

## **Unit Missions**

### **SSH Mission Statement**

#### **Mission statement**

The Division of Social Sciences and History educates undergraduate and graduate students, provides expertise, leadership and energy to Delta State University, and interacts with and encourages the empowerment of the wider Mississippi Delta. Students develop intellectual curiosity, tolerance of and openness to different views and values, cultivate critical thinking and strong written and oral communication skills through seminars, community engagement, lectures and field activities via in-class, on-line, and hybrid instruction formats in the areas of anthropology, community development, criminal justice, geography, history, paralegal studies, political science, pre-law, social justice and criminology, and sociology. The Division provides excellent advising and professional development programs. Students are exposed to an extraordinary educational experience that raises them to their highest potential as scholars and as effective citizens who help create strong and resilient communities. These endeavors are strengthened by two centers of excellence: the Center for Community Engagement and the Madison Center for the Study of Democracy, Human Rights and the Constitution.

## **Learning Outcomes**

### **BA-HIS 01: LO Events, themes, and developments of World History**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

#### **Learning Outcome**

Graduates of the Bachelor of Arts in History degree program will demonstrate an understanding of the major events, themes, and developments of World History.

#### **Data Collection (Evidence)**

Faculty administered objective-style Pre and Post Tests to students enrolled in HIS 103 and 104 during the 2012-13 academic year.

Results of tests will be compared to determine students' understanding of major events, themes, and developments.

#### **Results of Evaluation**

In order to measure student learning, instructors administered identical pre- and post-tests to students at the beginning and end of the course. Seventy students completed the pre-test in three sections, which was ninety-three percent of the seventy-five total students registered. Fifty-eight students completed the post-test, which was seventy-seven percent of the seventy-five total students registered for three sections of the course.

The students evinced very basic content knowledge in the initial assessment, showing themselves to be familiar with some major world events such as WWI and WWII, but completely unfamiliar with others such as the French Revolution. Most students chose to write on more familiar topics and avoid those to which they previously had limited exposure. Student answers in general contained little or no detailed/specific information, with some students doing little more than simply restating the question. In terms of length, the answers were very brief, consisting of only one paragraph in nearly every case. By contrast, students produced answers containing much more detailed/specific information in the assessment at the conclusion of the semester, and chose to write on a wider variety of topics. They showed an enhanced ability to include detailed/specific information such as the names of important figures, countries involved, and approximate dates of historical events being discussed. Student answers also increased in length, with most writing closer to one page, which is in stark contrast to the shorter paragraphs composed in the pre assessment.

Furthermore, student answers demonstrated significant acquisition and retention of knowledge of course content and material, but also a willingness to discuss an increased variety of major historical developments of which they had barely acknowledged awareness at the beginning of the semester such as the French Revolution. Finally, students also evinced an increased ability to think critically in their analyses of events at the end of the semester when compared with the very general comments they produced during the initial assessment.

#### **Use of Evaluation Results**

For the upcoming academic year, the current members of the History Committee on Curriculum and Evaluation/Assessment will work with new colleagues to revise and update the pre- and post-tests for HIS 103 and 104.

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

Faculty will continue to require essay writing in the pre- and post-tests but will also incorporate more objective questions to evaluate overall factual knowledge. No objective portion was required for this year's tests and current faculty members contend that an objective section should be part of these examinations.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

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**BA-HIS 02: LO Events, themes, and developments in American and European History**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

Graduates of the Bachelor of Arts in History degree program will demonstrate an understanding of the major events, themes, and developments in American and European History.

**Data Collection (Evidence)**

Faculty will administer pre- and post-tests consisting of essay and objective questions to students enrolled in HIS 201 and 202 beginning during the 2013-14 academic year.

Results of tests will be compared to determine students' understanding of major events, themes, and developments.

**Results of Evaluation**

No data collected because no tests were administered. Current faculty agree that an assessment for U.S. history must be provided in addition to the assessment for World History.

**Use of Evaluation Results**

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

For the upcoming academic year, the current members of the History Committee on Curriculum and Evaluation/Assessment will work with new colleagues develop pre- and post-tests for HIS 201 and 202.

Similar to the pre-and post-tests for HIS 103 and 104, faculty will require essay writing as well as objective questions to evaluate overall factual knowledge of the subject.

#### **Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

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### **BA-HIS 03: History Methodology**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

#### **Learning Outcome**

Bachelor of Arts in History degree program graduates will demonstrate an understanding of historiography and the evolution of historical inquiry and interpretation with an emphasis on the development of the modern historical profession.

#### **Data Collection (Evidence)**

Faculty administered Pre and Post Tests to students enrolled in HIS 400 during the 2013-14 academic year. The tests will consist of objective questions and an essay.

Results of tests will be compared to determine students' understanding of historiography.

#### **Results of Evaluation**

It was the purpose of this course to provide students with a survey of the ways in which historians and others have studied and represented the past, including scholarly and popular historical writing, film and video, community history and oral tradition. The course was intended to be a discussion of issues important to the historian, such as accuracy, composition, "truth," and interpretation. As the course developed throughout the semester, it is clear that the student population as a whole took much away from it. An assessment of pre-and post-tests submitted by students makes it clear that students left the class not only with a greatly increased awareness of the major historiographical periods of the last

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

two millennia, but also with a much firmer grasp of important historiographical issues such as the aforementioned accuracy, composition, “truth,” and interpretation. For example, many students, even many of the more-advanced ones, entered the course lacking knowledge of and/or appreciation for how the historical (i.e. social, economic, political, intellectual, etc.) context that produced any given historical work could affect its content and viewpoint. By the second half of the semester, however, most students in the course had begun to study the historical context of our weekly readings as a starting point, knowing that a thorough understanding of said context helps explain why earlier historians approached their subjects as they did. Post-tests reflected this development.

**Use of Evaluation Results**

History advisors will continue to encourage their advisees to take HIS 400 as either juniors or seniors when their writing and analytical skills are more advanced.

History faculty will also work to incorporate elements of historiography into upper-division courses to prepare majors for HIS 400.

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**BA-HIS 04: Writing, Analytical, and Interpretive Skills**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

Bachelor of Arts in History degree program graduates will have the skills to think critically and write persuasively using the style of trained historians and with the ability to assess historical interpretation.

**Data Collection (Evidence)**

Faculty will collect writing assignments from History Majors in HIS 400, a course designed for upperclassmen.

Writing assignments will be evaluated using a faculty-approved rubric that emphasizes the presence of a clear and precise thesis, a well-constructed essay, sophisticated analysis supported by solid details and understanding of historiography, and flowing, error-free prose.

Results of research projects will be compared to assess students’ research skills.

**Results of Evaluation**

Each student submitted a historiographical analysis of at least 12 pages, in which they compared at least five different versions of some historical event, situation, or person, especially focusing on the sources’ style, use of evidence, and the authors’ backgrounds and views. It was thus their task to link their chosen authors and issues to their historical period and to materials studied in the course. Their selections had to include at least two scholarly books or journal articles and at least one non-print medium. Overall, the assignment was an enormous success. It may have taken students a little time to become comfortable with a historiographical approach to their subject, but, in the end, most students were able to analyze/evaluate effectively their historians’ place(s) in the history of history writing. In

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

other words, the students were able to identify the historical contexts in which their authors wrote, and then use these contexts to explain why they constructed their histories as they did.

**Use of Evaluation Results**

History advisors will continue to encourage their advisees to take HIS 400 as either juniors or seniors when their writing and analytical skills are more advanced.

History faculty will also work to incorporate elements of historiography into upper-division courses to prepare majors for HIS 400.

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**BA-HIS 05: Research Skills**



**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

Bachelor of Arts in History degree program graduates will demonstrate the ability to conduct research by completing a capstone research project in HIS 498. This project will require students to construct an extensive, original research paper analyzing primary and secondary sources and employing the methods of professional historians.

**Data Collection (Evidence)**

Faculty will guide and evaluate student research papers derived from the HIS 498 course.

Research papers will be evaluated using a faculty-approved rubric that emphasizes the presence of a clear and precise thesis, a well-constructed essay, sophisticated analysis supported by solid details, and flowing, error-free prose.

**Results of Evaluation**

No data collected because this requirement begins in the 2013-2014 year.

**Use of Evaluation Results**

Will have use of evaluation results following the 2013-2014 academic year.

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*Delta State University FY2013 Unit Level Report*

*Department: Social Science(s)/History*

**BA-PSC 01: Concepts, Theories and Analytic Skills in Diverse Political Issues**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

Graduates in the Political Science major will be able to:

1. Ability to understand and use key terminology in the discipline.
2. Discuss and apply major theories and concepts of political science and its sub-fields.
3. Demonstrate critical thinking in verbal and written communication.
4. Access and use electronic and traditional library resources to research key local, state, national or international policy issues and present results.
5. Analyze and explain political, legal or policy problems and formulate policy alternatives or options.
6. Use electronic and traditional library resources to research key local, state, national or international policy issues and present results.

**Data Collection (Evidence)**

A variety of measures are used to assess the students. These methods include:

- pre- and post-tests
- assessment of comprehension of analytical readings assignments, including journal articles, political speeches, excerpts from chapters from assigned texts and book reviews
- short critical thinking and writing activities are assigned in all courses
- response papers reflecting lecture content and reading assignments
- chapter tests are used to assessing student study habits and retention
- problem-solving assignments requiring deductive and inductive reasoning
- research papers
- multiple-choice and essay examinations within and at the end of each semester

In addition to the consequences of a particular policy or issues, they must come up with solutions and discuss the implications of the solutions.

### **Results of Evaluation**

For the purpose of all matrices in Political Science courses, proficiency in LOs is measure in terms of achieving the grade of “C” or better. See the attached composite matrixes for evaluation by selected courses. Proficiency varied widely across the following courses: PSC 103: Introduction to Political Science (73%); PSC 201: American Government, Section 1 (87%); PSC 201: American Government, Section 1 (78%); PSC 306: Politics of Globalization (55%); PSC 360 (60%); PSC 371: U.S. Foreign Policy (49%); PSC 406: State and Local Government (67%); PSC 440: Judicial Process (85%).

Courses with lower proficiency ratings (PSC 103; PSC 201, Section 1; PSC 306; and, PSC 371) tend to be populated by students from other disciplines. PSC 103 is a writing-intensive course requiring regular assignment almost every week. In the case of PSC 306, PSC 360 and PSC 371, results can be explained in part by the lack of prior foundational courses. In one course (PSC 306) Biology majors initially did poorly because of they were unfamiliar with terminology and the literature.

Although PSC 440: Judicial Process resulted in the second highest score of the courses in this assessment period, a significant number of the students who achieved a passing grade in the course (35%) made it only to the minimum proficiency level because of their inexperience with primary literature. The case method in law courses poses limitations for students inexperience in analytical reading assignments.

### **Use of Evaluation Results**

In last year’s evaluation of results, colleagues strongly suggested increased emphasis on interactive teaching and more opportunities for students to show achievement through additional in-class exercises and presentations. Colleagues also implemented an additional series of short writing assignments. These assignments added a variety of strategies and activities by which instructor might gauged student progress over shorter sections of study. Emphasis on writing in courses was achieved in online and hybrid courses with Blackboard assignments and in-class reaction papers.

Because improvements in writing are contingent on other supportive factors in the class room, instructors evaluated textbook choices that integrated supplementary readings in order to increase student familiarity with basic terminology and concepts. This strategy is important for courses at the upper level that have a larger proportion of non-majors (PSC 302).

In other courses, instructors noted that student dependence on the conventional textbook approach tends not to enhance critical reading skills especially with primary sources. This is particularly true in PSC 103 and all the law-related courses. Primary literature drawn from classics and modern primary source material from literary, journalistic and professional writings pose problems for our students. Law-related courses rely heavily on the case method of teaching, using court opinions in order to show the development of the law, and requiring students to understand how legal principles are drawn from the common law system.



**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

Addressing deficits in reading and analytical abilities will require most attention to preparation of the material, student study aids, and re-evaluation of course literature.

In last year's suggestions for improvement, instructors agreed to include a broader set of topics for discussion and analysis so that students with a limited analytic background would be able to engage more effectively. This strategy continues and includes readopting second texts with more in-depth conceptual explanations, and exercises that require undergraduate students to write memos on collections of articles. This strategy has tended to result in students understanding concepts reflected in real-world examples.

**Related Items**



**GE 01: Critical and Creative Thinking**



**GE 02: Communication**



**GE 06: Social Institutions**

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**BA-PSC 02: Research Skills Grounded in Political Issues**

**Start:**7/1/2012

**End:**6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

Students completing a degree in political science will understand and apply research methods in evaluating diverse social and political problems as part of a team effort.

Data Collection (Evidence)

Data are collected by internal course assessments, with an emphasis in this section on PSC 103 Introduction to Political Science, a writing-intensive course. Senior portfolio documents are collected and evaluated for all Political Science majors.

Oral internship defenses.

Class discussion are used as means to determine if students understand key terms and concepts in Political Science; additionally, chapter tests are also used to determine if an understanding of terms and concepts are understood. Students are expected to earn the grade of "C" to measure mastery of stated objectives.

***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

Completion of an analytical writing assignment by:

1. Identifying the central problem in the author's argument
2. Evaluating the effectiveness of that argument and evidence to support it
3. Comparing the first argument against a companion or set of companion arguments
4. Formulating a conclusion about the authors' arguments
5. Reporting results in a well-written essay and discussing the conclusions in class.

In SSC 470 Methods of Social Research students complete an actual research project by:

1. Defining a research problem
2. Developing specific research questions.
3. Identifying and applying appropriate research methods.
4. Collecting and analyzing empirical data.
5. Reporting results in written and oral formats.

**Results of Evaluation**

Although the five-point model used above tends to deal more often with qualitative analysis, all graduates explore quantitative and qualitative research designs used within the political science discipline.

Students use various evaluation and communication tools to explore new ideas and to build new analytic skills. The goal is to provide students with even more opportunities to participate in class discussions to show evidence of the mastery of key terms and concepts. Most courses are inquiry-based, once comfortable with in-class discussion, students generally raise thoughtful questions about how to interpret political science literature and engage with their classmates over the meaning of a reading.

All graduates learn firsthand about the problems of social research by experimenting with several data collection methods in the field on a small scale. Thus, graduates complete an actual empirical social research project and analyzed and reported findings from data collected. They complete oral presentations of their studies in a pseudo professional setting and all achieved grades of above "C".

**Use of Evaluation Results**

In the previous assessment process, instructors agreed to emphasize interactive teaching, increase opportunities for discussion and short in-class presentations, continue to refer students having difficulties to make full use of the DSU Writing Center, expand the range of topics for students with limited analytic background, and re-evaluate text adoptions. Emphasis on writing in courses was also emphasized in online and hybrid courses with Blackboard assignments and in-class reaction papers. PSC 103 offers a picture of how these and other strategies were implemented across several semesters. In the autumn 2012 semester, PSC 103 students were required to address a broad range of readings in descriptive statistics that relate to the more traditional readings in the course. In the spring offering of PSC 103, a cluster of shorter articles dealing with health data and edited by the instructor was offered to students. The variety of short articles was more successful in eliciting comparative analysis by students and, therefore, offered students more flexibility in building their analytical abilities.

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

Instructors will continue to counsel students with writing problems to visit the DSU Writing Center. In these cases, students must show proof they have received assistance at the Center. Although students have received valuable help at the Writing Center, experience has shown that more needs to be done in the classroom in evaluating student's mechanical and conceptual problems. This is especially needed in the lower-level courses where students are introduced to the basic skills of developing and articulating arguments and expressing them in modern standard English. Because rhetorical effectiveness leads to the development of logical and conceptual abilities, instructors in the foundational courses must bear a considerable responsibility for writing instruction. Increased emphasis on writing has led to changes in one writing-intensive course (PSC 103). Three modifications to course were implemented this year. First, the number of drafts for each paper was increased, second, selections of student writing were shared and critiqued by the whole class, and an effort was made to increase one-on-one consultation with each student.

Limited drafting has always been used in PSC 103. With the spring 2013 semester students were given an increase in the number of drafts for each paper. Although useful, drafting tended to run beyond the capacity of the instructor to keep up with the addition paper correction. In any case, it is clear that the submission-response model of teaching writing adds to the effectiveness of the course. Moreover, students find the added attention to their work essential in uncovering the arguments in the readings and the connections to be made from one group of readings to the next. For the autumn semester, students will be given the opportunity to submit two drafts for each paper before the third is accepted for grading.

A second change in emphasis will be in showing common writing problems for class discussion. For each writing assignment, examples of early drafts are offered to the class on the in-class projector. These anonymous examples show writing at various stages with a variety of rhetorical and conceptual problems and elicit comments and suggestions from classmates. Showing very common problems across many papers, including class discussion and suggestions, and focusing students on solving writing problems can help. It also generalizes help across a maximum number of students. The third change in the course involves increased mandatory sessions with students and their writing assignments. Because writing is so important in the evaluation and assessment of student progress, instructors have seen the need for more one-on-one discussions, unmediated by discussion boards in hybrid courses. In these sessions, an instructor can focus on the specific mechanical and conceptual problems experienced by a student writer, resulting in greater effectiveness in comprehension and expression.

These strategies, in addition to providing students with more in-class participatory opportunities and short writing assignments in order to show mastery of terminology and concepts (PSC 103; PSC 201), and an increase in-class assignments at the cost of Blackboard discussion boards and other online assignments (PSC 302) should help in closing the achievement gap for students with writing and comprehension difficulties.

See the Composite Matrixes for the 2012-2013 Assessment Process in Political Science: Selected Courses:

- [!\[\]\(67ff022fd78f943b679992c2874bbfd1\_img.jpg\) PSC 201 American National Government, sections 1 and 2, PSC 406 State and Local Government and PSC 492 Black Political Thought](#)
- [!\[\]\(042ea11c58a77088d3dd7150909adec0\_img.jpg\) PSC 302 Politics of Globalization](#)
- [!\[\]\(5890ff4c38007932c846fa9d39ba1fe6\_img.jpg\) PSC 440 Judicial Process](#)

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 06: Social Institutions**

 **GE 08: Perspectives**

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**BS-SSC-ADS 01: Communities, theories of community and community development**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

- (1) Explain various theories of community, community development and economic development
- (2) Describe the parameters of sustainability and strategies for implementing sustainable community development
- (3) Utilize research skills to gather and analyze data on communities
- (4) Categorize various roots of social change (e.g. population, technology, social movements) and evaluate how social change occurs

**Data Collection (Evidence)**

Each student will be required to demonstrate basic skills necessary to gather, analyze, and interpret data in conducting community studies.

Each student will be required to demonstrate an understanding of diversity in communities through written work, oral presentation, and/or class projects.

Students' advisors will review their students' portfolio content once each year and provide feedback for improvement.

Each student will be required to demonstrate basic skills necessary to gather, analyze, and interpret data in conducting sociological studies.

Students will demonstrate abilities to engage in an actual social research project in collaboration with community-based partner organizations and analyze and report on data collected

**Results of Evaluation**

No evaluation possible as there are no recent graduates and no students are currently enrolled in this concentration area.

**Use of Evaluation Results**

Evaluation of results is not possible as there are no recent graduates and no students are currently enrolled in this concentration area.

***Delta State University FY2013 Unit Level Report***  
***Department: Social Science(s)/History***

**BS-SSC-GEO\_01: Key geographic concepts of place, space, region, and landscape**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

A student with a concentration in geography will:

- (1) have the ability to understand and use key geographic concepts such as place, space, region and landscape
- (2) Explain the principal physical geographical factors affecting main regions and populations of the world
- (3) Design and evaluate geographic research
- (4) Apply a geographic perspective to significant social problems and issues
- (5) Explain the principal physical geographical factors affecting regions of the world

**Data Collection (Evidence)**

- (1) Writing assignments
- (2) Facilitated discussions
- (3) SSC 101/499 Pre-test – post-test
- (4) Student portfolios
- (5) Group projects

**Results of Evaluation**

No evaluation possible as there are no recent graduates and no students are currently enrolled in this concentration area.

**Use of Evaluation Results**

Evaluation of results is not possible as there are no recent graduates and no students are currently enrolled in this concentration area.

**Related Items**



**GE 01: Critical and Creative Thinking**



**GE 02: Communication**



**GE 06: Social Institutions**



**GE 07: Cultural Awareness**



**GE 08: Perspectives**

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**BS-SSC-SOC 01: Concepts and theoretical approaches to understanding society**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

Students will comprehend and critically analyze different theoretical approaches and the way they relate to various methodologies used in sociological inquiry.

Be able to apply sociological perspectives to the examination of relationships between individuals and society.

**Data Collection (Evidence)**

Students complete multiple papers on various substantive topics of interest that demonstrate a critical understanding of the social world.

Each student is required to demonstrate basic skills necessary to gather, analyze, and interpret data in conducting sociological studies.

