creative Activities:

In collaboration with Daniel Vassel, I presented a workshop on “Diversity.” This workshop was presented in behalf of the Delta Reads Project.

Service:

The Agora Club, Advisor
Undeclared Students, Advisor
Student Organization Committee, Member
Shaw Optimist Club, Charter Member and Two Year Board Member

Faculty Development:
Enrolled in the following courses:
COD 575
COD 680
COD 698

Attended the following meetings:

Journey’s Home Institute I and II
Mid-South Delta Initiative, Cross-Site Meeting
Mississippi-Alabama Sociological Association Annual Conference

(7) Bruce Seivertson

Seivertson presented two papers at the Association of American Geographers (AAG) in Los Angeles. He was also elected Chair of the AAG Geography Education Speciality Group.

Severtson also served as a Moderator for the session at the Alabama/Mississippi Sociology Meeting here at DSU.

“Lonely Geographers: The Necessary Curriculum for Small Geography Departments,” at Association of American Geographers annual meeting, Los Angeles, CA
“Teaching Methods: An Informal Discussion,” at Association of American Geographers annual meeting, Los Angeles, CA
ANNUAL REPORT OF EFFECTIVENESS

Academic Year 2001-2002
Summer 2001, Fall 2001, Spring 2002

DEPARTMENT OF SOCIAL WORK

COLLEGE OF ARTS AND SCIENCES

DELTA STATE UNIVERSITY
Unit Title: Department of Social Work  

School: Arts & Sciences  

Unit Administrator: Carol M. Boyd, ACSW, LCSW  

I. Data and information for department:  

II. Personnel  

Noteworthy activities and accomplishments:  

- Carol M. Boyd, Appointed Co-Chair of the Commission of Accreditation with the Council on Social work Education for 2002-2003.  
- Department of Social Work will receive $45,000 for Child Welfare Training Institute from MS Department of Human Services.  
- Alinda C. Sledge received United Way Grant: $3,600 for Delta Volunteers  

III: Mission Statement  

The B.S.W. program at Delta State University seeks to prepare students for beginning professional social work practice. The focus is to prepare generalists who are able to function professionally in a variety of settings with systems at the micro, mezzo, and macro levels. The emphasis is on resolving problems related to the transactions between people and their environments. While preparing for entry-level professional practice in any geographic setting, the Social Work Department seeks to meet the particular needs of the Delta region, a largely rural and impoverished area where the populations at risk are predominantly African American, children, women, and elderly. The assumption is that the rural, holistic focus of the department equips students to meet the particular social work staffing needs in the Delta and other rural areas, with competence that is built on a foundation or ability to practice social work outside of rural areas as well.  

IV. SOCIAL WORK DEPARTMENT MISSION, GOALS, AND OBJECTIVES
The Bachelor of Social Work program at Delta State University seeks to prepare students for beginning professional social work practice as generalists, who are able to function in a variety of settings with systems at the micro, mezzo, and macro levels. Emphasis is on resolving problems related to the transactions between people and their environments. While preparing students for entry-level professional practice in any geographic setting, the Social Work Department seeks to meet the particular needs of the Delta region, a largely rural, impoverished area where the populations at risk are predominantly African American, children, women, and the elderly. The assumption is that the rural, holistic focus of the department equips students to choose to meet the particular social work staffing needs in the Delta and other rural areas, with competence that is built on a foundation or ability to practice social work outside rural areas as well.

**Goals:**

1. To prepare generalists social workers who are able to function professionally in a variety of settings with individuals, families, groups, organizations, institutions, and communities;

2. To prepare students who demonstrate a commitment to continue their own professional growth and development which may include graduate education in social work and other disciplines;

3. To prepare students to develop a professional identity which will incorporate the values and ethics of the social work profession;

4. To emphasize preparation for providing direct services to diverse populations, particularly African Americans, children, women, elderly, and those in rural areas, to alleviate poverty and oppression and to provide social and economic justice for all citizens;

5. To provide students with content about social contexts of social work practice, the changing nature of those contexts, the behavior found in organizations, and the dynamics of change.

**Educational Objectives as required by the Council on Social Work Education:**

1. Practice within the values of the social work profession and with an understanding of and respect for the positive value of diversity.

2. Identify and assess problems in the relationship between people and social institutions (including service gaps), plan for their resolution, and evaluate their outcomes.

3. Understand the forms and mechanisms of oppression and discrimination and the strategies of change that advance social and economic justice.

