

DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT
Academic Year 2006-07

I. Unit Title: Social Sciences

School or College: Arts & Sciences

Unit Administrator: Albert Nylander

II. Educational Program Learning Outcome Assessment Plan

Learner Outcomes identified for the **current** year.

BS in Social Science Education A. Learning Outcome	B. Data Collection and Analysis	C. Results of Evaluation	D. Use of Evaluation Results
Students will pass the Social Studies exam to become certified high school teachers.	This information is collected directly from the Praxis II test scores.	100 % pass rate.	All students passed, so we will continue what we are doing.
Students will effectively teach the 10 National Council Social Studies standards.	Instruments to evaluate student teaching.	All student teachers successfully passed these 10 standards.	We implemented a new special program area (Social Studies) student teacher evaluation for the NCSS themes to augment the Student Teacher Assessment Instrument (STAI) that addresses NCATE domains II through V. The added NCSS based evaluation successfully assesses Candidate learning of the specific content area of the social studies discipline for Candidate teaching, Student learning, and Candidate planning according to NCSS guidelines. It is useful in determining the understanding of each theme, unlike the STAI.

BA in Political Science A. Learning Outcome	B. Data Collection and Analysis	C. Results of Evaluation	D. Use of Evaluation Results
Students will be able to communicate effectively in written form.	1) Senior Portfolios are collected by the department and evaluated by the Political Science Committee 2) Oral internship defenses 3) Internal course assessments 4) SSC 101 & 499 Assessment courses (See report in Appendix)	The Division of Social Sciences Assessment Committee has evaluated the graduating seniors' portfolios in Political Science and found the students are sufficiently prepared in writing. However, as the result of this evaluation, continued efforts will be made to ensure higher quality.	We have created an Assessment Course (SSC 499) to monitor student progress from the introductory courses through the upper-level courses.
Students will demonstrate an understanding of the basic concepts of Political Science, including the structures and relationships in and among institutions and actors of these systems.	1) Assessments of senior portfolios. 2) SSC 101 & 499 Assessment courses 3) Book Reports	The Division of Social Sciences Assessment Committee has evaluated the graduating seniors' portfolios in Political Science and found the students are sufficiently prepared in understanding these concepts.	More focused writing assignments incorporating both qualitative and quantitative approaches are essential. Finally, a basic introduction to the literature of political science will begin early in the program.

BS in Criminal Justice A. Learning Outcome	B. Data Collection and Analysis	C. Results of Evaluation	D. Use of Evaluation Results
<p>Students will apply their knowledge of crime and justice to a variety of problems faced by the American Criminal Justice System in modern times.</p>	<p>1) Senior Portfolios</p>	<p>Examining the students' responses in their senior portfolios, there is evidence that the students lack an understanding of connecting the theories of crime and social justice to the modern American Criminal Justice system.</p> <p>After evaluating the content of both online and classroom discussions in the senior capstone course, the committee recommends that additional focus be paid to linking current criminal justice policy with the philosophical foundations of the criminal justice field. Also, the program is lacking a true internship/service learning experience to connect students to the broader criminal justice field.</p>	<p>As a result of the current data, the committee has decided to generate a senior level capstone course. This course will be carried out in the form of a required internship. As part of the internship, students will be required to link the theory and philosophy of the classroom with the experiences they encounter in the field. Students will generate a written product meeting this goal. This new course (CRJ 480) will be operational in the fall 2007.</p>
<p>Students will display a comprehensive social science approach to the study of crime and justice by utilizing the academic disciplines of political science, and sociology.</p>	<p>1) Senior Portfolios 2) New requirements in the Social Sciences disciplines</p>	<p>After examining senior portfolios in criminal justice, the evidence shows students are displaying a better understanding of social justice from other academic disciplines.</p>	<p>Students will continue to take the core courses in the Social Sciences.</p>