**Results of Evaluation**

No Data Available

**Use of Evaluation Results**

No Data Available

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**BS-SSC-SOC 02: Quantitative and qualitative research designs**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

**Bachelor of Science in Social Sciences : Sociology Concentration**

### **Learning Outcomes**

By the end of their degree program, students will be able to:

- (1) Explain and analyze several theoretical approaches to understanding the social world
- (2) Apply a sociological perspective to the relationship between individuals and society
- (3) Describe quantitative and qualitative research designs

#### **Data Collection (Evidence)**

- 1) Writing assignments
- (2) Facilitated discussions
- (3) SSC 101/499 Pre-test – post-test
- (4) Student portfolios
- (5) Group projects

Completion of an actual social research project by:

1. Defining a research problem
2. Developing specific research questions.
3. Identifying and applying appropriate research methods.
4. Collecting and analyzing empirical data.
5. Reporting results in written and oral formats.

#### **Results of Evaluation**

No Data Available

#### **Use of Evaluation Results**

No Data Available



**BS-SSC-SSC\_01: Concepts and theories relating to a range of social scientific and institutional issues**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

By the end of their degree program, students will be able to:

- (1) Interpret a wide range of social issues
- (2) Apply social theory to political issues
- (3) Explain environmental concerns
- (4) Describe issues pertaining to the criminal justice system
- (5) Interpret social issues from a spatial perspective
- (6) Explain economic development concepts

**Data Collection (Evidence)**

- (1) Writing assignments
- (2) Facilitated discussions
- (3) SSC 101/499 Pre-test – post-test
- (4) Student portfolios
- (5) Group projects

**Results of Evaluation**

No Data Available

**Use of Evaluation Results**

No Data Available

**BS-SSC-SSC\_02: Quantitative research skills in the context of diverse social, political, and spatial problems**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

1. Students completing a concentration in the Social Sciences will conduct research that applies theory in explaining a social, economic, political or environmental problem.
2. Students completing a concentration in Social Sciences will understand and apply research methods in evaluating diverse social, political, and spatial problems as part of a team effort.

**Data Collection (Evidence)**

Oral and written assessment of written work and oral presentations by each student.

Each student will be required to demonstrate basic skills necessary to gather, analyze, and interpret data in conducting sociological/political/criminal justice and geographical studies.

Success of seniors' research papers in various regional and local undergraduate paper competitions. Each student will be required to submit a portfolio that documents his or her academic progress from entry-level to final semester.

Students' advisors will review portfolio content every other semester and provide feedback for improvement.

Each completes an actual social research project by:

Defining a research problem

1. Developing specific research questions.
2. Identifying and applying appropriate research methods.
3. Collecting and analyzing empirical data.
4. Reporting results in written and oral formats

**Results of Evaluation**

No Data Available

**BSE–SSC 01: Dispositions -- teaching**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

Graduates from the Bachelor of Science in Education–Social Sciences program will demonstrate the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity.

BSE students, who are licensed to teach at the 7-12 school levels, will possess the knowledge and capabilities to organize and provide instruction in Social Studies and dispositions to organize and provide instruction at the appropriate school level for the study of individual development and identity.

Graduates from the Bachelor of Science in Education–Social Sciences program will possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of people, places, institutions and environment.

Graduates from the Bachelor of Science in Education–Social Sciences program will have substantial field and clinical experiences by a completion of 21 credit hours of professional education courses.

**Data Collection (Evidence)**

Students pursuing the Bachelor of Science in Education–Social Sciences degree are required to complete a series of assessments, including the Praxis I and II tests, portfolio and teacher work samples, and student teaching internships. Their program of study includes two curriculum courses taught by faculty in the DSSH, CUR 494 Methods of Teaching Social Studies I and CUR 495 Methods of Teaching Social Studies II, as well as CUR 498 Directed Teaching Internship. Candidates complete a minimum 10 hours of field experiences in which the discovery of tools of inquiry, and meaningful observation and instructional techniques occur.

In planning and implementing lessons, candidates engage in instruction methods that allow them to incorporate National Council for Social Studies standards, for example, to complete the methods courses each candidate is required to develop a lesson plan and teach a lesson on the topic of cultural diversity at a local high school site. This lesson is evaluated by a certified social studies cooperating teacher as well as the methods course instructor.

Data are collected from the student teaching internship portfolio documents, Praxis II test scores, and evaluation instruments from the student teaching internship as well as field experiences which have been incorporated into the social studies methods courses. Teacher interns and methods course students alike are evaluated by their cooperating teacher, subject area University supervisor, and College of Education supervisor. Data are tabulated and presented in an assessment report. All data are analyzed by the subject area supervisor and discussed by the Social Science Education Committee.

***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

All results and use of results are discussed in the attachment below (BSE SSC outcomes)

-  [BSE SSC learning outcomes](#)

**Results of Evaluation**

All results and use of results are discussed in the attachment in Data Collection (BSE SSC outcomes)

**Use of Evaluation Results**

All results and use of results are discussed in the attachment in Data Collection (BSE SSC outcomes)

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**BSJC-01: Social Institutions and interaction and the criminal justice system**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

- Program graduates will demonstrate the ability to understand and apply the key terms and concepts in Social Justice and Criminology.
- Program graduates will demonstrate the ability to think critically about important concepts and contemporary issues in Social Justice and Criminology.
- Program graduates will indicate and demonstrate the ability to write effectively about Social Justice and Criminology.
- Students will develop the ability to analyze and think critically about how social forces and other theoretical considerations influence criminal behavior.

**Data Collection (Evidence)**

- Diverse internal course assessments: exams, papers, and group discussions
- To test general social justice and criminology knowledge, students are given a pre-test in SSC 101 testing basic and advanced concepts and theories. They are then given a post-test (the same test) in SSC 499 to assess the change in their level of knowledge.
- Several Social Justice and Criminology courses administer pre- and post-tests to test change in course specific knowledge.
- The Social Justice and Criminology Curriculum Assessment/Evaluation Committee develops and assesses learning outcomes and indicators of program effectiveness

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

**Results of Evaluation**

The SJC Curriculum and Assessment/Evaluation Committee develops and assesses learning outcomes and indicators of program effectiveness.

Proficiency is defined as a grade of “C” or better in an undergraduate course.

**Course: \_\_CRJ 300 Criminal Justice Policy and Practice\_ Semester: Fall 2012**

<b>Student Learning Outcome</b>	<b>Collection &amp; Analysis Measures &amp; Tools</b>	<b>Results of Evaluation</b>	<b>Use of Results (Changes or Improvements)</b>
<b>Students in the class were able to . . .</b>			
1. Understand and apply the key terminology and concepts in the discipline.	Multiple choice tests of terms and concepts	65% of students were proficient	Key terms will be reviewed in class
2. Demonstrate the ability to think critically about important concepts in SJC.	Class and group discussions	77% of students were proficient	More class discussion will be encouraged
3. Write clearly and with purpose about SJC issues.			
4. Develop the ability to analyze and think critically about how social forces and theoretical considerations influence criminal behavior.	Class and group discussions	77% of students were proficient	Class discussion with examples

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

**Course: \_\_CRJ 455 Ethics in Social Justice and Criminology\_ Semester: Spring 2013**

<b>Student Learning Outcome</b>	<b>Collection &amp; Analysis Measures &amp; Tools</b>	<b>Results of Evaluation</b>	<b>Use of Results (Changes or Improvements)</b>
<b>Students in the class were able to . . .</b>			
1. Understand and apply the key terminology and concepts in the discipline.	Multiple choice tests of terms and concepts	50% of students were proficient on the first test; 50% of students were proficient on the second test; 70% of students were proficient on the third test; and 80% were proficient on the fourth test.	Basic terminology will be tested in class discussions prior to exams.
2. Demonstrate the ability to think critically about important concepts in SJC.	Class and group discussions	90% of students were proficient	
3. Write clearly and with purpose about SJC issues.	Short answer questions requesting analysis of concepts	50% of students were proficient on the first test; 50% of students were proficient on the second test; 70% of students were proficient on the third test; and 80% were proficient on the fourth test.	Adjust already used examples in class to include writing
4. Develop the ability to analyze and think critically about how social forces and theoretical considerations influence criminal behavior.			

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

**Course: \_\_\_CJR 438 Comparative Criminal Justice\_\_ Semester: \_\_Spring 2013**

<b>Student Learning Outcome</b>	<b>Collection &amp; Analysis Measures &amp; Tools</b>	<b>Results of Evaluation</b>	<b>Use of Results (Changes or Improvements)</b>
<b>Students in the class were able to . . .</b>			
1. Understand and apply the key terminology and concepts in the discipline.	Multiple choice test questions	77% of students were proficient	
2. Demonstrate the ability to think critically about important concepts in SJC.	Group discussions using the Socratic method.	82% of students were proficient	
3. Write clearly and with purpose about SJC issues.	Short answer test questions	41% of students were proficient	Class examples involving writing will be used.
4. Develop the ability to analyze and think critically about how social forces and theoretical considerations influence criminal behavior.	Group discussions using the Socratic method	82% of students were proficient	



**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

**Course:** \_\_\_CJR 420 Seminar in Corrections\_\_\_ **Semester:** \_\_\_Fall 2012

<b>Student Learning Outcome</b>	<b>Collection &amp; Analysis Measures &amp; Tools</b>	<b>Results of Evaluation</b>	<b>Use of Results (Changes or Improvements)</b>
<b>Students in the class were able to . . .</b>			
1. Understand and apply the key terminology and concepts in the discipline.	Multiple choice and short answer test questions	50% of students were proficient	Key terms and concepts will be reviewed in class discussion
2. Demonstrate the ability to think critically about important concepts in SJC.	Paper assignments examining a correctional issue from multiple perspectives	50% of students were proficient	In-class examples of critically analyzing a correctional issue
3. Write clearly and with purpose about SJC issues.	Paper assignments examining a correctional issue from multiple perspectives	50% of students were proficient	In-class examples of critically analyzing a correctional issue
4. Develop the ability to analyze and think critically about how social forces and theoretical considerations influence criminal behavior.	Paper assignments examining a correctional issue from multiple perspectives	50% of students were proficient	In-class examples of critically analyzing a correctional issue

**Use of Evaluation Results**

The SJC Curriculum and Assessment Committee has the following goals for the 2012-2013 academic year.

1. Develop and use an appropriate matrix for assessment.
2. Refine the current set of program-wide student learning outcomes (SLO's) that can be measured across all courses.
3. These SLO's should be broad enough so that all instructors can report assessment data.
4. Assessment data will come from pre-test/post-test instruments. Most data will come from existing testing instruments already in use, i.e., tests, papers, and other course assignments and

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

projects. It is not necessary to make a distinction about data sources, that is, whether the data originates from traditional, hybrid, or on-line courses.

5. Reporting data for each assessment category is done in terms of students who reach proficiency and fail to reach proficiency.

6. Proficiency is defined as a grade of “C” or better in an undergraduate course.

**Related Items**



**GE 01: Critical and Creative Thinking**



**GE 06: Social Institutions**

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**BSJC-02: Research Skills in Social Justice and Criminology**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

Graduates are able to develop a well-articulated and thoughtful research project dealing with a well-defined criminological research problem. They demonstrate competency with basic tools underlying modern social science research including competency in statistics and qualitative analysis.

**Data Collection (Evidence)**

Social Justice and Criminology majors use electronic and traditional library resources to research key criminological issues and present results in oral and written formats.

**Results of Evaluation**

All graduates learn firsthand about the problems of social research by experimenting with several data collection methods in the field on a small scale. Thus, graduates complete an actual empirical social research project and analyzed and reported findings from data collected. They complete oral presentations of their studies in a pseudo professional setting and all achieved grades of above “C”.

In SSC 101, SJC students take a pre-test on information in the Social Sciences, and they take a similar test in SSC 499. Results can then be compared as a rough measure of how much students have learned during their studies in the Division of Social Sciences. Table A below shows how SJC students performed.

**TABLE A: SCORES ON THE ASSESSMENT PRE- AND POST-TESTS  
FALL SEMESTER, 2012**

*Delta State University FY2013 Unit Level Report*

*Department: Social Science(s)/History*

Name	Major	Assessment Pre-Test Taken in SSC 101			Assessment Post-Test Taken in SSC 499	
		Semester	Score	Percent	Score	Percent
Student 1	SJC	FA 10	11	27.5	27	67.5
Student 2	SJC	SP 11	19	47.5	16	40.0
Student 3	SJC	FA 10	15	37.5	26	65.0
Student 3	SJC	SP 11	25	62.5	22	55.0
<b>Average</b>			17.5	43.75	22.75	56.9

The average score for students that took SSC 499 during Fall semester, 2012 improved from 17.5 (43.75%) correct responses in SSC 101 to 22.75 (56.9%) correct responses in SSC 499. Two SJC students improved their scores from SSC 101 to SSC 499, and two SJC students got lower scores in SSC 499 than SSC 101.

TABLE B: SCORES ON THE ASSESSMENT PRE- AND POST-TESTS  
SPRING SEMESTER, 2013

Name	Major	Assessment Pre-Test Taken in SSC 101			Assessment Post-Test Taken in SSC 499	
		Semester	Score	Percent	Score	Percent
Student 1	SJC	FA 10	17	42.5	15	37.5
Student 2	SJC	FA 11	19	47.5	18	45.0
Student 3	SJC	FA 11	15	37.5	25	62.5
Student 4	SJC	SP 12	17	42.5	21	52.5
Student 5	SJC	SP 12	22	55.0	21	52.5
Student 6	SJC	SP 10	27	67.5	23	57.5
Student 7	SJC	N/A	N/A	N/A	19	47.5
Student 8	SJC	FA 11	12	30.0	18	45.0
Student 9	SJC	FA 11	18	45.0	20	50.0
Student 10	SJC	FA 11	17	42.5	17	42.5
Student 11	SJC	FA 09	18	45.0	27	67.5
<b>Average</b>			18.2	45.5	20.5	51.4

## **Delta State University FY2013 Unit Level Report**

### **Department: Social Science(s)/History**

The average score for students that took SSC 499 during Spring semester, 2013 improved from 18.2 (45.5%) correct responses in SSC 101 to 20.5 (51.4%) correct responses in SSC 499. Five SJC students improved their scores from SSC 101 to SSC 499, one student got the same score in both tests, four and two SJC students got lower scores in SSC 499 than SSC 101. One student did not take the pre-test.

#### **Use of Evaluation Results**

Attention will continue to be placed on the importance of critical thinking, analyzing information, the value of research, and making connections between courses from across the program of study. Through emphasis on both practical and academic elements of Social Justice and Criminology, students are being guided toward critical thinking and making connections between theory, methods and practice. Students are advised to pursue diverse internship experiences and take advantage of research opportunities.

The SJC Curriculum and Assessment Committee has the following goals for the 2012-2013 academic year.

1. Develop and use an appropriate matrix for assessment.
2. Refine the current set of program-wide student learning outcomes (SLO's) that can be measured across all courses.
3. These SLO's should be broad enough so that all instructors can report assessment data.
4. Assessment data will come from pre-test/post-test instruments. Most data will come from existing testing instruments already in use, i.e., tests, papers, and other course assignments and projects. It is not necessary to make a distinction about data sources, that is, whether the data originates from traditional, hybrid, or on-line courses.
5. Reporting data for each assessment category is done in terms of students who reach proficiency and fail to reach proficiency.

#### **Related Items**



**GE 02: Communication**



**GE 03: Quantitative Skills**



**GE 07: Cultural Awareness**

**MED-SEC-HIS\_01: Advanced concepts, ideas and methods in history**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

History graduate students will demonstrate an understanding of historiography and the evolution of historical inquiry and interpretation with an emphasis on the development of the modern historical profession.

History graduate students will demonstrate an ability to critically analyze historical developments, figures, and eras by applying key concepts and methods derived from an understanding of historiography.

History graduate students will demonstrate an ability to teach the subject using current teaching methods in history and the social sciences.

History graduate students will demonstrate an ability to teach the subject using current teaching methods in the social sciences.

**Data Collection (Evidence)**

Written assignments (analytical essays/papers, book reviews)

Class discussions

Comprehensive exams

Thesis projects

Written assignments from courses, particularly HIS 500

Teacher Work Sample (TWS) and documentation from the SSC 602 course

**Results of Evaluation**

Baseline data being collected this year. Currently there is only 1 student in the M. Ed. in Secondary Education (History Education).

Last year's report noted trends as follows:

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

One student from this program took and passed comprehensive exams in the 2011-2012 academic year. (No student has pursued the thesis option in recent years.) History faculty have expressed concerns that the comprehensive exams are too narrowly focused on content from very specific courses. No student completed the comprehensive exam in the 2012-13 academic year. Concerns are that students are completing the program without a broad enough foundation of historical knowledge and a thorough understanding of historiography. Once we changed the curriculum, the comprehensive exams will cover a wider array of historical and historiographical materials. The History faculty contends that the comprehensive exams should require a broader understanding of historical developments and scholarship than the current approach provides.

Students who did not take Historiography as undergraduates are required to take the Historiography course (HIS 500) at the graduate level. Students analyzed historical figures, developments, and eras through various writing assignments and class discussions. At the graduate level, students are expected to enhance their analysis of history through a deeper engagement with historiography. In the evaluated courses, students performed well in discussions and demonstrated a good general knowledge of the subjects being taught. However, writing clearly, succinctly and persuasively proved to be the students' main weakness.

#### **Use of Evaluation Results**

In response to the accreditation requirements from the National Council for Accreditation of Teacher Education (NCATE), the M.Ed. in Secondary Education-History program required "teaching track" candidates to complete SSC 602 Trends in the Teaching of the Social Sciences and History for completion of the program. This course requires students to engage in field experiences and provide teacher work samples. In addition to this change, History faculty worked to alter the curriculum in 2012-13 which has been approved by the DSU Academic Council.

In 2012-13 we reconfigured History's 600-level graduate courses to allow for more chronological flexibility, thematic concentration, and geographic diversity.

Previously the History Program offered fourteen 600-level courses, all but two of which were confined within a particular set of dates (e.g. Seminar in European History in the Nineteenth Century). The following 600-level courses were deleted HIS 609, HIS 611, HIS 613, HIS 617, HIS 619, HIS 621, HIS 623, HIS 625, HIS 627, HIS 629, HIS 630 and replaced with seven more broadly and less chronologically confining seminars: HIS 640 Early European History, HIS 641 Modern European History, HIS 642 Topics in European History, HIS 650 Early American History, HIS 651 Modern American History, HIS 652 Topics in American History and HIS 660 Topics in World History. These changes were approved by the DSU Academic Council. These programmatic changes will take effect in fall 2013.

Additional History M.Ed. program, curriculum changes reflect our previously-stated concerns about comprehensive exams. History faculties are currently creating graduate reading lists to accompany coursework and demand a broader knowledge base for exams.

**MED-SEC-SSC\_01: Advanced social science concepts and methods**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

Social Science graduate students will demonstrate an ability to critically analyze social phenomena by applying key social science concepts, theories and methods.

**Data Collection (Evidence)**

- Course-based projects.
- Written comprehensive exams, including intensive comp preparation sessions.
- Tracking of student performance and retention (quantitative). This allows us to better understand factors in graduate student success, particularly completion of program and completion of comprehensive exams.

**Results of Evaluation**

**COURSE-BASED PROJECTS:** Students taking graduate level courses in the Division appear to do adequately in their content areas. In the past year attention was given to development in the areas of research project conceptualization and design, field research, analysis of data, compilation of results, and appropriate writing strategies for the social sciences.

Comprehensive exams: Seven students from this program took comprehensive exams in the 2012-2013 academic year. To pass the exam, students must score a minimum of 80 percent in theory, methods and content area questions. All candidates have passed their exams on at least the second try. Four of these students passed on the first try; three students passed after being asked to retake the exam. No comprehensive exam scores were in the highest scoring brackets. Professors offered two comp preparation sessions over the course of the year, and also worked intensively with candidates to help them prepare. This appears to have improved performance over the previous academic year.

No student completed the thesis track, all opted to complete extra electives and do the comprehensive exam. Some students were dismissed for not maintaining the required 3.0 graduate GPA. Upon examination of the data:

1. Among dismissed students, mean UNDERGRADUATE GPA was 2.89 and two had non-DSU undergrad degrees. (GPA under 3.0 for admittance requires provisional acceptance status).
2. Among students who completed (n=7), mean UNDERGRADUATE GPA was 3.27; 5 of the 7 who completed had DSU undergrad degrees.

Students, with undergraduate degrees in Social Sciences degrees seem to do better as they are already familiar with the level of academic rigor and other disciplinary issues.

**Use of Evaluation Results**

In response to the identified need for students to understand the diverse approaches to the teaching of social sciences, the course SSC 602, Teaching Methods in Social Science and History was recently designed. Students need this seminar to help them become familiar with ethics and research methods

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

at the graduate level; the course fosters a community of graduate students and a sense of inclusiveness and mutual support that appears to be important for student success and retention.

The M.Ed. in Social Sciences underwent restructuring in 2012-2013. Concrete advances in modifying the degree program has been completed and inserted into the current Graduate Catalog. The level of emphasis on comprehensive exam preparation will continue to be maintained, with two tutorial/preparation meetings for all grad students (Fall and Spring annually) to provide individualized help.

Applicants with less than 3.0 GPA will be much more carefully screened, and selection of provisional applicants will be much more selective.

Instructors will place further emphasis on defining the level of rigor that is expected to all students, so that non-DSU undergrads coming into the program will be better prepared to understand the level of excellence that is expected.