4. Communicate effectively with others in a purposeful way, encouraging open and trusting relationships.

5. Understand the history of the social work profession and its current structures and issues.

6. Assess the needs of populations-at-risk with emphasis on working with rural populations as
both client and action systems.

7. Demonstrate the following skills in working with systems of varying sizes, including rural populations: interviewing, defining issues, collecting data, recording, assessing, planning, contracting, intervening in alternative ways, evaluating, terminating, and follow-up.

8. Demonstrate the professional use of self.

9. Use communication skills differentially with a variety of client populations, colleagues, and members of the community.

10. Apply critical thinking skills within the context of professional social work practice.

11. Analyze social policies and how they impact client systems, workers, and agencies.

12. Understand agency structure, allocation of role performance, and the impact of organizational power and policies on client systems and, under supervision seek necessary organizational change.

13. Evaluate research studies and apply findings to practice and, under supervision, evaluate their own practice interventions and those of relevant systems.

14. Use supervision appropriate to generalist practice.

15. Apply knowledge of bio-psycho-social variables that affect individual development and behavior and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems, i.e., families, groups, organizations, and communities.

Other Unit Goals
1. The faculty will attend professional social work conferences to keep abreast of social work theory and teaching techniques according to the Council on Social Work Education guidelines.

2. The department will provide increased educational opportunities for social work field instructors through sponsoring workshops on campus to enhance their social work knowledge and practice skills and to provide them with social work continuing education credit.

Other Student Outcomes
1. Students will demonstrate proficiency in using social work knowledge, values, and skills necessary for entry into professional social work careers.

2. Social work majors will demonstrate their ability to organize and effectively express their thought and ideas on writing prior to entering Field Instruction – SWO 475.
Major: Social Work Degree: BSW

V. Educational Goals 1 – 15:

Institutional Goal:
Review and update undergraduate and graduate programs to address, adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:
All graduates of the social work program will demonstrate a mastery of the program’s educational goals.

Assessment Results:
A survey that uses the 15 educational goals on the evaluation instrument was mailed to six agency administrators in the Delta Region that employs social work majors. Each administrator had to identify whether our graduates as a group had mastered each one of the 15 educational goals.

Actual Results:
Three of the six employers returned the survey. The three agencies stated that over the last three years they have employed 50 of our graduates. They rated our graduates very good to excellent as a group in all of the 15 educational objectives.

Use of Results:
Results are used to confirm or change curriculum where appropriate.

Major: Social Work Degree: B.S.W.

Unit Goal 1:
The faculty will attend professional social work conferences to keep abreast of social work theory and teaching techniques according to the Council on Social Work Education (CSWE) guidelines.
Institutional Goal:

Promote faculty development through a comprehensive program designed to strengthen the faculty in teaching, service, and research.

Expected Results:

All faculty will attend at least one professional social work conference per school year.

Assessment Procedures:

Faculty document in their annual report workshops/professional conferences attended each year.

Actual Results:

- Boyd attended the Association of Baccalaureate Social Work Program Director’s Conference;
- Boyd, Tullos, and Sledge attended Council on Social Work Education Conference;
- Boyd, Tullos, and Sledge, and Donahoe attended MS Chapter National Association of Social Workers, (NASW) Annual Conference;
- Tullos and Sledge attended AL/MS Social Work Education Annual Conference

Use of Results:

Faculty share information and resources obtained from conferences with each other at faculty meetings and use this material to improve teaching skills and keep abreast of current trends and information in social work.

Major: Social Work

Degree: B.S.W.

Unit Goal 2:

The Department will provide increased educational opportunities for social work field instructors through sponsoring workshops on campus to enhance their social work knowledge and practice skills and to provide them with social work continuing education credit.

Institutional Goal:

Strengthen the cooperative relationship with business and industry, service organizations, and other institutions.
Expected Results:

The department will sponsor or co-sponsor at least two workshops/conferences per year for field instructors and other social workers in the community.

Assessment Procedure:

The faculty will document all workshops/conferences conducted along with the agenda of each. Social workers will also be required to evaluate each workshop/conference and sign-in at the beginning of each session.

Actual Results:

The department co-sponsored conferences as follows:

- 5-H Institute (Healthy Mothers + Healthy Fathers = Healthy Babies = Healthy Families = Healthy Communities)
- Domestic Violence Conference

Use of Results:

The workshops are used to ensure that the social workers in the community who often supervise our seniors and other students while in the field and labs will be kept up-to-date on current social work techniques. The social workers also receive continuing education credit needed to keep social work licenses up-to-date.