BS in Social Sciences A. Learning Outcome	B. Data Collection and Analysis	C. Results of Evaluation	D. Use of Evaluation Results
<p>Students will demonstrate knowledge of the disciplines of geography, sociology, and political science in terms of its history, content, purpose and methodologies.</p>	<p>1) Senior Portfolios 2) Internal grades in the core social science major</p>	<p>An examination of the portfolios shows that the students demonstrate a basic understanding of these disciplines; however, an assessment of the core courses for these students indicates that these students need more work. GEO 201 (N=11, collective GPA=2.4); GEO 303 (N=11, collective GPA=2.82); SOC 101 (N=6, collective GPA=3.1); SSC 470 (N=11, collective GPA=2.6); PSC 103 (n=10, collective GPA=2.8); and PSC 201 (n=7, collective GPA=3.3).</p>	<p>We are incorporating a pre and post test in the SSC 101 & 499 courses, which provide a better measurement for this SLO.</p>
<p>Students will understand the impacts of social structures/institutions on their lives.</p>	<p>1) Senior Portfolios collected in the SSC 499 course. 2) Internal grades in the core social science major</p>	<p>Students' portfolios were reviewed, and there are some weaknesses translating conceptual approaches to practical experiences. More work will need to be done in the core courses to improve this SLO.</p>	<p>SSC 101 & 499 will be reviewed for additional changes in the fall 2007.</p>

MS in Criminal Justice A. Learning Outcome	B. Data Collection and Analysis	C. Results of Evaluation	D. Use of Evaluation Results
Students will be able to conduct, analyze, interpret and apply various works of scholarly research in order to develop responses to contemporary issues facing the field of criminal justice.	1) Comprehensive examinations	Comprehensive examination scores for 2007 graduates were analyzed. All students passed their written comprehensive exams.	CRJ 675, which serves as the degree program's capstone course, was revamped to better assist students in relating criminal justice materials from course to course, and to assist students in better articulating the relationship between the various theories and scientific studies with contemporary issues facing the field of criminal justice.
Students will be able to apply acquired research skills to evaluate scholarly products and their contribution to the fields of criminology and criminal justice.	1) Comprehensive examinations 2) Capstone Course Assessment	The Graduate Coordinator evaluated all papers, presentations, and comprehensive examinations to determine overall success of students. All students passed their written comprehensive exams, and 15 of 17 students passed the seminar course	The Graduate Coordinator will continue to require all criminal justice students to read and critique peer reviewed articles in the field of criminal justice.

MS in Community Development A. Learning Outcome	B. Data Collection and Analysis	C. Results of Evaluation	D. Use of Evaluation Results
Students will be prepared for work in community and economic development positions upon graduating.	1) Positions held by former students in various community and economic development fields.	A sample of our recent graduates find them in some of the following positions: Director of Financial Aid at Coahoma Community College; Work with the Leflore County Board of Supervisors (Mississippi) on economic development projects; Doctorate	This success provides the faculty with even more focus on exposing students to the core social science theories, especially those from community development and community and development sociology. Sociology of

		<p>program at Mississippi State University where she is also working as a teaching assistant; Doctoral program in Rural Sociology at the University of Missouri-Columbia, where she was awarded a research assistantship to study leadership programs; US Department of Agriculture's Rural Development office; Planning and Development District in Batesville; Assistant Director at the St. Gabriel Mercy Center in Mound Bayou; Economic Development Specialist at Mississippi Valley State University; Doctoral Program at Brigham Young University; and Community Developer with Congressman Bennie Thompson's 3rd Congressional District Office in Mississippi.</p>	<p>Community (COD 575), Community Development (COD 600), Delta in Global Context (COD/SOC 526), Sustainable Development (COD/SOC 521), Sociology of Development (COD 567), and Community Development (COD 680) will continue to be core courses for this program. Keeping in tune with our former graduates and our current students, and the latest research will allow us to make improvements in course content and rigor of methods for community development graduate students.</p>
<p>Students will communicate in an appropriate and effective manner, orally and in writing, to multiple types of audiences.</p>	<ol style="list-style-type: none"> 1) Theses 2) Practicum reports 3) Professional presentations 	<p>Three theses were successfully written this past academic year. A review of all students' theses over the past three years shows that students are effectively writing and contributing to the scientific community. Three of these students have published in peer reviewed articles. Also, students in this program have produced over 45 professional presentations over the past 5 years across the United States and Internationally.</p>	<p>Faculty members will continue to focus on Social Theories, Research Methods, and Oral Presentations throughout the MSCD curriculum.</p>