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** MS-CD\_01: Comprehension and application of theories of community and development frameworks**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

Community Development graduates will be able to explain diverse theoretical perspectives pertaining to community development.

Students will demonstrate competence understanding how the social world works and how the social science approach overcomes many common errors in everyday reasoning.

**Data Collection (Evidence)**

Students writing assignments including essays, several drafts of student course work, research papers, and final research papers.

Discussion forums encourage students to interact with peers and instructors in discussing the key concepts and theoretical perspectives discussed in the course and applying theoretical perspectives to various issues related to community development and social change.

Course-based research projects and class presentations

Proficiency is defined as a grade of “B” or better in a graduate level course.

**Results of Evaluation**

Approximately 85% of the students enrolled in the in core courses Community Development, Sociology of Community and Sustainable Development grades of “A” or “B” in the core courses. Research papers, discussion questions, and short essays assignments were used to monitor



## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

and improve student learning in both online and in class learning environment. Professors reported modestly improved writing skills among the 6 students who graduated from the program.

**COURSE-BASED PROJECTS:** Students taking graduate level courses in the Division appear to do adequately in their content areas. In the past year attention was given to development in the areas of research project conceptualization and design, field research, analysis of data, compilation of results, and appropriate writing strategies for the social sciences.

Comprehensive exams:

Six students from the MSCD program took comprehensive exams in the 2012-2013 academic year. To pass the exam, students must score a minimum of 80 percent in theory, methods and content area questions. All candidates have passed their exams on at least the second try. Three of these students passed on the first try; three students passed after being asked to retake the exam. No comprehensive exam scores were in the highest scoring brackets. Professors offered two comp preparation sessions over the course of the year, and also worked intensively with candidates to help them prepare. This appears to have modestly improved performance over the previous academic year.

No graduating student completed the thesis track (although one MSCD student will defend her thesis in August 2013), all opted to complete extra electives and do the comprehensive exam.

### **Use of Evaluation Results**

An evaluation of comprehensive exams (completed by students in the 2011-12 academic year) by the DSSH Chair revealed that in general, MSCD students showed only a satisfactorily grasp of the meaning of community development and related concepts and frameworks. Concerns that students displayed only rudimentary knowledge of the main principles of these frameworks were part of a discourse with MSCD faculty. While students are able to identify the main frameworks/techniques of community development, there were general limitations in critically reviewing, comparing, and contrasting frameworks/techniques and applying them to real life situations. With these issues in mind, in the 2012-13 academic year, faculty focused on key concepts, frameworks and interpretive skills in course delivery.

MSCD students have become engaged in research across the MSCD program of study and engaged in work beyond their course requirements. For example, a couple MSCD students assisted faculty in conducting an empirical study entitled "Community Based Participatory Research for Asset Building in the Mississippi Delta in Leflore County. They helped to complete a questionnaire survey, engaged community members in participatory dialogues and oral history discourses in the research process. Students learned the art and science of conducting Community-based research beyond their regular MSCD curriculum requirements. The results of the empirical study will be used by the Center for Community and Economic Development and the DSSH at Delta State University, the Southern Regional Asset-Building Coalition and the Coalition for a Prosperous Mississippi to advance their work on Asset Building among Low Income Families.

MSCD faculty members worked to improve standards for the comprehensive exams and tutored students in study techniques and the required standards for the exam. In the 2012-13 academic year, more questions were added on theory on content areas. Emphasis was placed on learning across the curriculum.

Students were provided with practice questions for comprehensive exams based on their concentration areas of focus, students were encouraged to consult with professors to attest the quality of their responses to mock questions.

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

Faculty members encouraged students to carry out research for practicum and thesis projects, and use skills acquired in the MSCD program to apply for suitable jobs in the field of community development at local, state and national level. This year we had one very successful and excellent practicum project by a graduating student who works as Assistant to the Mayor of the City of Greenville, Mississippi. A MSCD student who is scheduled to defend her thesis on August 7, 2013, works at the Mississippi Center for Justice as the community organizer for the Center's campaign to expand healthcare access in the Mississippi Delta. In this capacity, she is working to educate and mobilize youth to advocate for themselves and in their communities on issues related to Medicaid and the Affordable Care Act. The student notes that the knowledge, and analytic and research skills that she acquired from being a student in the MSCD program and from participating in several community based research projects in the DSSH and at the Center for Community and Economic Development helped her to be a strong candidate for the job.

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**MS-CD\_02: Research methods and data analysis strategies in Community Development**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

Graduates of the Community Development program will demonstrate knowledge of various research methods

**Data Collection (Evidence)**

Course-based research projects.

Practicum reports.

Comprehensive exams.

Students writing assignments including preliminary research proposal, drafts of research papers, and final research reports.

Professional research papers based on faculty feedbacks which they receive at different stages of writing and preparing reports for several courses.

Students' presentation of their research to classmates and receive peer evaluations and detailed feedback from professors as formal training for employment and engagement in the field of community development.

Specific internal course assessment of SSC 669 Quantitative Research and Statistics and SSC 570 Methods of Social Research

***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

Comprehensive examinations.

Discussion boards and assignments are used to prepare students to write a research proposal on a topic of their choice. The discussion board questions and assignments are focused on specific elements required in a research proposal. Students then use peer and instructor feedback on discussions and instructor feedback on assignments to create a research proposal as a final paper in the class. The discussions and assignments walk the students through the entire process from creation of the introduction, literature review, theoretical framework, and methods section (including sample selection, data collection, research question, variables and their measurement, etc.)

Students engage in online discussions devoted to creation of questionnaire/interview schedule questions. Students learn from each other and the instructor regarding how to improve the questions. Discussions compliment textbook chapters on instrument creation. As an assignment, students then prepare a questionnaire/interview schedule based on the proposal they are writing for class. The instructor and each peer provide feedback on each questionnaire created. Students are able to make connections between the variables needed to answer their research questions and how to measure them to ensure/strengthen validity.

**Results of Evaluation**

All students achieved proficiency in core and methods course by attaining grades of “B” or better in these graduate level courses.

Students benefited from the process of proposal and questionnaire writing as they learned how to apply research methods to a topic of their choice and as they learned how to appropriately measure variables necessary to answer their research questions. Students also gained valuable insights from their instructor on how to improve their proposals and valuable insights from their peers and their instructor on how to improve their questionnaires/interview schedules.

Student presented their research to classmates and received peer evaluations and detailed feedback from professors as formal training for employment and engagement in the field of community development.

One graduating MSCD student worked with his professor to complete an excellent practicum in the 2012-13 year. Using quantitative and qualitative research designs the student showed excellent grasp of the techniques used in pursuing answers to questions about the social world and how the scientific method approach overcomes many common errors in everyday reasoning. He demonstrated firsthand knowledge on how to construct a sound research proposal and develop practical questionnaire writing skills. The student also demonstrated basic analytic and writing skills necessary to interpret data in conducting community development studies. The student, Greg Claus, is Executive Assistant to the Mayor, Greenville, MS.

One MSCD student, Staresha Hoskins, worked on several research/community projects, funded by the Center for Community and Economic Development (CCED) and DSSH in the 2012-13 academic year.

***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

**Use of Evaluation Results**

The improve on last year's performance, students were given extensive feedback on their research proposals/papers.

The professor used students' research proposals and questionnaires to assess if the discussion boards are adequately preparing them to write the proposal and questionnaire. Adjustments to the discussion boards and written assignments are made as necessary for the next semester to enhance the learning process.

Extensive feedback was given to students.

Students were taught appropriate and unappropriate sources. Students were referred to the library for assistance in locating sources.

An evaluation of comprehensive exams (completed by students in the 2011-12 academic year) by the DSSH Chair revealed that in general, MSCD students showed only a satisfactorily grasp of the meaning of community development and related concepts and frameworks. Concerns that students displayed only rudimentary knowledge of the main principles of these frameworks were part of a discourse with MSCD faculty. While students are able to identify the main frameworks/techniques of community development, there were general limitations in critically reviewing, comparing, and contrasting frameworks/techniques and applying them to real life situations. With these issues in mind, in the 2012-13 academic year, faculty focused on key concepts, frameworks and interpretive skills in course delivery.

MSCD students have become engaged in research across the MSCD program of study and engaged in work beyond their course requirements. For example, a couple MSCD students assisted faculty in conducting an empirical study entitled "Community Based Participatory Research for Asset Building in the Mississippi Delta in Leflore County. They helped to complete a questionnaire survey, engaged community members in participatory dialogues and oral history discourses in the research process. Students learned the art and science of conducting Community-based research beyond their regular MSCD curriculum requirements. The results of the empirical study will be used by the Center for Community and Economic Development and the DSSH at Delta State University, the Southern Regional Asset-Building Coalition and the Coalition for a Prosperous Mississippi to advance their work on Asset Building among Low Income Families.

MSCD faculty members worked to improve standards for the comprehensive exams and tutored students in study techniques and the required standards for the exam. In the 2012-13 academic year, more questions were added on theory on content areas. Emphasis was placed on learning across the curriculum.

Students were provided with practice questions for comprehensive exams based on their concentration areas of focus, students were encouraged to consult with professors to attest the quality of their responses to mock questions.

Faculty members encouraged students to carry out research for practicum and thesis projects, and use skills acquired in the MSCD program to apply for suitable jobs in the field of community development at local, state and national level. This year we had one very successful and excellent practicum project by a graduating student who works as Assistant to the Mayor of the City of Greenville, Mississippi. A MSCD student who is scheduled to defend her thesis on August 7, 2013, works at the Mississippi Center for Justice as the community organizer for the Center's campaign to expand healthcare access in the Mississippi Delta. In this capacity, she is working to educate and mobilize youth to advocate for themselves and in their communities on issues related to Medicaid and the Affordable Care Act. The student notes that the knowledge, and analytic and research skills that she acquired from being a student in the MSCD program and from participating in several community

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

based research projects in the DSSH and at the Center for Community and Economic Development helped her to be a strong candidate for the job.

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**MSJC\_01: Concepts and theories**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

- Graduate students will indicate and demonstrate the mastery in understanding and applying the key terms and concepts in Social Justice and Criminology.
- Graduate students will demonstrate mastery over the ability to think critically about important concepts and contemporary issues in Social Justice and Criminology.
- Graduate students will demonstrate mastery over the ability to effectively utilize library and internet technology to research issues in Social Justice and Criminology.
- Graduate students will indicate and demonstrate mastery over the ability to write clearly about Social Justice and Criminology.
- Students will demonstrate mastery over the ability to analyze and think critically about how social forces and other theoretical considerations influence criminal behavior.

**Data Collection (Evidence)**

- Diverse internal course assessments: exams, papers, and group discussions.
- To test general social justice and criminology knowledge, students are given a pre-test in SOC 535 testing advanced concepts and theories. They are then given a post-test at the end of the semester to assess the change in their level of knowledge.
- Several Social Justice and Criminology graduate courses administer pre- and post-tests to test change in course specific knowledge.
- The Master of Science in Social Justice and Criminology Curriculum Assessment/Evaluation Committee develops and assesses learning outcomes and indicators of program effectiveness

**Results of Evaluation**

**Pretest and Posttest results from CRJ 650, CRJ 670, and SOC 546:**

SOC 650	Pre-test exam	Final Exam
	75	100
	65	100
	45	0
	70	0
	70	95
	80	100
	100	100
	70	95
	75	100

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

	60	100
	40	95
	75	90
	70	100
	50	95
Average	67.5	83.5714

CRJ 670	Pretest Exam	Final Exam
	53.36	75
	53.36	70
	46.64	0
	26.68	0
	33.35	55
	20.01	85
	26.68	90
	39.97	85
	40.02	75
	40.02	75
	26.63	80
	26.68	70
	46.64	70
	33.35	55
Average	36.67071	63.21429

**Discussion boards(online) from CRJ 650 and 670:**

64 % of students in CRJ 650 demonstrated proficiency.

79 % of students in CRJ 670 demonstrated proficiency.

**Rough drafts from CRJ 650 and CRJ 670:**

65 % of students in CRJ 650 demonstrated proficiency

74 % of students in CRJ 670 demonstrated proficiency

**Final Drafts Papers from CRJ 650 and CRJ 670:**

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

78 % of students in CRJ 650 demonstrated proficiency

86 % of students in CRJ 670 demonstrated proficiency

**Use of Evaluation Results**

Pretest and Posttest results were analyzed to identify particular concepts that students did not know. Lectures and discussions were adjusted to focus on these areas of deficiency.

Discussion boards: Extensive feedback was given in order to prepare students for their rough draft and final papers. This help students' ability to think critically about important concepts and contemporary issues in Social Justice and Criminology.

To help students demonstrate mastery over the ability to effectively utilize library and internet technology to research issues in Social Justice and Criminology. Extensive feedback was given to students for research papers. Students were taught appropriate and inappropriate sources. Students were referred to the library for assistance in locating sources.

To help students demonstrate mastery over the ability to write clearly about Social Justice and Criminology students were given extensive feedback and were required to produce several drafts of papers.

** MSJC\_02: Research methods and data analysis strategies**

**Start:** 7/1/2012

**End:** 6/30/2013

**Providing Department:** Social Science(s)/History

**Learning Outcome**

1. Graduate students will demonstrate mastery over the ability to effectively conduct advanced research issues in Social Justice and Criminology.

**Data Collection (Evidence)**

Specific internal course assessment of SSC 669 Quantitative Research and Statistics and SSC 570 Methods of Social Research and Comprehensive examinations.

Discussion boards and assignments are used to prepare students to write a research proposal on a topic of their choice. The discussion board questions and assignments are focused on specific elements required in a research proposal. Students then use peer and instructor feedback on discussions and instructor feedback on assignments to create a research proposal as a final paper in the class. The discussions and assignments walk the students through the entire process from creation of the introduction, literature review, theoretical framework, and methods section (including sample selection, data collection, research question, variables and their measurement, etc.)

Students engage in online discussions devoted to creation of questionnaire/interview schedule questions. Students learn from each other and the instructor regarding how to improve the

***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

questions. Discussions compliment textbook chapters on instrument creation. As an assignment, students then prepare a questionnaire/interview schedule based on the proposal they are writing for class. The instructor and each peer provide feedback on each questionnaire created. Students are able to make connections between the variables needed to answer their research questions and how to measure them to ensure/strengthen validity.

**Results of Evaluation**

All students successfully analyzed data from a real-world research project.

Students benefited from the process of proposal and questionnaire writing as they learned how to apply research methods to a topic of their choice and as they learned how to appropriately measure variables necessary to answer their research questions. Students also gained valuable insights from their instructor on how to improve their proposals and valuable insights from their peers and their instructor on how to improve their questionnaires/interview schedules.

**Use of Evaluation Results**

The improve on last year's performance, students were given extensive feedback on their research proposals/papers.

The professor used students' research proposals and questionnaires to assess if the discussion boards are adequately preparing them to write the proposal and questionnaire. Adjustments to the discussion boards and written assignments are made as necessary for the next semester to enhance the learning process.

Extensive feedback was given to students.

Students were taught appropriate and inappropriate sources. Students were referred to the library for assistance in locating sources.



## **Gen Ed Learning Outcomes**

### **ANT\_101\_GE 01: Critical & Creative Thinking**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Gen Ed learning outcome (competency)**

Developing sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change.

Students are introduced to the different theoretical approaches in the discipline. Students also learn how anthropology can be applied to different fields (i.e. medical anthropology). They also learn about anthropology's relevance in our daily lives as well as how cultures change and evolve over time. Over the course of the semester, students are exposed to the major fields (anthropological linguistics, archeology, ethnology, biological anthropology), and controversies in anthropology. Drawing on some of the key concepts they have mastered from their readings, students are given an opportunity in their exams, participation and essays questions such as: What is anthropology and why is it important? How does an anthropologist's theoretical orientation influence the way they view a culture and society? What is the future of religion? What does art say about a culture? What are the positive and negative aspects of globalization on human culture and societies? What are some types of social inequality in different societies? Why do some mores or norms exist in one culture but not another?

#### **Data Collection**

Quizzes and Exams

Essay Assignment

Participation Assignments

In-Class Discussion

#### **Quizzes and Exams-**

Describe and evaluate the relevance of key concepts in Anthropology. Students must be able to explain what anthropology is, describe the history and major theories in Anthropology, analyze cultural change and variation over time and demonstrate how Anthropology can be applied to solve real-world problems. Students may be asked to discuss key theories, scholars, systems, the functions of institutions, cultural patterns and variations for assessments for quizzes or exams that may be a multiple-choice, fill-in-the-blank (FITB), short answer questions, and/or an essay format.

Students in this introductory-level course are expected to synthesize information from lectures and class discussions to develop well-thought out answers to the questions posed on their assessments. Students are expected to communicate in writing a coherent, organized, and well-structured essay with ample examples that demonstrate their mastery of Anthropology such as the scope, history, and existing theories in Anthropology, cultural change, and how to apply Anthropology.

#### **Essay Assignment**

Students must choose peer-reviewed article written by an Anthropologist (available on myAnthroLab (MAL)). Students must summarize the work and then draw conclusions about the author(s) presentation or the author(s) findings.

## **Delta State University FY2013 Unit Level Report**

### **Department: Social Science(s)/History**

This assignment provides students with an opportunity to enhance their writing skills, their understanding and awareness about key issues in Anthropology. They must be able to evaluate the importance of the scholarly article to the field of Anthropology. Students at the collegiate level should be able to orally and communicate in writing their understanding of ideas and issues about variation across cultures.

#### **In-Class Discussion**

Students are asked to discuss a topic or event related to a contemporary or controversial issue in anthropology. In class students may be asked to read a brief article or watch a video or listen to an audio clip individually or as a group and evaluate this information. Then they must respond to the professor's and other students' questions/comments demonstrating that they have critically assessed the issue, comments/questions and provided ample evidence from the readings, their text, or the media clip provided when responding.

Students are expected to keep up with controversies related to the topics covered in Anthropology. In class discussion provides an opportunity for students to learn in-depth about a particular aspect Anthropology whether it is about the micro-cultures in the United States or another culture on the other side of the globe. Students are given an opportunity to voice their opinions about a particular event or controversy dealing with cultural issues and defend their position while respecting the opinions of other students in the class. Students at the collegiate level should be able to communicate effectively in writing their understanding of ideas and issues facing different societies.

#### **Participation Assignments**

Students are asked to choose an activity related to the weekly readings such as watching a video, running a simulation, or viewing a timeline about a particular topic in Anthropology. Students then take an assessment (either multiple choice or essay) over this particular activity.

The purpose is to help students relate the concepts and current developments in their Anthropology text that they are reading on a weekly basis. These assignments also help students to complete and think critically about the week's assigned readings. This assignment also helps students stay engaged in class by using the PearsonLab, myAnthroLab (MAL). This website has a great set of free tools to help students understand Anthropology including the assignments students will use for these assignments! The *more* time students are on are engaged on this website, the *more* likely they also use the other tools such as the chapter quizzes and the flashcards, which will help them be better prepared for their assessments on Blackboard. Lastly, these assignments are designed to help students learn that Anthropology can be interesting and fun! The videos, slideshows, simulations, quizzes and/or audio that are available on this website are all designed to underscore this point.

#### **Results of Evaluation**

No Data Available: Course was not Taught in the 2013-14 year.


#### **Use of Results**

No Data Available: Course was not Taught in the 2013-14 year.

#### **Related Items**



**GE 01: Critical and Creative Thinking**

 **ANT\_101\_GE 05: Self**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health

Students recognize the nature of humans, other primates, and their relationship to one another. Students learn about the various micro-cultures they belong to and how persons are differentiated based on various social cleavages such as age, class, sex, and race. Students must demonstrate their mastery of the major concepts related to individuals and incorporate these into their essays and their assessments.

**Data Collection**

**Quizzes and Exams**

Students must be able to describe what are cultures, micro-cultures, and the impact they have on the individual and their society. They also must understand the concepts of cultural relativism and ethnogenesis.

They also must understand the concepts of cultural relativism and ethnogenesis.

**In-Class Discussions**

Students must be able to demonstrate an understanding of their role of the individuals in society. Students also must demonstrate they understand that attitudes hinder their understanding of their own and other cultures. Students understand their own prejudices of other cultures. They also learn how individuals improve cultural understanding as well as initiate cultural change in different societies.

**Results of Evaluation**

No Data Available: Data will be systematically collected in the Fall 2013 and Spring 2014 semesters.

**Related Items**



**GE 05: Self**

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 **ANT\_101\_GE 06: Social Institutions**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Social Institutions

Understanding the major institutions of society and the contemporary world, including families, work, voluntary associations, and government.

Students learn how to identify the different types of societies and social institutions such as the family, marriage, kinship, non-voluntary associations or interest groups, religious societies, and political organizations. Students analyze the cultural trends in order to understand the variety of issues and challenges related to globalization of culture and the impact on the evolution of these social institutions. Questions for the essay, participation assignments, and the assessments provide students with an opportunity to compare and contrast various social institutions.

**Data Collection**

**Quizzes and Exams**

Describe and evaluate the relevance of key concepts in Anthropology. Students must be able to explain what anthropology is, describe the history and major theories in Anthropology, analyze cultural change and variation over time and demonstrate how Anthropology can be applied to solve real-world problems. Students may be asked to discuss key theories, scholars, systems, the functions of institutions, cultural patterns and variations for assessments for quizzes or exams that may be a multiple-choice, fill-in-the-blank (FITB), short answer questions, and/or an essay format.