Major: Social Work

Student Outcome 1:

Students will demonstrate proficiency in using social work knowledge, values, and skills necessary for entry into professional social work careers.

Institutional Goal:

Review and update undergraduate and graduate programs to address, adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

Expected Results:

100 percent of the students enrolled in SWO 475 Field Instruction will receive credit.

Assessment Procedures:

- SWO 475 Field Instruction - Each student is evaluated two times during the Spring semester by the agency Field Instructors.

- Results of all student evaluations are mailed to the Coordinator of Field Instruction at Delta State University. The Coordinator of Field Instruction and the Social Work Faculty Field Liaison determines whether students receive credit or no credit for field
based upon the evaluation given by the Agency Field Instructors.

- Students are also required to complete a series of projects. Students receive a pass/fail on each of the projects. They are allowed to repeat at least one other time, if they fail on the first attempt. The projects include:
  * 1 macro agency research project
  * 1 in-depth case study
  * Answer a question of the week for a total of 13 questions related to what they do in field and to the course objectives
These projects are evaluated by the two Social Work Faculty Liaison.

**Actual Results:**
The results of student’s performance in field are used to determine if students have mastered the course objectives and the department’s educational objectives.

All 21 students enrolled in SWO 475 Field Instruction received credit. None of the students showed a deficiency in any of the course objectives.

**Use of Results:**
The results determine if students have mastered the necessary knowledge, values, and skills necessary to graduate from the social work program.

**Major:** Social Work

**Degree:** B.S.W.

**Student Outcome 2:**
Social Work majors will demonstrate their ability to organize and effectively express their thoughts and ideas in writing prior to entering Field Instruction - SWO 475.

**Institutional Goal:**
Provide opportunities throughout the curriculum for students to further develop their skills in writing and in critical thinking.

**Expected Results:**
All majors who take the Writing Proficiency Exam will pass the exam or successfully complete ENG 301 with a grade of ‘C’ or higher.

**Assessment Procedures:**
Writing Proficiency Exam - ENG 300 or Expository Writing - ENG 301.

Prior to entering senior year, faculty advisors review student records to determine if this requirement has been completed.

**Actual Results:**

All of the 21 students who entered SWO 475 either passed the ENG 300 exam or completed ENG 301 with a grade of ‘C’ or higher.

**Use of Results:**

The results are used as one of the requirements for admission into the senior field practicum course.

**Major:** Social Work  
**Degree:** B.S.W.

**Student Outcome 3:**

Graduates of the Social Work Program will readily find employment in their field of study.

**Institutional Goal:**

Review and update undergraduate and graduate programs to address, adequately basic skills, knowledge, and competencies necessary for students to be prepared properly in their chosen fields, to complete licensure requirements, enter the work force, and/or continue advanced study in graduate or professional school.

**Expected Results:**

One hundred percent of those seeking employment or graduate school will be employed or in graduate school within six months of graduation.

**Assessment Procedures:**

Students complete a survey that is mailed to them six months after graduating from the Social Work Program.

**Actual Results:**

2001 Graduates - 21  
16 - employed in social work positions  
2 - in graduate school in social work
2 - unknown
1 - employed in non-social work management position

Use of Results:

The results are used by faculty to determine whether to provide job placement assistance to graduates. None is needed at this time.
FORMAT

ANNUAL REPORT OF EFFECTIVENESS
Academic Year 2001-2002

COLLEGE OF ARTS AND SCIENCES
DELTA STATE UNIVERSITY

July 1, 2002

I. Departments and divisions with a recent review by a professional accrediting agency (ACS, CSWE, NASAD, NASM, NCATE, SACS)

Discuss the major findings of your accreditation self-study, the recommendations of the accrediting agency, any improvements already made as a result of the accreditation review, and improvements being planned. Place special emphasis on the accreditation self-study and review as they relate to student learning outcomes. Describe improvements made as a result of the self-study assessment and accreditation review.

II. Other departments

General format for report

A. Statement of department goals (for example, to increase the number of grant proposals) and student learning outcomes (What are your graduates expected to know or to be able to do?)
B. Method used for assessment of goal and outcomes
C. Result of assessment
D. Improvements made as a result of assessment
E. Other action being planned as a result of assessment

Use this format to briefly describe any major department or division goals and three of the most important student learning outcomes you expect for each degree program. Describe assessment and improvements made as a result of assessment. The most important part of your report is the description of improvements made as a result of assessment.

April 8, 2002