MSE in Social Sciences A. Learning Outcome	B. Data Collection and Analysis	C. Results of Evaluation	D. Use of Evaluation Results
<p>Students will demonstrate an ability to critically analyze social phenomena by applying key social science concepts.</p>	<p>1) Comprehensive Exams</p>	<p>All students successfully passed the written comprehensive exam. All students performed exceptionally well on the first question, which asked students to write, at length, about the three main theoretical perspectives in the social sciences.</p>	<p>The Division of Social Science Assessment Committee will continue to monitor the Secondary Education program to ensure that these education students are prepared in the content of the social sciences. Twenty-one hours in the content area will make-up the majority of the course work for this degree program.</p>

III. Division/Department Goals for the Current Year

A. Goal # 1: Hire new faculty members in Geography, Political Science, Community Development, and Criminal Justice.

1. Institutional Goal which was supported by this goal:

University Goal #4

2. Results of Evaluation:

This goal was partially met by hiring a new person in Political Science.

B. Goal #2: Improve the quality of feedback and increase the frequency of response to individual students in the program.

1. Institutional Goal which was supported by this goal:

The second goal of DSU's Quality Enhancement plan.

2. Evaluation Procedure(s):

The Division of Social Sciences created and implemented two new courses for assessment. See the reports in the appendix of this document.

3. Actual Results of Evaluation:

See appendix

4. Use of Evaluation Results:

We will meet as a faculty at the beginning of the academic year 2007-2008 to discuss the reports and how we will use the results.

IV. Data and information for department: (include narrative of programmatic scope; data)

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. To determine the extent to which the Division is meeting some of these needs, a brief analysis of trends is presented in the next section.

ANALYSIS OF TRENDS

In this section, a five-year analysis of the number of graduates for each program is discussed. In addition, multi-year comparisons of the number of majors in each program are presented.

Number of graduates

The Division's seven programs have shown consistent graduate production. Table 1 shows the number of graduates in each program over a five-year period:

Table 1: Number of Graduates for five-year period (academic year)

<u>Degree</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
BSE	13	12	6	14	7
BA	6	4	2	5	1
BSCJ	17	27	22	29	15
BS	21	16	16	18	11
MED	8	5	14	11	2
MSCJ	6	6	9	5	11
<u>MSCD</u>	<u>5</u>	<u>13</u>	<u>9</u>	<u>5</u>	<u>3</u>
Total	77	76	83	78	50

The data in Table 1 show that the number of graduates in the Division dropped this past year. This was expected and noted in the previous two annual reports. As highlighted in those reports, we cannot continue to serve so many students and programs without the needed personnel.

The next section examines trends in the number of majors for each program.

Number of Majors

In this section, a five-year trend in the number of majors in each program is presented. The following table shows the data for the number of majors:

Table 2: *Number of majors (Fall)*

<u>Program</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
BSCJ	96	91	107	96	95
BSE	43	54	51	53	52
BS	39	43	45	30	30
BA	21	19	18	20	33
MED	32	22	22	13	25
MSCD	24	22	29	20	22
<u>MSCJ</u>	<u>12</u>	<u>21</u>	<u>35</u>	<u>40</u>	<u>41</u>
Total	267	272	307	272	298

The data in Table 2 show that majors are up from last year. These numbers will decrease next year because there is no way to sustain the larger numbers in the Master's program in Criminal Justice. We are attempting to manage an online and campus program, but this is not feasible. The division chair recommended to the Dean of Arts & Sciences in 2005 that a Department of Criminal Justice would better serve the needs of this large program. This recommendation remains in effect.

V. Personnel:

See Activities Report in the appendices.

V. Degree Program Addition/Deletions and/or Major Curriculum Changes:

None

VI. Division/Department Goals for Coming Year

A. Goal # 1: Hire new faculty members in Geography, and Criminal Justice

1. Institutional Goal(s) supported by this goal:

University Goal #4

B. Goal #2: Improve the quality of feedback and increase the frequency of response to individual students in the program

1. Institutional Goal(s) supported by this goal:

The second goal of DSU's Quality Enhancement Program is to increase both of these modes of interaction.

2. Expected Results:

Both in-class and more informal interactions strongly suggest that the only way to reverse the traditional resistance to developing an academic climate is for instructors to develop a more formal and structured process for interacting with students. Instructors will continue to involve students in faculty projects.