Students in this introductory-level course are expected to synthesize information from lectures and class discussions to develop well-thought out answers to the questions posed on their assessments. Students are expected to communicate in writing a coherent, organized, and well-structured essay with ample examples that demonstrate their mastery of Anthropology such as the scope, history, and existing theories in Anthropology, cultural change, and how to apply Anthropology.

Students' scores on their assessments generally improve from the first assessment over the course of the semester and the scores are highest on their final exam. Post-test scores are also generally higher than their pre-test scores.

**Essay Assignment**

Students must choose peer-reviewed article written by an Anthropologist (available on myAnthroLab (MAL)). Students must summarize the work and then draw conclusions about the author(s) presentation or the author(s) findings.

This assignment provides students with an opportunity to enhance their writing skills, their understanding and awareness about key issues in Anthropology. They must be able to evaluate the importance of the scholarly article to the field of Anthropology. Students at the collegiate level should be able to orally and communicate in writing their understanding of ideas and issues about variation across cultures.

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

Students' oral and written presentation skills have improved and they are asked to share what they have learned from their classmates. Often two or three students will read the same article but have a different evaluation and they learn to explain how they arrived at their conclusion. Most of the students were primarily freshman and sophomores, but students wanted anxious to share what they found in their articles and in the process other students learned about the different cultures and institutions or practices.

Midway through the semester, students are more willing to share and discuss information with their classmates. As students become more confident, they are willing to discuss and engage in ideas or issues with their classmates especially if they came across a particularly interesting culture or practice! They also learn to respectfully disagree with other students and try to persuade other students with their arguments about whether a particular behavior/practice would be considered acceptable or inappropriate in our own culture.

#### **In-Class Discussion**

Students are asked to discuss a topic or event related to a contemporary or controversial issue in anthropology. In class students may be asked to read a brief article or watch a video or listen to an audio clip individually or as a group and evaluate this information. Then they must respond to the professor's and other students' questions/comments demonstrating that they have critically assessed the issue, comments/questions and provided ample evidence from the readings, their text, or the media clip provided when responding.

#### **Participation Assignments**

Students are asked to choose an activity related to the weekly readings such as watching a video, running a simulation, or viewing a timeline about a particular topic in Anthropology. Students then take an assessment (either multiple choice or essay) over this particular activity.

The purpose is to help students relate the concepts and current developments in their Anthropology text that they are reading on a weekly basis. These assignments also help students to complete and think critically about the week's assigned readings. This assignment also helps students stay engaged in class by using the PearsonLab, myAnthroLab (MAL). This website has a great set of free tools to help students understand Anthropology including the assignments students will use for these assignments! The *more* time students are on are engaged on this website, the *more* likely they also use the other tools such as the chapter quizzes and the flashcards, which will help them be better prepared for their assessments on Blackboard. Lastly, these assignments are designed to help students learn that Anthropology can be interesting and fun! The videos, slideshows, simulations, quizzes and/or audio that are available on this website are all designed to underscore this point.

As the semester progresses, students are often able to see the connection between the weekly activities and the readings. As a result, these activities help to clarify key concepts that students otherwise would have difficulty comprehending without access to the websites, slideshows, timetable, etc.

Students are able grasp how the key concepts discussed in their text operate in real-life. Students are given an opportunity to submit three of these during the first and second half of the semesters. Not only are students correctly completing the correct assignments but also many of them are receiving a perfect score.

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

**Results of Evaluation**

No Data Available: This course was not taught in the 2012-13 academic year

**Use of Results**


No Data Available: This course was not taught in the 2012-13 academic year

**Related Items**



**GE 06: Social Institutions**

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 **ANT\_101\_GE 07: Cultural Awareness**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Developing an understanding and appreciation of the diverse cultures that form the global community

Students appreciate the diversity and evolution of human culture and in both past and contemporary societies. Particular attention is given change in religious, political, and economic systems. Through written assignments such as the essay, participation assignments, and in-class discussion students are able to compare and contrast different cultures. Students also learn the critical role that globalization plays in the diffusion of cultures around the world. Through their essay assignment students read peer-reviewed articles based on ethnographic research that helps students to understand the purpose and various strategies used in ethnographic fieldwork.

**Data Collection**

**Quizzes and Exams-**

Describe the importance and relevance of different cultures and their impact at the global, national, and micro- levels. Students must be able to explain how cultures evolve, adapt, adopt and vary over time. Students may be asked to discuss the cultural foundations their own society and provide examples for other cultures for an assessment such as quizzes or exams that may be a multiple-choice, FITB, short answer, and/or essay format.

Students in this introductory-level course are expected to synthesize information from lectures, and class discussions to develop well-thought out answers to the questions posed on their assessments. Students are expected to communicate in writing how cultures emerge and the role they play in shaping societies.

**Essay Assignment and In-Class Discussion**

Students must demonstrate that they understand the role that different micro-cultures such as women, ethnic and racial groups such as African-Americans, Asian-Americans, Hispanics, Native Americans, and other culturally underrepresented micro-cultures contribute to different societies. Students also explore controversial topics such as such as dying languages, food production, commercialization, inequality, sexuality, taboos, and diseases.

The students at the collegiate level should know the importance of micro-cultures such as women, ethnic groups and racial groups such as African-Americans, Asian-Americans, Hispanics, Native

## **Delta State University FY2013 Unit Level Report**

### **Department: Social Science(s)/History**

Americans, and other culturally underrepresented micro-cultures and how they influence cultures and societies.

#### **Participation Assignments**

Students have an option to choose a weekly activity (such as watching a video, running a simulation, or viewing a timeline) that compares and contrast cultures around the world. Students then take an assessment (either multiple choice or essay) over this particular activity to assess their understanding of different cultures both inside and outside the United States.

The purpose is to help students relate the concepts and issues in Anthropology to similar concepts and events occurring in other countries. This assignment also helps students to complete and think critically about the week's assigned readings. This assignment also helps students stay engaged in class by using the PearsonLab, myAnthroLab (MAL). This website has a great set of free tools to help students understand Anthropology including the assignments students will use for these assignments! The *more* time students are on are engaged on this website, the *more* likely they are to use the other tools such as the chapter quizzes and the flashcards, which will help them be better prepared for their assessments on Blackboard. Lastly, these assignments are designed to help students learn that Anthropology can be interesting and fun! The videos, slideshows, simulations, quizzes and/or audio that are available on this website are all designed to underscore this point.

#### **Results of Evaluation**

No Data Available: This course was not taught in the 2012-13 academic year

#### **Related Items**



**GE 07: Cultural Awareness**

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### **ANT\_101\_GE 08: Perspectives**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Gen Ed learning outcome (competency)**

Gaining a knowledge and appreciation of human endeavors in all aspects of life – including artistic, scientific, historic, economic, psychological, and social.

Students demonstrate understanding of the reasons why anthropology as a field emerged. Students compare and contrast various cultures and religions, governmental and non-governmental institutions, as well as social institutions. This is reinforced in class discussions and participation assignments as students learn about the impact of globalization at various periods throughout history.

#### **Data Collection**

##### **Quizzes and Exams-**

Describe the importance and the relevance of different cultural perspectives. Students must analyze their impact at the global, national, state, and micro- levels. Students may be asked to discuss different theoretical perspectives in Anthropology for an assessment such as quizzes or exams that may be a multiple-choice, FITB, short answer, and/or essay format.

## **Delta State University FY2013 Unit Level Report**

### **Department: Social Science(s)/History**

Students in this introductory-level course are expected to synthesize information from lectures, and class discussions to develop well-thought out answers to the questions posed on their assessments. Students are expected to communicate in writing how different theoretical perspectives emerged and the role they play in shaping Anthropology.

#### **Essay Assignment and Discussion Boards**

Students must demonstrate that they understand the role that different micro-cultures such as women, ethnic and racial groups such as African-Americans, Asian-Americans, Hispanics, Native Americans, and other culturally underrepresented micro-cultures contribute to different societies. Students also explore controversial topics such as such as dying languages, food production, commercialization, inequality, sexuality, taboos, and diseases.

The students at the collegiate level should know the importance of micro-cultures such as women, ethnic groups and racial groups such as African-Americans, Asian-Americans, Hispanics, Native Americans, and other culturally underrepresented micro-cultures and how they influence cultures and societies.

#### **Participation Assignments**

Students have an option to choose a weekly activity (such as watching a video, running a simulation, or viewing a timeline) that compares and contrast cultural institutions across societies. Students then take an assessment (either multiple choice or essay) over this particular activity to assess their understanding of these institutions both inside and outside the United States.

The purpose is to help students relate the concepts and issues in Anthropology to similar concepts and events occurring in other countries. This assignment also helps students to complete and think critically about the week's assigned readings. This assignment also helps students stay engaged in class by using the PearsonLab, myAnthroLab (MAL). This website has a great set of free tools to help students understand Anthropology including the assignments students will use for these assignments! The *more* time students are on are engaged on this website, the *more* likely they are to use the other tools such as the chapter quizzes and the flashcards, which will help them be better prepared for their assessments on Blackboard. Lastly, these assignments are designed to help students learn that Anthropology can be interesting and fun! The videos, slideshows, simulations, quizzes and/or audio that are available on this website are all designed to underscore this point.

#### **Results of Evaluation**

No Data Available: This course was not taught in the 2012-13 academic year

#### **Related Items**



**GE 08: Perspectives**



 **ANT\_101\_GE 10: Values**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Facilitating the search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities.

Students demonstrate understanding of why there is variation in institutions and practices such as language, childrearing, warfare, the status of women, marriage, magic, healing, and the arts and most important what this reveals about what a society and culture values.

**Data Collection**

Describe the importance and the relevance of different cultures. Students must analyze their impact at the global, national, and micro- levels. Students must be able to explain how these values serve as a basis for groups and individuals to shape their culture and societies. Students may be asked to discuss the cultural foundations societies for an assessment such as quizzes or exams that may be a multiple-choice, FITB, short answer, and/or essay format.

Describe the importance and the relevance of different cultures. Students must analyze their impact at the global, national, and micro- levels. Students must be able to explain how these values serve as a basis for groups and individuals to shape their culture and societies. Students may be asked to discuss the cultural foundations societies for an assessment such as quizzes or exams that may be a multiple-choice, FITB, short answer, and/or essay format.

**In-Class Discussions**

Students must discuss the issues that are important to them and how those same issues may be important to others. Students must demonstrate that they understand the role that different micro-cultures such as women, ethnic and racial groups such as African-Americans, Asian-Americans, Hispanics, Native Americans, and other culturally underrepresented micro-cultures contribute to different societies. Students also explore controversial topics such as such as dying languages, food production, commercialization, inequality, sexuality, taboos, and diseases.

The purpose is to help students relate the concepts and issues in Anthropology to similar concepts and events occurring in other countries. This assignment also helps students to complete and think critically about the week's assigned readings. This assignment also helps students stay engaged in class by using the PearsonLab, myAnthroLab (MAL). This website has a great set of free tools to help students understand Anthropology including the assignments students will use for these assignments! The *more* time students are on are engaged on this website, the *more* likely they are to use the other tools such as the chapter quizzes and the flashcards, which will help them be better prepared for their assessments on Blackboard. Lastly, these assignments are designed to help students learn that Anthropology can be interesting and fun! The videos, slideshows, simulations, quizzes and/or audio that are available on this website are all designed to underscore this point.

**Results of Evaluation**

No Data Available: This course was not taught in the 2012-13 academic year

**Related Items**



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## GEO\_201\_GE 01: Critical and Creative Thinking

**Start:** 7/1/2012

**End:** 6/30/2013

### **Gen Ed learning outcome (competency)**

Developing sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change using the Disaster strikes Cleveland MS' role-playing game

### **Data Collection**

Teams design and carry out research among local first-responder groups

Teams design emergency plans for various natural disasters based on research. Teams role-play responses to a simulated natural disaster before it occurs and are rated on their ability to think critically and creatively at the levels of: "Target", "Acceptable", and "Unacceptable"

**Target** - level performance indicates that student have displayed the ability to think critically and reason through all major situations involving response to natural disaster.

**Acceptable** – level performance indicates that students have displayed the ability to think critically and reason though most situations involving response to natural disaster

**Unacceptable** – level performance indicates that students have not displayed the ability to think critically and reason though most situations involving response to natural disaster

Preparation for a realistic natural disaster and role-playing a simulated event engages students in preparatory research and also demonstrates the value of their research in terms of how well prepared they are vis-à-vis their knowledge level and how well they can 'think on their feet'

### **Results of Evaluation**

The realities of a complex threat to a geographical region sinks in when students are forced to follow the logical consequences of their own preparation and their own decisions as an even such as a catastrophic flood looms, threatening local residents. Students come to understand what it is like to be in the middle of such an event, and how geographic knowledge is absolutely essential to successful preparation.

90% of students performed at the **Target** level

9% of students performed at the **Acceptable** level

and

1% of student performed at the **Unacceptable** level

Each Roll Playing Game (RPG) follows the same rules, but each one ends differently because the disaster changes from class to class, and students prepare in different ways; it is an open-ended exercise with many possible solutions. Even when emergency responder teams do not communicate successfully and the catastrophic event affects more lives, students still learn the consequences.


**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

Following the simulated event, a full class period is spent on comparing how teams interacted and why they made the decisions that they did.

90% of the students were fully engaged and participated in the exercise with “zeal” and “interest” whereas 9% seem to disengage or have difficulty following the assignment due to the “non-regimentation” of the exercise. The One percent Unacceptable rate can be attributed to those students who did not attend class regularly or did not complete their assigned discussion posts on time. In the future there will be and an option “A” and option “B” for this assignment in which students will be able to choose between the “less structured RPG” and a more regimented assignment that will accomplish the same purpose of assessment.

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 **GEO\_201\_GE 02: Communication**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Students demonstrate skills to communicate effectively through reading, writing, speaking and listening

War or Peace in the Middle East’ role-playing game:

The simulation of diplomacy sparked by an international incident and prior to resolution of that incident either peacefully or via warfare involves complex communication skills that go beyond simply informing the public on researched facts to the strategic use of knowledge to achieve an objective and the careful use of language to convey exactly what is intended.

**Data Collection**

Teams take on roles of individual countries and leaders in those countries, then research these, then communicate their findings and positions to all other teams.

Teams interact in a dynamic fashion to protect their own strategic interests while working to solve a common threat to the region.

Individual team members negotiate secret agreements, public treaties, and other written instruments to achieve individual, team, and regional goals.

Teams take on roles of individual countries and leaders in those countries, then research these, then communicate their findings and positions to all other teams

Teams interact in a dynamic fashion to protect their own strategic interests while working to solve a common threat to the region

Individual team members negotiate secret agreements, public treaties, and other written instruments to achieve individual, team, and regional goals

**Target** - level performance indicates that student have displayed the ability to communicate and cooperate through all major situations involving war and peace in the middle east

**Acceptable** – level performance indicates that students have displayed the ability to communicate and cooperate though most situations involving war and peace in the middle east

*Delta State University FY2013 Unit Level Report*

*Department: Social Science(s)/History*

**Unacceptable** – level performance indicates that students have not displayed the ability to communicate and cooperate through all major situations involving war and peace in the middle east

**Results of Evaluation**

Teams and the class as a whole are urged to avoid war at all costs (typical scenario is a region-wide Middle Eastern war). At the same time teams and individual team members are encourage to protect their own vital interests, which makes avoid war extremely difficult following the ‘spark’ which is usually an international incident such as a terrorist attack. Students are given a strict deadline for achievement of a peaceful resolution, and the urgency of the situation and the consequences of diplomatic failure create in essence a high-stakes game that utilizes the full communicative power of each individual.

89% of students performed at the **Target** level

10% of students performed at the **Acceptable** level


and

1% of student performed at the **Unacceptable** level

**Use of Results**

Running this rpg four times per year for eight years, war has only resulted once (a case that wasn’t a ‘failure’ per se, given that it was highly instructive). Given that this is a complex, open-ended role-playing game that includes different roles for each student, the game plus the analytical follow-up (in-class discussion plus incorporation into news journals and exam essays) always provides abundant opportunity for students to internalize the numerous lessons learned and communicate those notions garnered from these experiences. In the future a presentation component with standard rubric assessment will be added to the exercise which will enhance opportunity for student assessment of this assignment

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 **GEO\_201\_GE 07: Cultural Awareness**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

It is extremely important that students come to empathize with the plight of the Other, and this rpg puts students squarely in the shoes of the world’s least fortunate and challenges them to struggle in the typical reality of rural-to-urban migration, incorporation into a capitalist society, erosion of traditional values, and the re-formation of communities where strength is created by bonds between families, guilds, small businesses, and other institutions

**Data Collection**

Surviving and Thriving in Lima, Peru’ role-playing game.

Students simulate families and take on the personae of landless immigrants from the Andes who arrive in the capital with nothing

Players must learn how to structure their lives so as to work enough to survive at a selection of menial jobs

Players must make choices about how to act in a variety of situations where their traditional cultural is challenged by the new mores of urban life

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

Players and families must attempt to come together to form a community to achieve common goals and to fend off an existential threat in the form of a company that seeks to remove them. Student are rated of the levels of Target, Acceptable and Unacceptable

**Target** - level performance indicates that student have fully displayed/communicated a garnered sense of cultural awareness

**Acceptable** – level performance indicates that student have somewhat displayed/communicated a garnered sense of cultural awareness **Unacceptable** – level performance indicates that students have not displayed/communicated a garnered sense of cultural awareness

**Results of Evaluation**

A complex set of initial conditions steers this rpg in a certain direction, but does not predetermine the outcome; each time it is run, different results occur. The instructor challenges players to do their best to survive and to follow their own moral codes, but students often choose to follow unsafe courses of action such as corruption and migration to the US. Though families are generally well able to survive by scheduling their lives in such a way that they can work all family members, including children, in enough unskilled jobs to pay for food and other necessities, further advancement through getting microloans to start small businesses, and becoming educated, are much more difficult, and are only achievable where the class is able to come together as a functioning community.

99% of students performed at the **Target** level

0% of students performed at the **Acceptable** level

and

1% of student performed at the **Unacceptable** level

When the class cannot come together as a functioning community (about 20% of the time), the ‘forces of chaos’--in the form of a company that seeks to remove them as ‘squatters’ and replace them with a mall—prevail and the students learn the hard way what lack of unity / community can mean to those who struggle most in the world. Thus, as in the other rpgs, even ‘failure’ is highly instructive. Whether or not a strong community forms, students always come to internalize the struggles of the Other, and in retaining their memories of being the Other, they are immeasurably benefited in their understandings of structural poverty and underdevelopment

99% of students displayed eagerness and openness to ward “other cultures” and the theme of cultural awareness in general. Only those student who failed to attend class regularly or failed to turn in assignments could be rated at the unacceptable level

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 **GEO\_303\_GE 01: Critical and Creative Thinking**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Critical and Creative Thinking

**Data Collection**

Students take a “Great Books” approach to exploring the historical and theoretical importance of literature from pre-classical Greece to the 21<sup>st</sup> century. Readings are selected for their discussions of

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

continuities human nature and political philosophical foundations for citizenship, democracy, justice and the state.

The earliest readings posit conflicts between culture, tradition and science, as well as the importance of liberal education as the foundation for citizenship. Throughout the semester students evaluate excerpts from primary literature for their relevance to contemporary debates. These readings form a basis for an understanding of politics broadly defined. Class discussion emphasizes the importance of developing effective questions that lead to productive discussion.

Discussion then leads to writing short essays to evaluate students' understanding of the literature, their analysis of the arguments, and their ability to express themselves in writing assignments.

### **Results of Evaluation**

No Data Available: Data will be systematically collected in the Fall 2013 and Spring 2014 semesters.

### **Related Items**



#### **GE 01: Critical and Creative Thinking**

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## **HIS\_104\_GE 01: Critical and Creative Thinking**

**Start:** 7/1/2012

**End:** 6/30/2013

### **Gen Ed learning outcome (competency)**

Students should be able to think critically and creatively about historical events, peoples and culture and understand how and why historians have diverse interpretations of the same historical facts, ideas and events.

### **Data Collection**

**Exams** - Students are able to answer essay questions on the exams which require description of events and analysis of these events and time periods. Students must answer all parts of the essay prompt showing historical knowledge of the time period or event and an ability to place that event in historical context.

Students in a college-level course are expected to take information from lectures and reading assignments to present a well-written case regarding historical themes. They should be able to synthesize information into a well-reasoned argument.

**Writing Assignments** – Students must answer questions about a primary source document that is related to content in their textbook and in class lectures. The assignment requires students to determine if the author has a bias and if the content of the document agrees with the content in their textbooks. They must take a position and support their assertions with evidence in order to show competency.

This assignment requires students to demonstrate the basic ability to understand written information, compare it to other sources, and determine the validity of that information. This is a basic skill that is necessary in all college-level courses for success.

**Class Discussions** – Students discuss their writing assignments. To be successful, each student must present their argument to their classmates regarding the bias contained in the document and its accuracy. As not all students will come to the same conclusion, they must also be able to defend and explain their position to classmates.

Students at the college-level need to be able to communicate orally their positions on issues and be able to consider alternate viewpoints. By stating their position and defending them, they are better able to understand their argument as well as its strengths and weaknesses.

**Term Paper** – Students have several smaller assignments included in this paper, which require them to choose and evaluate a topic and source, and to organize their argument logically. Students must choose a primary document from the textbook, find a relevant, scholarly, history source, and write a correctly-formatted term paper, presenting their argument and defending it. Students must analyze the content of their document, its author's bias, and place it in the correct historical setting. They must compare and contrast the content of their documents with scholarly research on the topic and make an assertion about the accuracy of their documents.

Writing an analytical paper is an important skill for students at the college-level. By completing the required elements of this paper, the students learn how to present an argument and successfully defend it in a well-written format. This is consistent with college-level writing requirements and with basic competencies in the discipline of history.

### **Results of Evaluation**

**Exams** – Exam performance generally increases from Exam I to Exam II and to the Final Exam. A combined average of the exam scores three sections of History 104 (World History since 1500) evinces a six percent increase from Exam I to the Final Exam (75.6% to 81.6%).

**Writing Assignments** – Student performance on writing assignments generally increases over the course of the semester. A combined average of the scores of nine ten-point primary source document assignments from three section of History 104 (World History since 1500) evinces a slight increase from assignment one to the ninth assignment (8.45 to 8.62 out of 10) and three of the assignments averaged over 9 points out of 10 (assignment 5 - 9.6/10, assignment 6 – 9.27/10, assignment 7 - 9.33/10).

**Class Discussions** – An in-class discussion between students and the instructor invariably accompanies the above primary source document assignments. Students are generally reluctant to present their case during the first of these discussions, but quickly become more comfortable with their peers as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of more convincing arguments from their peers. The data cited in the sections point immediately above bears this out well.

**Term Paper** – Once students find a topic and acceptable scholarly, history source for their papers, most of these meet the criteria required for success. This paper-writing process builds on the written assignments and class discussions students complete throughout the course of the semester, thus they have experience analyzing sources and comparing them to scholarly works. The students' previous experience with historical analysis becomes clear on their term papers. In three sections of History

## **Delta State University FY2013 Unit Level Report**

### **Department: Social Science(s)/History**

104 (World History since 1500), the average of the three classes on these final papers was a 76%, with individual classes averaging a 77%, a 74%, and a 77%).

#### **Use of Results**

**Exams** – Student performance generally increases over the course of the semester, and it is clear that they become more comfortable with those exam questions asking them to think critically and creatively. Their writing becomes more logically organized and presents the information in a more coherent way on the Final Exam than it did on Exam I. They are also able to make connections between time periods and include more detailed information in their exam answers.

**Writing Assignments** – Most students appear to have a basic ability to think critically and creatively about the documents by the second or third assignment. By the end of the course, they are able to make arguments regarding the validity of the information contained in the primary source and support those assertions with evidence.

**Class Discussions** – Students are generally reluctant to present their case during the first assignment, but quickly become more comfortable with their peers. They can give concrete examples to support their assertions on bias and accuracy. Students are also able to reconsider their positions in the face of more convincing arguments from their peers.

**Term Paper** – Students are easily able to find a topic for their paper, but have struggled to find an acceptable scholarly, history source. This section of the assignment has proven most difficult as many students are unfamiliar with library resources, and thus often become overwhelmed when sorting through the results of many online academic databases. Once they are able to find an acceptable source, most of the papers meet the criteria for success. As this assignment builds on the written assignments and class discussions, the students have had experience analyzing sources and comparing them to scholarly works. Most students, who have put forth a genuine effort, do succeed, at least minimally.

#### **Related Items**



#### **GE 01: Critical and Creative Thinking**

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### **HIS\_104\_GE 02: Communication**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Gen Ed learning outcome (competency)**

Students demonstrate basic skills in conducting, writing, and presenting research studies in history.

#### **Data Collection**

**Exams** - Students are able to answer essay questions on the exams which require description of events and analysis of these events and time periods. Students must answer all parts of the essay prompt showing historical knowledge of the time period or event and an ability to place that event in historical context. The answer must be written in complete sentences and completely explain their argument.



***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

Students in a college-level course are expected to take information from lectures and reading assignments to present a well-written case regarding historical themes. They should be able to synthesize information into a well-reasoned argument. This argument should be easy to understand with few grammatical and word-choice errors.

**Writing Assignments** – Students must answer questions about a primary source document that is related to content in their textbook and in class lectures. The assignment requires students to determine if the author has a bias and if the content of the document agrees with the content in their textbooks. They must take a position and support their assertions with evidence in order to show competency. Their reasoning must be explained in completed sentences.

This assignment requires students to demonstrate the basic ability to understand written information, compare it to other sources, and determine the validity of that information. They must effectively communicate their position in a written form and explain it thoroughly. This is a basic skill that is necessary in all college-level courses for success.

**Class Discussions** – Students discuss their writing assignments. To be successful, each student must present their argument to their classmates regarding the bias contained in the document and its accuracy. As not all students will come to the same conclusion, they must also be able to defend and explain their position to classmates.

Students at the college-level need to be able to communicate orally their positions on issues and be able to consider alternate viewpoints. By stating their position and defending them, they are better able to understand their argument as well as its strengths and weaknesses and possibly sway some classmates to their position.

**Term Paper** – Students have several smaller assignments included in this paper, which require them to choose and evaluate a topic and source, and to organize their argument logically. Students must choose a primary document from the textbook, find a relevant, scholarly, history source, and write a correctly-formatted term paper, presenting their argument and defending it. Students must analyze the content of their document, its author's bias, and place it in the correct historical setting. They must compare and contrast the content of their documents with scholarly research on the topic and make an assertion about the accuracy of their documents.

Writing an analytical paper is an important skill for students at the college-level. By completing the required elements of this paper, the students learn how to present an argument and successfully defend it in a well-written format. They learn how to organize written arguments and to properly cite information so that their references can be easily verified. This is consistent with college-level writing requirements and with basic competencies in the discipline of history.

**Results of Evaluation**

**Exams** – Exam performance generally increases from Exam I to Exam II and to the Final Exam. A combined average of the exam scores three sections of History 104 (World History since 1500) evinces a six percent increase from Exam I to the Final Exam (75.6% to 81.6%).

**Writing Assignments** – Student performance on writing assignments generally increases over the course of the semester. A combined average of the scores of nine ten-point primary source document assignments from three sections of History 104 (World History since 1500) evinces a slight increase from assignment one to the ninth assignment (8.45 to 8.62 out of 10) and three of the assignments averaged over 9 points out of 10 (assignment 5 - 9.6/10, assignment 6 – 9.27/10, assignment 7 - 9.33/10).

**Class Discussions** – An in-class discussion between students and the instructor invariably accompanies the above primary source document assignments. Students are generally reluctant to present their case during the first of these discussions, but quickly become more comfortable with their peers as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of more convincing arguments from their peers. The data cited in the sections point immediately above bears this out well.

**Term Paper** – Once students find a topic and acceptable scholarly, history source for their papers, most of these meet the criteria required for success. This paper-writing process builds on the written assignments and class discussions students complete throughout the course of the semester, thus they have experience analyzing sources and comparing them to scholarly works. The students' previous experience with historical analysis becomes clear on their term papers. In three sections of History 104 (World History since 1500), the average of the three classes on these final papers was a 76%, with individual classes averaging a 77%, a 74%, and a 77%).

#### **Use of Results**

**Exams** – Student performance generally increases over the course of the semester, and it is clear that they become increasingly able to and more comfortable with communicating their thoughts on exams. Their writing becomes more logically organized and presents the information in a more coherent way on the Final Exam than it did on Exam I. They are also able to make connections between time periods and include more detailed information in their exam answers.

**Writing Assignments** – Most students appear to have a basic ability to communicate their thoughts about the documents by the second or third assignment. By the end of the course, they are able to make arguments regarding the validity of the information contained in the primary source and support those assertions with evidence.

**Class Discussions** – Students are generally reluctant to present their case during the first assignment, but quickly become more comfortable with their peers. They can give concrete examples to support their assertions on bias and accuracy. Students are also able to reconsider their positions in the face of more convincing arguments from their peers.

**Term Paper** – Students are easily able to find a topic for their paper, but have struggled to find an acceptable scholarly, history source. This section of the assignment has proven most difficult as many students are unfamiliar with library resources, and thus often become overwhelmed when sorting through the results of many online academic databases. Once they are able to find an acceptable source, most of the papers meet the criteria for success. As this assignment builds on the written assignments and class discussions, the students have had experience analyzing sources and

*Delta State University FY2013 Unit Level Report*

*Department: Social Science(s)/History*

comparing them to scholarly works. Most students, who have put forth a genuine effort, do succeed, at least minimally in communicating their arguments.

**Related Items**



**GE 02: Communication**

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 **HIS\_201\_GE 01: Critical and Creative Thinking**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Students will write essays for their exams, as well as for a lengthier out-of-class assignment, with the goal of developing and enhancing their written communication skills. In-class discussions of primary and secondary source material provide students with the opportunity to express orally their analyses and interpretations in ways that are clear, logical, and intelligent.

**Data Collection**

**Exams** - Students are able to answer essay questions on the exams which require description of historical developments and analysis of these developments and eras of American history. Students must answer all parts of the essay prompt showing historical knowledge of the time period or event and an ability to place that event in historical context.

Students in a college-level course are expected to take information from lectures and reading assignments to present a well-written case regarding historical developments and themes. They should be able to synthesize information into a well-reasoned argument.

**Class Discussions** – In oral discussion, students will offer their thoughts and analyses of primary and secondary sources. Successful discussants will engage the materials in a thoughtful, concise, and historically-minded way. Students who turn these discussions into forums for personal opinions on unrelated matters will not be considered successful in discussion. As not all students will come to the same conclusion, they must also be able to defend and explain their position to classmates.

Students at the college-level need to be able to communicate orally their positions on issues and be able to consider alternate viewpoints. By stating their position and defending them, they are better able to understand their argument as well as its strengths and weaknesses.

**Analytical Essay** – Through engagement with primary and secondary sources related to the “Caning of Charles Sumner,” students will answer a specific historical question on the impact of this event on the coming of the American Civil War. Successful essays will: present a clear thesis, use specific examples to support the thesis, show strong awareness of the historical background and context to the issues being explored, engage viewpoints and perspectives different from their own, and deliver their ideas in a way that conforms to college-level standards of writing.

Writing an analytical essay is an important skill for students at the college-level. By completing the required elements of this paper, the students learn how to present an argument and successfully defend it in a well-written format. This is consistent with college-level writing requirements and with basic competencies in the discipline of history.

**Results of Evaluation**

**Exams** – Exam performance generally improves from Exam I to Exam II and to the Final Exam. For two sections of HIS 201, the pass rate for Exam I was 60% with 44% of all students making grades of

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

A through C. For the same two sections, the pass rate for Exam II was 64% with an A-C percentage of 36% of the overall grades. For the Final Exam, the pass rate was 76% with an A-C rate of 51% for all students.

**Class Discussions** –Students are generally reluctant to speak openly and freely at the start of the semester, but quickly become more comfortable with their peers and the instructor as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of alternative viewpoints arguments from their peers. Students who engaged in active participation received full credit for their discussion grade while students who either stopped coming to class or did not participate earned zero or half credit, respectively. 90% of students in both sections earned full credit for class discussion.

**Analytical Essay** – **After much in-class preparation and discussion of the essay assignment, students had a very good idea of how to approach the topic. As a result of that preparation and the opportunity to revise their work, students did quite well on their analytical essay for HIS 201. The pass rate for two sections was 90% while 77% of students earned grades ranging from C to A.**


**Use of Results**

**Exams** – Student performance generally increases over the course of the semester, and it is clear that they become more comfortable with those exam questions asking them to think critically and creatively. Their writing becomes more logically organized and presents the information in a more coherent way on the Final Exam than it did on Exam I. They are also able to make connections between eras of history and include more detailed information and analysis in their exam answers.

**Class Discussions** – Students are generally reluctant to speak openly and freely at the start of the semester, but quickly become more comfortable with their peers and the instructor as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of alternative viewpoints arguments from their peers.

**Analytical Essay** – Students appeared to have a clear understanding of the assignment and the historical information it covered. In general, they had clear theses and supported their ideas with specific evidence. Students showed a strong ability to make connections between events and issues that occurred many years apart. They also demonstrated an ability to present and evaluate varying perspectives on historical topics in their essays.

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 **HIS\_201\_GE 02: Communication**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Students will write essays for their exams, as well as for a lengthier out-of-class assignment, with the goal of developing and enhancing their written communication skills. In-class discussions of primary and secondary source material provide students with the opportunity to express orally their analyses and interpretations in ways that are clear, logical, and intelligent.

**Data Collection**

**Exams** - Students are able to answer essay questions on the exams which require description of historical developments and analysis of these developments and eras of American history. Students must answer all parts of the essay prompt showing historical knowledge of the time period or event and an ability to place that event in historical context.

Students in a college-level course are expected to take information from lectures and reading assignments to present a well-written case regarding historical developments and themes. They should be able to synthesize information into a well-reasoned argument.

**Class Discussions** – In oral discussion, students will offer their thoughts and analyses of primary and secondary sources. Successful discussants will engage the materials in a thoughtful, concise, and historically-minded way. Students who turn these discussions into forums for personal opinions on unrelated matters will not be considered successful in discussion. As not all students will come to the same conclusion, they must also be able to defend and explain their position to classmates. Students at the college-level need to be able to communicate orally their positions on issues and be able to consider alternate viewpoints. By stating their position and defending them, they are better able to understand their argument as well as its strengths and weaknesses.

**Analytical Essay** – Through engagement with primary and secondary sources related to the “Caning of Charles Sumner,” students will answer a specific historical question on the impact of this event on the coming of the American Civil War. Successful essays will: present a clear thesis, use specific examples to support the thesis, show strong awareness of the historical background and context to the issues being explored, engage viewpoints and perspectives different from their own, and deliver their ideas in a way that conforms to college-level standards of writing.

Writing an analytical essay is an important skill for students at the college-level. By completing the required elements of this paper, the students learn how to present an argument and successfully defend it in a well-written format. This is consistent with college-level writing requirements and with basic competencies in the discipline of history.

### **Results of Evaluation**

**Exams** – Exam performance generally improves from Exam I to Exam II and to the Final Exam. For two sections of HIS 201, the pass rate for Exam I was 60% with 44% of all students making grades of A through C. For the same two sections, the pass rate for Exam II was 64% with an A-C percentage of 36% of the overall grades. For the Final Exam, the pass rate was 76% with an A-C rate of 51% for all students.

**Class Discussions** – Students are generally reluctant to speak openly and freely at the start of the semester, but quickly become more comfortable with their peers and the instructor as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of alternative viewpoints arguments from their peers. Students who engaged in active participation received full credit for their discussion grade while students who either stopped coming to class or did not participate earned zero or half credit, respectively. 90% of students in both sections earned full credit for class discussion.

## **Delta State University FY2013 Unit Level Report**

### **Department: Social Science(s)/History**

**Analytical Essay** – After much in-class preparation and discussion of the essay assignment, students had a very good idea of how to approach the topic. As a result of that preparation and the opportunity to revise their work, students did quite well on their analytical essay for HIS 201. The pass rate for two sections was 90% while 77% of students earned grades ranging from C to A.

#### **Use of Results**

**Exams** – Student performance generally increases over the course of the semester, and it is clear that they become more comfortable with those exam questions asking them to think critically and creatively. Their writing becomes more logically organized and presents the information in a more coherent way on the Final Exam than it did on Exam I. They are also able to make connections between eras of history and include more detailed information and analysis in their exam answers.

**Class Discussions** – Students are generally reluctant to speak openly and freely at the start of the semester, but quickly become more comfortable with their peers and the instructor as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of alternative viewpoints arguments from their peers.

**Analytical Essay** – Students appeared to have a clear understanding of the assignment and the historical information it covered. In general, they had clear theses and supported their ideas with specific evidence. Students showed a strong ability to make connections between events and issues that occurred many years apart. They also demonstrated an ability to present and evaluate varying perspectives on historical topics in their essays.

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## **HIS\_202\_GE 01: Critical and Creative Thinking**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Gen Ed learning outcome (competency)**

Students read and interpret primary and secondary sources. They then develop arguments based on their analysis and interpretation of these two types of sources. Students will present their arguments in written assignments and class discussions.. Throughout the course, they will examine historical developments and think historically by asking questions such as: “Why did certain events and developments take place when they did?”; “What makes a person, event, or development significant and important?”; “How do issues of the past still affect our nation and world today?” Students will also demonstrate their ability to analyze the significance of historical events and understand the importance of historical context to change over time in a four- to five-page essay written outside of class. Essay and short answer questions on-class exams will offer students the opportunity to demonstrate their mastery of key developments and themes in U.S. history from 1877 to the present

#### **Data Collection**

**Exams** - Students are able to answer essay questions on the exams which require description of historical developments and analysis of these developments and eras of American history. Students must answer all parts of the essay prompt showing historical knowledge of the time period or event and an ability to place that event in historical context.

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

Students in a college-level course are expected to take information from lectures and reading assignments to present a well-written case regarding historical developments and themes. They should be able to synthesize information into a well-reasoned argument.

**Class Discussions** – In oral discussion, students will offer their thoughts and analyses of primary and secondary sources. Successful discussants will engage the materials in a thoughtful, concise, and historically-minded way. Students who turn these discussions into forums for personal opinions on unrelated matters will not be considered successful in discussion. As not all students will come to the same conclusion, they must also be able to defend and explain their position to classmates.

Students at the college-level need to be able to communicate orally their positions on issues and be able to consider alternate viewpoints. By stating their position and defending them, they are better able to understand their argument as well as its strengths and weaknesses.

**Analytical Essays** – Through engagement with primary and secondary sources related to the novel *Trouble in July*, students will answer a specific historical question on racial discrimination and violence in early twentieth-century America. Successful essays will: present a clear thesis, use specific examples to support the thesis, show strong awareness of the historical background and context to the issues being explored, engage viewpoints and perspectives different from their own, and deliver their ideas in a way that conforms to college-level standards of writing. Students also write several short analytical pieces that analyze primary historical documents with an eye toward describing the content of the source and the other toward explaining the broader historical context to that source.

Writing an analytical essay is an important skill for students at the college-level. By completing the required elements of this paper, the students learn how to present an argument and successfully defend it in a well-written format. This is consistent with college-level writing requirements and with basic competencies in the discipline of history.

### **Results of Evaluation**

**Exams** – Exam performance generally improves from the Midterm Exam to the Final Exam. For two sections of HIS 202, the pass rate for the midterm was 62% with 36% of all students making grades of A through C. For the Final Exam, the pass rate was 80% with an A-C rate of 63% for all students.

**Class Discussions** – Students are generally reluctant to speak openly and freely at the start of the semester, but become more comfortable with their peers and the instructor as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of alternative viewpoints arguments from their peers. Students who engaged in active participation earned grades of B or A for their discussion grade. Those who rarely spoke in class but attended regularly and were not disruptive earned scores of 70%. Students who either stopped coming to class or did not participate earned zero credit. Half of all students in both sections earned scores of 85% and above for class discussion. Of the rest, all except one earned scores of 70%.

**Analytical Essay** – **After much in-class preparation and discussion of the essay assignment, students had a good idea of how to approach the primary source assignments and the longer essay on *Trouble in July*. As a result of that preparation, students did quite well on their analytical essay for HIS 202. The pass rate for two sections was 83% while 66% of students**

*Delta State University FY2013 Unit Level Report*

*Department: Social Science(s)/History*

**earned grades ranging from C to A. Overall, 70 percent of students averaged an A to C on the primary source assignments.**


**Use of Results**

**Exams** – Student performance generally increases over the course of the semester, and it is clear that they become more comfortable with those exam questions asking them to think critically and creatively. Their writing becomes more logically organized and presents the information in a more coherent way on the Final Exam than it did on the midterm. By the final exam, they are also more capable of making connections between eras of history and include more detailed information and analysis in their exam answers.

**Class Discussions** – Students are generally reluctant to speak openly and freely at the start of the semester, but quickly become more comfortable with their peers and the instructor as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of alternative viewpoints arguments from their peers.

**Analytical Essays** – Students appeared to have a clear understanding of the assignments and were, for the most part, able to analyze the historical information they covered. In general, most students were able to construct clear theses and supported their ideas with specific evidence. Students showed a fairly strong ability to use primary sources in clear, logical ways that advanced their arguments. Students also demonstrated an ability to present and evaluate varying perspectives on historical topics in their writing assignments.

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 **HIS\_202\_GE 02: Communication**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Students will write essays for their exams, as well as for a lengthier out-of-class assignment, with the goal of developing and enhancing their written communication skills. In-class discussions of primary and secondary source material provide students with the opportunity to express orally their analyses and interpretations in ways that are clear, logical, and intelligent.

**Data Collection**

**Exams** - Students are able to answer essay questions on the exams which require description of historical developments and analysis of these developments and eras of American history. Students must answer all parts of the essay prompt showing historical knowledge of the time period or event and an ability to place that event in historical context. The answer must be written in complete sentences and completely explain their argument.

Students in a college-level course are expected to take information from lectures and reading assignments to present a well-written case regarding historical developments and themes. They should be able to synthesize information into a well-reasoned argument.



## **Delta State University FY2013 Unit Level Report**

### **Department: Social Science(s)/History**

**Class Discussions** – In oral discussion, students will offer their thoughts and analyses of primary and secondary sources. Successful discussants will engage the materials in a thoughtful, concise, and historically-minded way. Students who turn these discussions into forums for personal opinions on unrelated matters will not be considered successful in discussion. As not all students will come to the same conclusion, they must also be able to defend and explain their position to classmates.

Students at the college-level need to be able to communicate orally their positions on issues and be able to consider alternate viewpoints. By stating their position and defending them, they are better able to understand their argument as well as its strengths and weaknesses.

**Analytical Essay** – Through engagement with primary and secondary sources related to the “Caning of Charles Sumner,” students will answer a specific historical question on the impact of this event on the coming of the American Civil War. Successful essays will: present a clear thesis, use specific examples to support the thesis, show strong awareness of the historical background and context to the issues being explored, engage viewpoints and perspectives different from their own, and deliver their ideas in a way that conforms to college-level standards of writing.

Writing an analytical essay is an important skill for students at the college-level. By completing the required elements of this paper, the students learn how to present an argument and successfully defend it in a well-written format. This is consistent with college-level writing requirements and with basic competencies in the discipline of history.

### **Results of Evaluation**

**Exams** – Exam performance generally improves from the Midterm Exam to the Final Exam. For two sections of HIS 202, the pass rate for the midterm was 62% with 36% of all students making grades of A through C. For the Final Exam, the pass rate was 80% with an A-C rate of 63% for all students.

**Class Discussions** – Students are generally reluctant to speak openly and freely at the start of the semester, but become more comfortable with their peers and the instructor as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of alternative viewpoints arguments from their peers. Students who engaged in active participation earned grades of B or A for their discussion grade. Those who rarely spoke in class but attended regularly and were not disruptive earned scores of 70%. Students who either stopped coming to class or did not participate earned zero credit. Half of all students in both sections earned scores of 85% and above for class discussion. Of the rest, all except one earned scores of 70%.

**Analytical Essay** – After much in-class preparation and discussion of the essay assignment, students had a good idea of how to approach the primary source assignments and the longer essay on *Trouble in July*. As a result of that preparation, students did quite well on their analytical essay for HIS 202. The pass rate for two sections was 83% while 66% of students earned grades ranging from C to A. Overall, 70 percent of students averaged an A to C on the primary source assignments.

### **Use of Results**

**Exams** – Student performance generally increases over the course of the semester, and it is clear that they become more comfortable with those exam questions asking them to think critically and creatively. Their writing becomes more logically organized and presents the information in a more coherent way on the Final Exam than it did on the midterm. By the final exam, they are also more

*Delta State University FY2013 Unit Level Report*

*Department: Social Science(s)/History*

capable of making connections between eras of history and include more detailed information and analysis in their exam answers.

**Class Discussions** – Students are generally reluctant to speak openly and freely at the start of the semester, but quickly become more comfortable with their peers and the instructor as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of alternative viewpoints arguments from their peers.

**Analytical Essays** – **Students appeared to have a clear understanding of the assignments and were, for the most part, able to analyze the historical information they covered. In general, most students were able to construct clear theses and supported their ideas with specific evidence. Students showed a fairly strong ability to use primary sources in clear, logical ways that advanced their arguments. Students also demonstrated an ability to present and evaluate varying perspectives on historical topics in their writing assignments.**

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 **PSC\_ 201\_GE 01: Critical and Creative Thinking**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Students are given a timely current event or discussion topic that revolves around one of the chapter's main concepts that they are currently reading. Students are asked to analyze a video or an assigned set of readings (an editorial, poll data, etc.) for discussion. Students must learn to effectively deal with other students who have opinions that are different from their own.

Students are given “what-if” scenarios and must be able to provide an answer in which they demonstrate their ability to think critically about contemporary issues. They are also required to discuss the alternatives and the implications if a particular policy is adopted and why it is important. Discussions also address how policies are relevant to students in contemporary society.

Students also must be able to demonstrate their mastery for short answer and essay questions that cover the key concepts from the topics covered in the course. Students are also offered extra credit opportunities that are related to the course topics and must submit a response that requires students to evaluate how a speaker's topic is relevant American politics.

**Data Collection**

**Quizzes and Exams-**

Describe and evaluate the relevance of key concepts in contemporary America. Students must be able to explain and analyze the foundations of American government, its institutions, as well as how elites and masses participate in politics. Students may be asked to discuss key leaders and events for assessments such as quizzes or exams that may be a multiple-choice, fill-in-the-blank (FITB), short answer questions, and/or an essay format.

Students in this introductory-level course are expected to synthesize information from lectures, class discussions, and critical thinking activities to develop well-thought out answers to the questions posed on their assessments. Students are expected to communicate in writing a coherent, organized, and well-structured essay with ample examples that demonstrate their mastery of American

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

government such as the foundations of our political system, the origins of our institutions, and the impact these have on political participation and policymaking process.

#### **Presentations**

Students are assigned a specific concept such as the separation of powers or checks and balances to identify what it is, why is it important, how it safeguards our liberties as citizens, and to evaluate whether it is still necessary in our contemporary political system.

This assignment requires students to communicate their understanding of particular concept orally, which is one of the other General Education competencies (communication skills).

#### **Debates**

Students are assigned a particular contemporary issue and must take a stand on this issue and provide information to support the position that they have been assigned. Students must have resources to support their line of reasoning.

The debates are another opportunity for students to communicate their knowledge of the subject orally and in writing. Students must be able to understand and defend their positions but they must also understand the position of the opposing side.

#### **Book reports**

Students must choose a non/fiction book with a focus on national government or a leading figure in American government. Students must summarize the work and then draw conclusions about the author(s) presentation or the author(s) findings.

This assignment provides students with an opportunity to enhance their writing skills, their understanding and awareness about key leaders in the American political process, and key issues confronting Americans. They must be able to evaluate the importance of the book in regards to the American political process. Students at the collegiate level should be able to orally and communicate in writing their understanding of ideas and issues facing citizens in America.

#### **Critical Thinking Activities**

These activities reinforce particular concepts such as plea-bargaining, which are discussed in class. Students are asked to discuss the merits of this particular concept in regards to the rights of the criminally accused.

This gives students an opportunity to enhance and improve their oral and communication skills as well as evaluate key concepts in the American political process. Students at the collegiate level should be able to orally and communicate in writing their understanding of ideas and issues facing citizens in America.

#### **Discussion Boards**

Students are asked to discuss a topic or current event related to the week's assigned readings dealing with American politics. Students are asked to read a brief article or watch a video or listen to an audio clip to evaluate and students must respond to the professor's starter questions. Afterwards, students must post their own original questions to the rest of the class and must reply to the other students' questions demonstrating that they have critically assessed the questions and provided ample evidence from the readings, their text, or the media clip provided.

Students are expected to keep up with current events in American Politics. This provides an opportunity for students to learn in-depth about a particular aspect of politics or policy in the United States. Students are given an opportunity to voice their opinions about a particular event or a political issue or policy and defend their position while respecting the opinions of other students in the class.

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

Students at the collegiate level should be able to communicate effectively in writing their understanding of ideas and issues facing citizens in America.

#### **Participation Assignments**

The purpose is to help students relate the political concepts and current events to the various topics and countries in your American Politics text that they are reading that week. These assignments also help students to complete and think critically about the week's assigned readings. This assignment also helps students stay engaged in class by using the PearsonLab, myPoliSciLab (MPSL). This website has a great set of free tools to help students understand politics including the assignments students will use for these assignments! The *more* time students are on are engaged on this website, the *more* likely they are to also use the other tools such as the chapter quizzes and the flashcards, which will help them be better prepared for their assessments on Blackboard. Lastly, these assignments are designed to help students learn that politics can be interesting and fun! The videos, slideshows, simulations, quizzes and/or audio that are available on this website are all designed to underscore this point.

#### **Results of Evaluation**

##### **Quizzes and Exams**

Students' scores gradually improve from the first test to the final examination. Students' Post-test scores are usually higher than their pre-test scores.

##### **Presentations**

Students generally score higher on their presentation activities when they learn to couple their creative and critical thinking skills with knowledge of the covered concepts. For example, students talked about separation of powers using skits or creating a political *Jeopardy* game

##### **Debates**

Students generally enjoy participating in formal and informal debates. The debates provide students with a better understanding of how the Constitution is used to limited government actions as well as to protect the civil rights and civil liberties of Americans.

##### **Book reports**

Students oral and written communication skills improve. These improvements are reflected by their willingness to share their reports; moreover, their writing skills show improvement as demonstrated through their written reports. Many students exceed the minimum number of pages required.

##### **Critical Thinking Activities**

Students generally enjoy participating in formal and informal debates. The debates provide students with a better understanding of how the Constitution is used to limited government actions as well as to protect the civil rights and civil liberties of Americans.

#### **Discussion Boards**

Online discussion boards provided students with an opportunity to participate with other students in the course, and to demonstrate their ability to think critically about a variety of discussion topics. A general rubric was used to assess the quality of each student's responses to the professor's questions and those of their peers. The discussion boards often require that students take a position about a topic, have the ability to back up their argument with specific examples, and if possible, to persuade as well as engage other students who might have differing opinions. Among those students who

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

participated in the discussion board, 82% of the students' posts were evaluated as proficient (or better).

#### **Participation Assignments**

As the semester progressed, students were often able to see the connection between the weekly activities assigned through myPoliSciLab (MPSL) and the readings. As a result, these activities which often used videos, vignettes, for example to help students to critically analyze and clarify key concepts that students otherwise would have difficulty comprehending without access to the websites, slideshows, timetable, etc..

#### **Use of Results**

##### **Quizzes and Exams**

During the fall and spring semesters, students' test scores gradually increased from the first test to the final examination. Their writing for the discussion portions of the tests are more detailed and they show the students' ability to analyze information. 86% of students met or exceed course benchmarks.

##### **Presentations**

As the semesters progresses students become more willing to engage in substantive discussions with their peers.

##### **Debates**

As the semesters progresses students become more willing to engage in substantive discussions with their peers as they gain a better understanding of the Constitution.

##### **Book reports**

Students writing show gradual improvement as demonstrated through their ability to critically analyze the conclusions drawn by the author.

##### **Critical Thinking Activities**

Students are able to provide justification for their responses; moreover, they are more willing to share information and participate in class discussions.

##### **Discussion Boards**

By the end of the semester, students' responses were more thorough and their own questions (posed to the other students) were more rigorous and challenging. These discussions offered students an opportunity to hone their persuasive and deliberation skills head-to-head with the other students in the course and the quality and quantity (number of posts) improved over the semester. For the upcoming assessments, students were often asked to recall, interpret, and synthesize the information from the discussion boards into their own words.

#### **Participation Assignments**

Students are required to submit a total of six assignments (three of these during the first and the others during the second half of the semesters) using MPSL. Once students have finished viewing the materials on the website (timeline, video, maps, etc.), students answer multiple choice or short answer questions that encourage students to apply, analyze, or synthesis ideas from the readings. Students were required to score at least 75% on these assessments and these scores on MPSL were converted and converted as either non/completed on Blackboard/WebCt. Not only are students correctly completing the correct assignments but also many of them received a perfect score on many of these assessments. With MPSL's new design, it was possible to have students take the assessments but afterwards show only the scores (not the questions or answers) after the submission. This increased

the variety of activities that students completed because they were given an option to complete alternate activity as well as ensured that students were completing these assessments on their own.

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## **PSC\_103\_GE 01: Critical and Creative Thinking**

**Start:** 7/1/2012

**End:** 6/30/2013

### **Gen Ed learning outcome (competency)**

In this course, students take a “Great Books” approach to exploring the historical and theoretical importance of arguments about four central concepts, citizenship, democracy, justice and the state and experience these ideas in literature from pre-classical Greece to the 21<sup>st</sup> century. Readings are selected for their discussions of continuities in human nature, the community, and political philosophical foundations for the four central concepts. The earliest readings posit conflicts between human beings in the area of warfare, tradition and authority, preceded by a brief introduction to the importance of liberal education as the foundation for life.

Throughout the semester, students evaluate excerpts from the readings, most of which are excerpts from primary literature, for their arguments and their relevance to contemporary debates. These readings eventually form a basis for students’ understanding of politics and policy in their debates near the end of the semester.

### **Data Collection**

**Writing Assignments** – Students are challenged to construct arguments about how authors explain the development of democracy, citizenship, justice and the state. Writers must make use of the authors’ arguments and positions. Students must take a position on these debates supported by cogent arguments and, if available, evidence. Competency is judged on the basis of interpretation of the readings, logical arguments, and clear and grammatically correct writing.

In order to move on to more advanced reading and writing assignments in the university, students must be able to write clearly and effectively. The assignments in this course provide challenges focused on basic writing skills that reflect accurate reading skills. Critical thinking is reflected in students’ ability to reading accurately, to interpret an author’s position, to express these in grammatically correct prose and to do all this on deadline. All of these skills are crucial to success in upper-level courses.

**Class Discussions** – Students must present effective arguments in speech and defend their positions in class meetings. Competency is determined in how students represent the literature, use it to support their positions, and understand positions taken by other students.

Seeing ones words in writing must be complemented by hearing ones arguments in speech. Expressing ideas and positions in modern standard English is important for later work at the university and is essential to effective public political discussion and debate. Clear expression is the

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

mark of a well-rounded citizen and is essential to democratic discourse. Being able to state and defend a position in class discussion reflect careful reading and study and helps students to learn their talents, limitations and the quality of their arguments.

**Results of Evaluation**

**Writing Assignments** – Although students generally improve writing skills throughout the semester, there remains a large portion of students who need more work on their writing. Early scores among all students average 70%. Most students move modestly above this average. Those with good writing skills and a breadth of reading experience achieve at the highest levels.

**Class Discussions** – Class discussion tends to be dominated by a handful of students many of which are third-year and fourth-year students. Apart from temperament or a native reluctance to speak in public, students with a limited reading background are the least likely to discuss their ideas in class. Only a bare minority of these reluctant students warm to the idea of open discussion in class by the end of the semester. Though the more articulate or experienced students tend to speak regularly, they are also role models for the quiet group.

**Use of Results**

**Writing Assignments** – Most students are able to make good progress in their writing skills by the end of the semester. Improvement is not, however dramatic or deep. Specifically, because the overwhelming majority of students do not enter this course with a broad and effective reading history, they tend to take much longer than well equipped students in writing effective arguments. The difference between the average writers and the best writers is this: the best writers understand the implications of arguments and their generalized results; average writers remain engaged with the concrete and their personal responses. Almost all students claim that reading assignments in primary sources are daunting.

**Class Discussions** – Getting students to discuss politics is challenging. They generally lack a fund of knowledge about ideas because they are surrounded by a culture that identifies politics as a pejorative materialism as a reward for their success. Teaching students to discuss politics in terms of democracy, citizenship, justice and the state requires an explanation of the difference between exposition and advocacy and a careful framing of the standards for effective and civil discourse. Once these ideas have been planted, most students are at least able to enter class discussions from time to time. Evidence of the effectiveness of these discussions appears in essays when students incorporate the comments of their classmates.

**Related Items**



**GE 01: Critical and Creative Thinking**

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 **PSC\_103\_GE 02: Communication**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

Class discussion emphasizes the importance of developing effective questions that lead to productive discussion. Discussion then leads to writing short essays to evaluate students' understanding of the literature, their analysis of the arguments, and their ability to express themselves in writing assignments.

Writing assignments are the only form of evaluation used in this course. Students write short papers assigned at key intervals in the course. Formal, analytic papers test students reading and writing abilities. Student essays are judged for their effective interpretation of the readings, their grammatical correctness, and for the effectiveness of their argument. These formal essays are then graded and returned to students for re-drafting. Students then use these papers to develop a summative and longer writing assignment as the final exam for the course.

**Data Collection**

**Writing Assignments** – Students are challenged in this course to construct arguments about how authors explain the development of democracy, citizenship, justice and the state. Student writers must make use of the authors' arguments and positions and then take a position on these debates supported by cogent arguments and, if available, evidence. Competency is judged on the basis of interpretation of the readings, logical arguments, and clear and grammatically correct writing.

There are two very important components of the writing assignments: first, students must read, interpret and prepare a written response to a question or challenge to be discussed in class; second, good discussion can only be based on an informed argument; third, students have two drafts beyond the first submission of their writing assignment. This instructor contends that teaching writing can only be done in a collaborative effort between the instructor and the student. This relationship assumes that detailed commentary appear on each essay, not just a grade and a glib comment. Revisions must address limitations in rhetoric and mechanics, as well as problems in reading and interpretation of the texts.

In order to move on to more advanced reading and writing assignments in the university, students must be able to write clearly and effectively. Assignments in this course provide challenges focused on basic writing skills that reflect accurate reading skills. Critical thinking is reflected in students' ability to reading accurately, to interpret an author's position, to express these in grammatically correct prose and to do all this on deadline. The criteria of communication has been chosen because the essence of the liberal arts curriculum is to teach students how to read, evaluate, interpret, explain, write, and to defend their choices and position in both oral and written form. The key to success is to connect all of these elements. Moreover, all of these skills are crucial to success in upper-level courses, as well as in life, itself.

**Class Discussions** – Students must present effective arguments in speech and defend their positions in class meetings based on their essays. Competency is determined on how students represent the literature, use it to support their positions, and understand positions taken by other students.

Seeing ones words in writing must be complemented by hearing ones arguments in speech. Expressing ideas and positions in modern standard English is important for later work at the university and is essential to effective public political discussion and debate. Clear expression is the mark of a well-rounded citizen and is essential to democratic discourse. Being able to state and



## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

defend a position in class discussion reflect careful reading and study and helps students to learn their talents, limitations and the quality of their arguments.

#### **Results of Evaluation**

**Writing Assignments** – Although students generally improve writing skills throughout the semester, there remains a large portion of students who need more work on their writing. Early scores among all students tend to average 70%, though some semesters reflect a much lower average. By the end of the semester, most students are at least modestly above this average, with a small percentage having improved considerably. To state the obvious, those students who enter with relatively good writing skills and a breadth of reading experience achieve at the highest levels. These students tend to get the most out of this course. Students with very serious writing ability need the most attention. For these students, achieving a grade of “C” is a victory for both the student and the instructor.

**Class Discussions** – In most semesters, class discussion tends to be dominated by a handful of students many of which are third-year and fourth-year students. Apart from temperament or a native reluctance to speak in public, students with a limited reading background are the least likely to discuss their ideas in class. Only a bare minority of these reluctant students warm to the idea of open discussion in class by the end of the semester. Though the more articulate or experienced students tend to speak regularly, they are also role models for the quiet group.

#### **Use of Results**

**Writing Assignments** – Most students are able to make good progress in their writing skills by the end of the semester. Improvement is not, however dramatic or deep. Specifically, because the overwhelming majority of students do not enter this course with a broad and effective reading history, they tend to take much longer than well-equipped students in writing effective arguments. The difference between the average writers and the best writers is this: the best writers understand the implications of arguments and their generalized results; average writers remain engaged with the concrete and their personal responses. Almost all students claim that reading assignments in primary sources are daunting.

**Class Discussions** – Getting students to discuss politics is challenging. They generally lack a fund of knowledge about ideas because they are surrounded by a culture that identifies politics as a pejorative materialism as a reward for their success. Teaching students to discuss politics in terms of democracy, citizenship, justice and the state requires an explanation of the difference between exposition and advocacy and a careful framing of the standards for effective and civil discourse. Once these ideas have been planted, most students are at least able to enter class discussions from time to time. Evidence of the effectiveness of these discussions appears in essays when students incorporate the comments of their classmates.

#### **Related Items**



**GE 02: Communication**

## **PSC\_103\_GE 10: Values**

**Start:** 7/1/2012

**End:** 6/30/2013

### **Gen Ed learning outcome (competency)**

Students trace the development of the idea of political community and the choices that leaders, governments, and individuals make. The historical development of political institutions reflects value choices made by the individuals and governments. Each historical epoch reflects how power has been used and its effects on populations. Student contrast the ways leaders and government have either expanded or contracted the ideas of freedom, justice and the ways that power has conditioned each. Students confront the modern problems of modern industrialized democracies and whether freedom and justice has been expanded or contracted. Discussion of these historical and contemporary conflicts also offers students an opportunity to test their own values, their political associations, and the choices that they make or will make in the future

### **Data Collection**

**Writing Assignments** – Student essays must come to grips with the way that ideas and institutions condition, limit or reflect values and the roles played by human beings in governing themselves. Students must be able to explain how a variety of writers understand democracy, citizenship or justice in the arguments made or the actions taken by the subjects of the readings. Students must be able to develop a cogent position to support their interpretations of the various text by providing evidence in the context of a viable argument. Competency is judged on the basis of accuracy of reading, interpretation, reasoning, and clarity of prose, including solid mechanics, in their essays.

Writing assignments requiring students to argue positions on the basis of careful reading, interpretation, arguments and values. How they understand the four primary concepts of the course, citizenship, democracy, justice, and the state, is perhaps the most important part of this liberal arts course. Exploration of different historical epochs, and the normative assumptions and positions within them, informs and broadens students' perspectives about the four basic concepts. Requiring students to make and defend value-laden arguments is at the core of a liberal arts curriculum because it forces students to look inside themselves and consider their own values. When values and beliefs are confronted in an intelligent manner, both citizenship and community are enriched and justice, on philosophical grounds is served.

**Class Discussions** – Students must present effective arguments for the positions they have taken in their essays. Competency is determined in how students represent the literature, use it to support their positions, and understand positions taken by other students.

Learning how to address different values in speech is an essential pre-condition to effective citizenship in a democracy. Learning how to navigate other beliefs and values with respect and care teaches every student in the classroom a deeper understanding of human nature and respect for a diverse community.

### **Results of Evaluation**

**Writing Assignments** – Most students end the course with a better understanding of how to address values different from their own because of the breadth of readings and the responses from others students voiced in class. As a result, performance on later essays shows considerable improvement in the way students express their differences on ideological grounds and policy decisions, as well as the

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

application of law. Those students who initially scored in the lower 70's usually improve to at least the low 80's. From one semester to the other, roughly 25% of the students have some difficulty with the subject matter and their expression in the critical essays.

**Class Discussions** – At the beginning of the semester, clear and direct expression of positions on values is perhaps the most difficult part of this course. Instead, students retreat into “code talking” and indirect inferences about other values. By the end of the course, most students express the sense that their positions will not be “made fun of” or that they will be made to feel quite uncomfortable because of what they say.

Class participation is not graded in this course for several reasons. First, and as an impressionistic evaluation of students across the years, easily 45% of students had not experienced open and intelligent class discussion, either in their scholastic or early years of university. Second, grading on the basis of frequency of contribution is meaningless in a class where a student may find a “soap box” opportunity to drone on and on. Third, some students, excellent ones among them, can be very quiet during class discussions but offer excellent essays, some with critical insights into arguments or remarks about class discussion.

The purpose of ungraded class discussion is to introduce students to the possibility of civil discourse aimed at ideas and arguments, not at personalities or personal bugaboos

**Use of Results**

**Writing Assignments** – Most students appear to have a basic ability to communicate their thoughts about the readings by the second or third assignment. By the end of the course, they are able to make arguments regarding the validity of the information contained in the primary source and support those assertions with evidence.

**Class Discussions** – With careful encouragement and a healthy atmosphere of give and take, students can learn to have intelligent yet critical discussions about even the most sensitive political topics. Clearly, students at Delta State have been conditioned by a culture of division in which political discussion takes the form of verbal bashing and extremely divisive language. The great success in this course is that students leave this course with the sense that it is possible to have a serious conversation about very complicated and sensitive political problems

**Related Items**



**GE 10: Values**

 **PSC\_201\_GE 02: Communication**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Students are assigned short writing assignments that are written in class or as essays through the discussion boards. Students are given an opportunity to express their opinions about a wide variety of issues. Students also learn about key institutions such as the media and they analyze public opinion communicate to the elite about the issues that are important to the masses.

Students must be able to master the key concepts in order to write an effective essay.

**Data Collection**

**Quizzes and Exams-**

Describe and evaluate the importance and relevance of key concepts in contemporary America. Students must be able to communicate effectively their knowledge about the foundations of American government, its institutions, how elites and masses participate in politics. Students must also communicate through their writing their knowledge about key leaders and events for assessment such as quizzes or exams that may be a multiple-choice, FITB, short answer questions, and/or essay format.

**Presentations**

Students are assigned a specific concept such as the separation of powers or checks and balances to identify what it is, why is it important, how it safeguards our liberties as citizens, and to evaluate whether it is still necessary in our contemporary political system. Students must be able to communicate orally their understanding of contemporary political issues and the impact these issues have on their lives. Students at the collegiate level should be able to orally and communicate in writing their understanding of ideas and issues facing citizens in America.

**Debates**

Students are assigned a particular contemporary issue and must take a stand on this issue and provide information to support their position that they have been assigned. Students must have resources to support their line of reasoning. Students must be able to communicate orally their understanding of contemporary political issues and the impact these issues have on their lives.

**Book reports**

Students must choose a non/fiction book with a focus on national government or a leading figure in American government. Students must summarize the work and then draw conclusions about the author(s) presentation or the author(s) findings. Students must be able to communicate and present in writing a coherent paper discussing the information contained within the work.

**Critical Thinking Activities**

These activities reinforce particular concepts, such as plea-bargaining, are discussed in class and students are asked to discuss the merits of this particular concept in regards to the rights of the criminally accused. Students must be able to communicate orally their understanding of contemporary political issues and the impact these issues have on their lives.

**Discussion Boards**

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

Students are asked to discuss a topic or current event related to the week's assigned readings dealing with American politics. Students are asked to read a brief article or watch a video or listen to an audio clip to evaluate and consider in order responding to the professor's starter questions. Afterwards, students must post their own original questions to the rest of the class and must reply to the other students' questions demonstrating that they have critically assessed the questions and provided ample evidence from the readings, their text, or the media clip provided. Students must be able use their listening and reading skills effectively in order to grasp the key concepts, players, and events in American politics. Students must be able to communicate in writing to the professor and their classmates in a virtual setting their understanding of contemporary political issues and the impact these issues have on their lives.

### **Participation Assignments**

Students are asked to choose an activity related to the weekly readings such as watching a video, running a simulation, or viewing a timeline about a particular topic in American politics. Students then take an assessment (either multiple choice or essay) over this particular activity. Students must be able use their listening and reading skills effectively in order to grasp the key concepts, players, and events in American politics.

### **Quizzes and Exams**

Students in this introductory-level course are expected to synthesize information from lectures, class discussions, and critical thinking activities to develop well-thought out answers to the questions posed on their assessments. Students are expected to communicate their mastery of American government such as the foundations of our political system, the origins of our institutions, and the impact these have on political participation and policymaking process.

### **Presentations**

This assignment requires students to communicate their understanding of particular concept orally, which is one of the other General Education competencies (communication skills).

### **Debates**

The debates are another opportunity for students to communicate their knowledge of the subject orally and in writing. Students must be able to understand and defend their positions but they must also understand the position of the opposing side.

### **Book reports**

This assignment provides students with an opportunity to enhance their writing skills, their understanding and awareness about key leaders in the American political process, and key issues confronting Americans. They must be able to evaluate the importance of the book in regards to the American political process. Students at the collegiate level should be able to orally and communicate in writing their understanding of ideas and issues facing citizens in America.

### **Critical Thinking Activities**

This gives students an opportunity to enhance and improve their oral and communication skills as well as evaluate key concepts in the American political process. Students at the

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

collegiate level should be able to orally and communicate in writing their understanding of ideas and issues facing citizens in America.

#### **Discussion Boards**

Students are expected to keep up with current events in American Politics. This provides an opportunity for students to learn in-depth about a particular aspect of politics or policy in the United States. Students are given an opportunity to voice their opinions about a particular event or a political issue or policy and defend their position while respecting the opinions of other students in the class. Students at the collegiate level should be able to communicate effectively in an online environment their understanding of ideas and issues facing citizens in America.

#### **Participation Assignments**

The purpose is to help students relate the political concepts and current events to the various topics and countries in your American Politics text that they are reading that week. This assignment also helps students to complete and think critically about the week's assigned readings. This assignment also helps students stay engaged in class by using the PearsonLab, myPoliSciLab (MPSL). This website has a great set of free tools to help students understand politics including the assignments students will use for these assignments! The *more* time students are on are engaged on this website, the *more* likely they are to also use the other tools such as the chapter quizzes and flashcards, which will help them be better prepared for their assessments on Blackboard. Lastly, these assignments are designed to help students learn that politics can be interesting and fun! The videos, slideshows, simulations, quizzes and/or audio that are available on this website are all designed to underscore this point.

#### **Results of Evaluation**

##### **Quizzes and Exams**

Students' scores gradually improve from the first test to the final examination. Students' Post-test scores are usually higher than their pre-test scores.

##### **Presentations**

Students generally score higher on their presentation activities when they learn to couple their creative and critical thinking skills with knowledge of the covered concepts. For example, students talked about separation of powers using skits or creating a political *Jeopardy* game

##### **Debates**

Students generally enjoy participating in formal and informal debates. The debates provide students with a better understanding of how the Constitution is used to limited government actions as well as to protect the civil rights and civil liberties of Americans.

##### **Book reports**

Students oral and written communication skills improve. These improvements are reflected by their willingness to share their reports; moreover, their writing skills show improvement as demonstrated through their written reports. Many students exceed the minimum number of pages required.

##### **Critical Thinking Activities**

Students generally enjoy participating in formal and informal debates. The debates provide students with a better understanding of how the Constitution is used to limited government actions as well as to protect the civil rights and civil liberties of Americans.

*Delta State University FY2013 Unit Level Report*

*Department: Social Science(s)/History*

**Discussion Boards**

Online discussion boards provided students with an opportunity to communicate their knowledge and share their opinions to the professor and with other students in the course on different topics. Among those students who participated in the discussion board, 82% of the students' posts were evaluated as proficient (or better).

**Participation Assignments**

Eighty percent of the students enrolled in the course were able to successfully complete the six participation assignments over the course of the semester demonstrating their ability to communicate that they understood and were able to apply the concepts from text for the assessments that accompanied each activity.

**Use of Results**

**Quizzes and Exams**

During the fall and spring semesters, students' test scores gradually increased from the first test to the final examination. Their writing for the discussion portions of the tests are more detailed and they show the students' ability to analyze information. 86% of students met or exceed course benchmarks.

**Presentations**

As the semesters progresses students become more willing to engage in substantive discussions with their peers.

**Debates**

As the semesters progresses students become more willing to engage in substantive discussions with their peers as they gain a better understanding of the Constitution.

**Book reports**

Students writing show gradual improvement as demonstrated through their ability to critically analyze the conclusions drawn by the author.

**Critical Thinking Activities**

Students are able to provide justification for their responses; moreover, they are more willing to share information and participate in class discussions.

**Discussion Boards**

In the online course, students are often hesitant to share their ideas or opinions with the rest of the class at the beginning of the semester. The online format of the course provides students with a certain amount anonymity at the beginning of the semester so they feel comfortable communicating their ideas without any judgment since they do not know who the other students are in the class. They also learn to respectfully disagree with other students and try to persuade them with their arguments.

**Participation Assignments**

Whether it was through a timeline, map, or video analysis over a particular topic dealing with American politics, students were able to communicate via the scores on their MPSL assessments that they were able to grasp how the key concepts discussed in their text operate in real-life. Towards the end of the semester, students were able to communicate their mastery of the material by often attaining perfect scores on these assessments.

## **PSC\_201\_GE 06: Social Institutions**

**Start:** 7/1/2012

**End:** 6/30/2013

### **Gen Ed learning outcome (competency)**

Students must distinguish between government and non-governmental institutions (i.e. civil society, non-profits, etc.). They must be able to identify and analyze the responsibilities of government. At the beginning of the semester, students must be able to identify the values that undergird American government. Students also learn about the three branches and levels of government. Students must understand the distinction between elite and mass political participation (social movements such as Civil Rights, Women's Rights, Latinos, Gay/Lesbian movement, un/conventional participation) and why this matters. Students are also exposed to how interest groups vs. elite individuals play key role in American politics. Students learn about the socialization agents such as family, church, schools, peers, workplace, region, etc. play a key role in shaping individual's ideology and as interest groups play a key role.

### **Data Collection**

#### **Quizzes and Exams-**

Describe and evaluate the importance and relevance of governmental and non-governmental institutions (i.e. civil society, non-profits). Students must be able to identify the branches and levels of government and their responsibilities. They must analyze how social movements, interest groups, elites and masses participate in politics. Students may be asked to discuss the key agents of socialization for an assessment such as quizzes or exams that may be a multiple-choice, FITB, short answer, and/or essay format.

#### **Presentations**

Students are assigned a specific concept such as the separation of powers or checks and balances to identify what it is, why is it important, how it safeguards our liberties as citizens, and to evaluate whether it is still necessary in our contemporary political system.

#### **Debates**

Students must show their understanding of how the institutions are shaped by the US Constitution.

#### **Book reports**

The book reports demonstrate an understanding of how people and groups influence government.

#### **Critical Thinking Activities**

Students are assigned a specific concept such as the separation of powers or checks and balances to identify what it is, why is it important, how it safeguards our liberties as citizens, and to evaluate whether it is still necessary in our contemporary political system.

#### **Discussion Boards**

Students must demonstrate that they understand the role that social institutions play in American politics when responding to the professor's starter questions. Afterwards, students must post their own original questions to the rest of the class and must reply to the other students' questions demonstrating that they have critically assessed the questions and



***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

provided ample evidence from the readings, their text, or the media clip provided. Students are often exposed to the role of social movements, and the role of individuals in American politics.

**Participation Assignments**

Students chosen weekly activity (such as watching a video, running a simulation, or viewing a timeline) often highlight the role of social institutions in American politics. Students then take an assessment (either multiple choice or essay) over this particular activity to assess the roles of these institutions.

**Quizzes and Exams**

Students in this introductory-level course are expected to synthesize information from lectures, class discussions, and critical thinking activities to develop well-thought out answers to the questions posed on their assessments. Students are expected to communicate in writing how social institutions emerged and evolved over time in the United States.

**Presentations**

The students at the collegiate level should know the importance of the social institutions and how the US Constitution limits them.

**Debates**

The students at the collegiate level should know the importance of the social institutions and how the US Constitution limits them.

**Book reports**

This assignment provides students with an opportunity to enhance their writing skills, their understanding and awareness about social institutions in the United States. They must be able to evaluate the importance of the book in regards to the American political process. Students at the collegiate level should be able to orally and communicate in writing their understanding of ideas and issues facing citizens in America.

**Critical Thinking Activities**

The students at the collegiate level should know the importance of the social institutions and how the US Constitution limits them.

**Discussion Boards**

Students are expected to keep up with current events in American Politics. This provides an opportunity for students to learn in-depth about a particular aspect of politics or policy in the United States. Students are given an opportunity to voice their opinions about a particular event or a political issue or policy and defend their position while respecting the opinions of other students in the class. Students at the collegiate level should be able to communicate effectively in writing their understanding of ideas and issues facing citizens in America.

**Participation Assignments**

The purpose is to help students relate the political concepts and current events to the various topics and countries in your American Politics text that they are reading that week. This assignment also helps students to complete and think critically about the week's assigned

## **Delta State University FY2013 Unit Level Report**

### **Department: Social Science(s)/History**

readings. This assignment also helps students stay engaged in class by using the PearsonLab, myPoliSciLab (MPSL). This website has a great set of free tools to help students understand politics including the assignments students will use for these assignments! The *more* time students are on are engaged on this website, the *more* likely they are to use the other tools such as the chapter quizzes and the flashcards, which will help them be better prepared for their assessments on Blackboard. Lastly, these assignments are designed to help students learn that politics can be interesting and fun! The videos, slideshows, simulations, quizzes and/or audio that are available on this website are all designed to underscore this point.

### **Results of Evaluation**

#### **Quizzes and Exams**

Students' scores gradually improve from the first test to the final examination. Students' Post-test scores are usually higher than their pre-test scores.

#### **Presentations**

Students generally score higher on their presentation activities when they learn to couple their creative and critical thinking skills with knowledge of the covered concepts. For example, students talked about separation of powers using skits or creating a political *Jeopardy* game

#### **Debates**

Students generally enjoy participating in formal and informal debates. The debates provide students with a better understanding of how the Constitution is used to limit government actions as well as to protect the civil rights and civil liberties of Americans.

#### **Book reports**

Students oral and written communication skills improve. These improvements are reflected by their willingness to share their reports; moreover, their writing skills show improvement as demonstrated through their written reports. Many students exceed the minimum number of pages required.

#### **Critical Thinking Activities**

Students generally enjoy participating in formal and informal debates. The debates provide students with a better understanding of how the Constitution is used to limit government actions as well as to protect the civil rights and civil liberties of Americans.

#### **Discussion Boards**

A variety of discussion board topics each the semester offer students an opportunity to explore the role of actors and institutions such as the family, peers, policymakers, the media establishment, political parties, and interest groups. Using a general rubric, students show the majority of students (over 85%) are proficient and understand their role in their own socialization process and the formation of students' opinions.

### **Use of Results**

#### **Quizzes and Exams**

During the fall and spring semesters, students' test scores gradually increased from the first test to the final examination. Their writing for the discussion portions of the tests are more detailed and they show the students' ability to analyze information. 86% of students met or exceed course benchmarks.

#### **Presentations**

As the semesters progress students become more willing to engage in substantive discussions with their peers.

#### **Debates**

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

As the semesters progresses students become more willing to engage in substantive discussions with their peers as they gain a better understanding of the Constitution.

#### **Book reports**

Students writing show gradual improvement as demonstrated through their ability to critically analyze the conclusions drawn by the author.

#### **Critical Thinking Activities**

Students are able to provide justification for their responses; moreover, they are more willing to share information and participate in class discussions.

#### **Discussion Boards**

Students are more familiar with several of the socio-political institutions discussed in their text and in discussions. Thus, they are to make more concrete arguments for their positions and ideas.

#### **Participation Assignments**

By completing the activities on MPSL, students are able grasp how the key concepts dealing with social institutions discussed in their text operate in real-life politics and controversies in public policy. There are several activities available for students to choose from that explore this issue.

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## **PSC\_201\_GE 07: Cultural Awareness**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Gen Ed learning outcome (competency)**

Students discuss the diversity of the American people and its history such as the role of slavery and immigration. Students must understand how these elements shape how we view government and its responsibilities.

Students must compare and contrast the politics in the United States with other countries.

Students learn about other types of governments, their institutions, how elites and ordinary people participate in politics as well as the policy issues that are important to them.

#### **Data Collection**

##### **Quizzes and Exams-**

Describe the importance and relevance of different cultures and their impact on policies and elections at the national, state, and local levels. Students must be able to explain how social movements, interest groups, elites and masses participate to influence politics. Students may be asked to discuss the cultural foundations of American government for an assessment such as quizzes or exams that may be a multiple-choice, FITB, short answer, and/or essay format.

##### **Critical Thinking Activities**

Students must respond to the “what-if” questions as well as the critical analysis sections posed in the text.

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

#### **Discussion Boards**

Students must demonstrate that they understand the role that different cultures such as women, African-Americans, Asian-Americans, Hispanics, Native Americans, and other politically underrepresented groups contribute to American society and politics. Afterwards, students must post their own original questions to the rest of the class and must reply to the other students' questions demonstrating that they have critically assessed the questions and provided ample evidence from the readings, their text, or the media clip provided.

#### **Participation Assignments**

Students have an option to choose a weekly activity (such as watching a video, running a simulation, or viewing a timeline) that compares and contrast institutions in American politics such as legislatures, executives, or immigration policies in another country. Students then take an assessment (either multiple choice or essay) over this particular activity to assess their understanding of these institutions or policies both inside and outside the United States.

#### **Quizzes and Exams**

Students in this introductory-level course are expected to synthesize information from lectures, class discussions, and critical thinking activities to develop well-thought out answers to the questions posed on their assessments. Students are expected to communicate in writing how different political actors emerged and the role they play in shaping the American political process.

#### **Critical Thinking Activities**

The students at the collegiate level should know the importance of women, African-Americans, Asian-Americans, Hispanics, Native Americans, and other politically underrepresented groups and how they influence public policy and the political process in the United States.

#### **Discussion Boards**

Students are expected to keep up with current events in American Politics. This provides an opportunity for students to learn in-depth about a particular aspect of politics or policy in the United States. Students at the collegiate level are given an opportunity to voice their opinions and support their position about a political issue or policy while respecting the opinions of other students in the class. Students must argue against or defend their position about the role of importance of women, African-Americans, Asian-Americans, Hispanics, Native Americans, and other politically underrepresented groups and different public policies that divide American society.

#### **Participation Assignments**

The purpose is to help students relate the political concepts and current events in American Politics to similar concepts and events occurring in other countries. This assignment also helps students to complete and think critically about the week's assigned readings. This assignment also helps students stay engaged in class by using the PearsonLab, myPoliSciLab (MPSL). This website has a great set of free tools to help students understand politics including the assignments students will use for these assignments! The *more* time students

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

are on are engaged on this website, the *more* likely they are to use the other tools such as the chapter quizzes and the flashcards, which will help them be better prepared for their assessments on Blackboard. Lastly, these assignments are designed to help students learn that politics can be interesting and fun! The videos, slideshows, simulations, quizzes and/or audio that are available on this website are all designed to underscore this point.

### **Results of Evaluation**

#### **Quizzes and Exams**

Students' scores gradually improve from the first test to the final examination. Students' Post-test scores are usually higher than their pre-test scores.

#### **Presentations**

Students generally score higher on their presentation activities when they learn to couple their creative and critical thinking skills with knowledge of the covered concepts. For example, students talked about separation of powers using skits or creating a political *Jeopardy* game

#### **Debates**

Students generally enjoy participating in formal and informal debates. The debates provide students with a better understanding of how the Constitution is used to limited government actions as well as to protect the civil rights and civil liberties of Americans.

#### **Book reports**

Students oral and written communication skills improve. These improvements are reflected by their willingness to share their reports; moreover, their writing skills show improvement as demonstrated through their written reports. Many students exceed the minimum number of pages required.

#### **Critical Thinking Activities**

Students generally enjoy participating in formal and informal debates. The debates provide students with a better understanding of how the Constitution is used to limited government actions as well as to protect the civil rights and civil liberties of Americans.

#### **Discussion Boards**

The online discussion boards provide students with opportunities to understand the role culture plays on American politics. Discussion topics provide an opportunity to express their opinions and debate with their peers on a variety of contemporary "cultural war" policy and political such as gun control, abortion, capital punishment, affirmative action, political participation, social welfare, healthcare, and immigration policies in the United States. Students must argue against or defend their position about the cultural role of importance of women, African-Americans, Asian-Americans, Hispanics, Native Americans, and other politically underrepresented groups and different public policies that divide American society.

#### **Participation Assignments**

The purpose is to help students relate the political concepts and current events in American Politics to similar concepts and events occurring in other countries. The participation assignment also helped students to think critically about politics in another cultural settings. myPoliSciLab (MPSL) for the American Government course often included videos, slideshows, simulations, quizzes from the Comparative Politics website. This allowed students to explore and compare how actors, institutions, or policies worked in other countries.

#### **Use of Results**

#### **Quizzes and Exams**

***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

During the fall and spring semesters, students' test scores gradually increased from the first test to the final examination. Their writing for the discussion portions of the tests are more detailed and they show the students' ability to analyze information. 86% of students met or exceed course benchmarks.

**Presentations**

As the semesters progresses students become more willing to engage in substantive discussions with their peers.

**Debates**

As the semesters progresses students become more willing to engage in substantive discussions with their peers as they gain a better understanding of the Constitution.

**Book reports**

Students writing show gradual improvement as demonstrated through their ability to critically analyze the conclusions drawn by the author.

**Critical Thinking Activities**

Students are able to provide justification for their responses; moreover, they are more willing to share information and participate in class discussions.

**Discussion Boards**

Students gain a better understanding about the impact of culture on American politics and by comparing/contrasting our policies to other countries, students appreciate the role culture plays on domestic politics in other countries as well.

**Participation Assignments**

Students did well and chose to work on the participation assignments that involved comparing the United States with other countries/context.

 **SOC\_101\_GE 01: Critical and Creative Thinking**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Upon completion of this course, students think critically regarding the understanding and development of research questions in the study of sociology.

**Data Collection**

Critical thinking skills are developed through guided in-class discussions, through reading assignments and lectures that model critical thinking skills, through writing assignments, and through evaluative tools such as quizzes and exams.

Writing assignments require students to think about the components of an argument, develop a creative explanation, and follow a logical flow. These are skills that practice and demonstrate creative and critical thinking. A grading rubric published in the syllabus is utilized to rate student responses, measure achievement, and track progress.

**Writing Assignments:** Students must write short essays in response to prompts that elicit analytical and applied thinking. Writing assignments require students to think about the components of an argument, develop a creative explanation, and follow a logical flow. These are skills that practice and demonstrate creative and critical thinking. A grading rubric published in the syllabus is utilized to rate student responses, measure achievement, and track progress.

**Class Discussions:** Students submit responses to weekly discussion questions and engage with other students in critical evaluations their submissions. In class discussions, students must engage with other students and with faculty to explain a position, drawing on logic, theory, and evidence. They must evaluate arguments from various viewpoints. These help students develop critical and creative thinking abilities. A grading rubric published in the syllabus is utilized to rate student responses, measure achievement, and track progress.

**Quizzes:** Students must analyze critical arguments and evaluate evidence to logically deduce correct responses on weekly quizzes. Quiz questions require students to synthesize various pieces of information, analyze arguments, and evaluate empirical evidence in order to deduce the correct response. These are higher order thinking skills consistent with abstract, critical and creative thinking.

**Results of Evaluation**

**Writing Assignments:** Over the course of the fall 2012 and spring 2013 semesters, student writing improved, and represent higher order thinking skills. Using a grading rubric, 80% of student scores on writing assignments were determined to be proficient over the course of the fall and spring semester.

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

**Class Discussions:** Over the course of the fall 2012 and spring 2013 semester, discussion questions that students submitted exhibited critical and applied thinking. Utilizing a grading rubric, 87% of student-led discussion postings were determined to be proficient.

**Quizzes:** Quiz scores varied over the course of the spring semester by topical area. For fall and spring, 76% of student scored at benchmark across the ten quizzes. These outcomes are addressed in the analysis of the extent of attainment.

#### **Use of Results**

**Writing Assignments:** For the majority of students, their essays show improvement over the course of the semester, and many are able to demonstrate critical thinking in their essays by the end of the semester.

**Class Discussions:** Discussions are one of the best ways to improve critical thinking, as the instructor can respond directly to students. Students then demonstrate their improvement by the quality of the questions they develop to guide the discussion.

**Quizzes:** The online course instructor utilized a tool in Blackboard to randomize questions for each quiz. It is believed that this randomization made it more difficult for students to pass along responses to the quiz to other classmates. An item difficulty and discrimination analysis will be performed in subsequent semesters to determine which items are the best predictors of knowledge and ability within the quizzes.

#### **Related Items**



#### **GE 01: Critical and Creative Thinking**

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### **SOC\_101\_GE 02: Communication**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Gen Ed learning outcome (competency)**

Upon completion of this course, students will demonstrate basic skills in conducting, writing, and presenting research studies in sociology.

#### **Data Collection**

**Writing Assignments:** Student essays must demonstrate an ability to write using standard college prose, to express ideas in a meaningful way, and to use grammar, punctuation and spelling correctly. Writing assignments provide an opportunity to evaluate how students construct an argument, as well as basics of language including grammar, punctuation and spelling. A grading rubric published in the syllabus is utilized to rate student responses, measure achievement, and track progress.

**Class Discussions:** Students must participate with classmates in online discussions and must express and defend their ideas, developing explanations and providing evidence to support their arguments. In class discussions, the instructor can assess how well a student communicates, including the ability to



## **Delta State University FY2013 Unit Level Report**

### **Department: Social Science(s)/History**

engage directly with others in meaningful conversation and debate. A grading rubric published in the syllabus is utilized to rate student responses, measure achievement, and track progress.

#### **Results of Evaluation**

**Writing Assignments:** Over the course of the fall and spring semester, discussion questions that students submitted exhibited critical and applied thinking. Utilizing a grading rubric, 87% of student-led discussion postings were determined to be proficient.

**Class Discussions:** Over the course of the fall and spring semester, discussion questions that students submitted exhibited critical and applied thinking. Utilizing a grading rubric, 87% of student-led discussion postings were determined to be proficient.

#### **Use of Results**

**Writing Assignments:** Communication ability is one of the elements used to evaluate essays and the improvement shown by students demonstrate learning in how to communicate using college prose.

**Class Discussions:** Over the course of the semester, students learn how to engage with each other in meaningful discussion, and how to ask questions that will elicit the responses they seek.

#### **Related Items**



#### **GE 02: Communication**

## **SOC\_101\_GE 06: Social Institutions**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Gen Ed learning outcome (competency)**

Upon completion of this course, students are able to analyze different theoretical approaches and the way they relate to various methodologies used in sociological inquiry.

#### **Data Collection**

**Writing Assignments:** Institutions are a central topic in Sociology 101 and much of the semester is spent learning about social institutions. Student assignments examine characteristics of social institutions, and the student's own involvement in these institutions. Writing assignments require students to think about the effect of social institutions on their lives, and how institutions offer opportunities and constrain actions and beliefs. A grading rubric published in the syllabus is utilized to rate student responses and measure achievement.

**Class Discussions:** The class discussion assignments cover the role of institutions and students develop an understanding of social structure in this course. Students discuss how social institutions shape their own lives, how institutions operate, and how they change over time. Discussions offer students an opportunity to express their own ideas about institutions, to demonstrate their understanding of how institutions work, and to engage with other students in an institutional setting. The examination of various social institutions makes up half of the discussion topics for the course. A grading rubric published in the syllabus is utilized to rate student responses and measure achievement.

**Out-of-class Exercises:** Students are required to examine several social institutions throughout the course, the way the institution is organized, and share with their peers the roles they play in these institutions. These exercises are woven into the class discussions portion of course structure but provide specific instructions regarding activities to engage the student in understanding social institutions. Students learn about important social institutions and explain how individuals live their lives within these institutions. A grading rubric published in the syllabus is utilized to rate student responses and measure achievement.

### **Results of Evaluation**

**Writing Assignments:** Student responses on assignment demonstrate engagement with institutions and an understanding of how institutions shape their own lives. Specific assignments examine the social institutions of the family, education, sport, and the media. Using a grading rubric, 85% of students scored proficient in the writing assignments related to social institutions over the course of the semester.

**Class Discussions:** Student participation in discussions shows an understanding of social institutions and the role institutions play in their lives. Specific discussion topics examine the social institutions of the family, education, politics, and the media. Using a grading rubric, 89% of students scored proficient in the discussion topics related to social institutions over the course of the semester.

**Out-of-class Exercises:** Students become increasingly aware of the institutions they are part of, and the ways experiences and opportunities are influenced by these institutions. Three out-of-class exercises provide students with opportunities to examine aspects of the media, education, and political social institutions. For example, students watched their favorite television shows and the corresponding commercials over the course of one week. Each student in the fall and spring semesters analyzed how race and ethnicity were expressed in both the show and commercials and then wrote a critical of how race and ethnicity are expressed in the media and impact perceptions of roles and statuses in America. Using a grading rubric, 84% of students scored proficient in the out-of-class exercises related to social institutions over the course of the semester.

### **Use of Results**

**Writing Assignments:** Writing about institutions helps students better understand social structure and impact of social institutions within our lives.

**Class Discussions:** Student participation in discussions builds an understanding of social institutions and this increased understanding is measurable over the course of the semester.

**Out-of-class Exercises:** Students learn to identify and explain the relationship between individual and society. Further development of out-of-class exercises will be beneficial to students in order to connect the concepts discussed in class to their everyday lives.

### **Related Items**



**GE 06: Social Institutions**

 **SOC\_101\_GE 07: Cultural Awareness**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

After you successfully complete this course, students will be able to apply sociological perspectives in examining the relationships between individuals and social institutions.

**Data Collection**

**Writing Assignments:** Student assignments examine characteristics of culture, and the student's own understanding of American culture. Writing assignments require students to think about culture from a more analytic perspective, and evaluate cultural differences using concepts derived from cultural studies. A grading rubric published in the syllabus is utilized to rate student responses, measure achievement, and track progress.

**Class Discussions:** Students discuss how culture shapes their own lives, and distinguishes America from other parts of the world. Discussions offer students an opportunity to examine characteristics of American culture by comparing their local understandings of culture with the U.S. and other cultural settings. A grading rubric published in the syllabus is utilized to rate student responses, measure achievement, and track progress.

**Results of Evaluation**

**Writing Assignments:** One example of a writing assignment utilizes an analysis of trending topics within Twitter to understand culture differences in various geographic locations. Another assignment allows students to investigate the differences in faculty office doors as an expression of cultural norms, values, and beliefs. For the fall and spring semesters, 86% of student assignments on culture meet or exceed the benchmark expectations for assignment relating to culture.

**Class Discussions:** Students demonstrate a better understanding of different cultural contexts by interacting with students from different parts of the U.S. and different countries. In one section, two discussion topics specifically focus on the understanding of cultural differences. Across the fall and spring semester, 89% of student discussion postings on culture meet or exceed the benchmark expectations.

**Use of Results**

**Writing Assignments:** These assignments provide opportunities for directed learning in various aspects of culture. Students gain insight to better understand norms, values, and beliefs within the U.S. and across societies.

**Class Discussions:** Students improve their understanding of culture by interacting with others while discussing concepts related to culture and society.

**Related Items**



**GE 07: Cultural Awareness**

## **Unit Goals**

### **SSH 2013\_01: Hire Faculty**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Unit Goal**

- Begin a national search in fall 2012 to fill the position of Assistant Professor of Geography and Sustainable Development in the 2012-13 academic year.
- Begin a national search in fall 2012 to fill the position of Assistant Professor of U.S., History in the 2012-13 academic year.
- Begin a national search in fall 2012 to fill the position of Assistant Professor of European/World History in the 2012-13 academic year.
- Fill future faculty needs which include positions in Geography, Sociology and Anthropology.

#### **Evaluation Procedures**

Faculty search processes and outcomes. Whether proposed new faculty members are hired.

#### **Actual Results of Evaluation**

A successful national search to fill the position of Assistant Professor of Geography and Sustainable Development in the 2012-13 academic year ended in the employment of Dr. Vicki Tinnon Brock.

A successful national search to fill the position of Assistant Professor of U.S., History in the 2012-13 academic year ended in the employment of Dr. Ethan Schmidt.

A successful a national search to fill the position of Assistant Professor of European/World History in the 2012-13 academic year ended in the employment of Dr. Thomas Laub.

#### **Use of Evaluation Results**

The recent employment of two History professors means that the History unit has a full cadre of highly credentialed faculty for the successful execution of programmatic activities and to increase the number of majors in the unit.

The employment of an Assistant Professor of Geography and Sustainable Development with Geographic Information Systems expertise means that the Division is on track to implement a Sustainable Development program which will incorporate service learning and interdisciplinary instruction.

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

The need still exists to employ faculty in the area of Geography/Sustainable Development, Sociology/Sustainable Development and Anthropology.

**Related Items**

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

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 **SSH 2013\_02: Increase funds through grants, contracts and private funds**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Continue to increase funds through grants and contracts, including private funds. Increase efforts by the Development Team.

**Evaluation Procedures**

Number and content of proposals submitted and awarded; progress and completion of funded projects; new partnerships formed for soliciting funds for scholarships.

**Actual Results of Evaluation**

**1. The Delta Leadership Institute (DLI)**

Dr. Paulette Meikle, Chair of the DSSH and Abe Hudson Program, Director of the DSU's Debt Education for Business and Transformation and Sustainability Program partnered with the McLean Institute for Public Service and Community Engagement at the University of Mississippi to apply for the Delta Leadership Institute (DLI) award from the Delta Regional Authority. The University of Mississippi was recently awarded the DLI contract, which a substantial award. In the year-long DLI will leverage the unique resources of the two Universities to empower local Delta leaders to find collaborative solutions to leadership challenges in their local communities. Dr. Albert Nylander, Director of the McLean Institute for Public Service and Community Engagement, is currently renegotiating DSU's role as an affiliate organization of the DLI.

**2. Byrne Criminal Justice Innovation Program FY 2013 Grant Application**

DSSH faculty members Dr. Chris Bounds, Dr. Lynn Pazzani, Dr. Gavin Lee and Dr. Paulette Meikle partnered with the Southern Bancorp, Coahoma Police Department, Coahoma Sheriff's Department, the mayor of Clarksdale, the JFA Institute, and the Mississippi Department of Corrections, to submit a grant application for the Byrne Criminal Justice Innovation Program FY 2013 Grant, amount: 1,000,000.00 dollars. The proposed project is designed to document problems with crime and implement an intervention strategy in Coahoma County and the city of Clarksdale and help with community safety is essential to neighborhood revitalization. The grant application was submitted on March the 4th, 2013. Collaborating partners expect a response to the application in September 2013.

**3. Center for Community and Economic Development (CCED) 2011-13 Grants and Contracts**

DSSH faculty members Drs. Green-Pimentel and Meikle worked with Program Leaders at the Center for Community and Economic Development (CCED) and external funders to get restatement of external funding for several programs with a total budget of \$1.17 million.

**4. Department of Justice and the Federal Bureau of Prisons Grant**

For the thirteenth year, The Madison Center has received a contract in the amount of \$100,000 to work with the Yazoo City Community in advancing the ability of students in the community to complete successfully a high school degree and find gainful employment. The contract, support through the Department of Justice and the Federal Bureau of Prisons, enables this partnership not only to support the school system, but to help local organizations support academic achievement.

**5. The DSSH Asset-Building Community-Based Study**

The DSSH garnered \$6000 from the Southern Regional Asset-Building Coalition in July 2012 to conduct a study entitled “Community Based Participatory Research for Asset Building in the Mississippi Delta.”

The study is designed to assess the asset building and financial education needs of individuals and families in Leflore County, Mississippi. Specifically, it addresses attitudes toward personal/ family finances, financial education, fiscal responsibility and money management among residents in Leflore County. It further ascertains financial practices and perceptions of community financial welfare as well as impediments to asset building among low income residents in Leflore County.

**Activities**

- The co-investigators Drs. Paulette Meikle and Leslie Green-Pimentel designed and implemented a training workshop for conducting focus group sessions and face-to-face household interviews. All data collection personnel (four DSU graduate students, one DSU undergraduate student, and one CCED contractor) completed the workshop in Fall 2012. Workshop sessions included a review of survey methods, research ethics, strategies for interviewing and field navigation. Data collection personnel also practiced their interviewing skills and received feedback from instructors in the workshop setting
- Three focus groups were conducted among low income families in Leflore County, one in Greenwood, one in Sidon, and another in Itta Bena in Fall 2012 (see the attached Participatory Dialogue schedule).
- A total of 105 questionnaires were completed by low income residents in Leflore County in Fall 2012 (see the attached questionnaire).
- Questionnaire data have been coded and entered into a Statistical Package for Social Scientists (SPSS) database.
- Between 20 to 25 key-informant interviews will be conducted in February 2013 with people working in Asset Building and Financial Education sectors in Leflore County regarding availability of fiscal responsibility resources for families, opportunities for financial success, challenges as well as recommendations for improvement. The key-informant interviews will be based on the qualitative, unstructured approach allowing for follow-up questions and opportunities for subjects to extend their remarks.

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

**Supervision of Fieldwork:** The co-investigators supervised field data collection in Leflore County.

**Other Related Work January to July, 2013)**

- Analysis of the quantitative and qualitative empirical data.
- Write up of results, conclusions and recommendations

**Scholarly Outcomes of the Study So Far**

1. Paper Presentation at the Community Development Society 2013 Conference

Paper Title: Asset Building: A Means to Ameliorate Intergenerational Poverty: Opportunities and Challenges in the Mississippi Delta by Paulette Meikle and Leslie Green-Pimentel, Delta State University, Division of Social Sciences and History

We examine asset building gaps and financial education needs of LMI individuals and families in Leflore County, Mississippi. We address attitudes toward personal and family finances, financial education, fiscal responsibility and money management strategies among LMI residents in Leflore County. We further ascertain financial practices and impediments to asset building among LMI residents in Leflore County. Resident's perceptions of community financial welfare are also addressed. Finally, we dissect wealth creation strategies, and analyze successes (and impediments) of a diverse group of financial institutions and community development practitioners who are engaged in asset building projects in the County.

2. Panel Discussion Session: The Role of Asset Building Strategies in Community

Development: Stories of Successes and Impediments. By Paulette Meikle, Delta State University Teresa Cheeks-Wilson, Federal Reserve Bank of St. Louis–Memphis Branch Leslie Green-Pimental, Delta State University

We presented and discussed the triumphs and impediments of asset building as a poverty amelioration strategy. Also, we explored the question, “how can we better understand and address the asset building and financial education needs of households and communities in the Mississippi Delta?”

3. Poster Presentation at the Community Development Society 2013 Conference

Title: Asset Building Among the Poor: Benefiting Adults, Children, and Community by Dr. Leslie Green-Pimentel, and students: Staresha Hoskins, Aaron Taylor, Francis Kelly Delta State University, Division of Social Sciences and History

**6. Private Funds**

The Chair of the DSSH received a donation of \$767.27 in Fall 2012 from an anonymous donor to specifically to help an international MSCD student with scholarship funds.

**Related Items**

 **SP2.Ind07: Scholarships and Aid**

 **SP4.Ind03: External resources**

 **SP5.Ind06: Community Outreach**

  **SP5: Improve the quality of life for all constituents**

 **SSH 2013\_03: Create a Social Sciences Computer Lab**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Create a Social Sciences Computer Lab.

Create a students' reading room (graduate and undergraduates). Write for a grant to purchase computers and Statistical Package for Social Scientists software

**Evaluation Procedures**

Actual progress toward development of a lab; use of the lab; improvements in student outcomes, especially in relation to research methods and statistics.

**Actual Results of Evaluation**

Efforts were made in the academic year 2012-13 to garner funds to purchase computers and software for the Social Sciences Computer Lab., however, no progress has been made in this direction.

**Use of Evaluation Results**

Efforts will continue in the academic year 2013-14 to garner funds to purchase computers and software for the Social Sciences Computer Lab.

**Related Items**

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

 **SSH 2013\_04: Increase the number of graduates from the Division by 10% over the next 3 years.**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Increase the number of graduates from the Division by 10% over the next 2 years.

**Evaluation Procedures**

Number of graduates, analyzed by program and for the Division as a whole; comparison with University-wide trends.

**Actual Results of Evaluation**

Two academic programs increased in the number of majors namely; the Master of Science degree in Social Justice and Criminology which increased by 47 percent and the Bachelor Science in Social Science Education degree increased by 21 percent. In addition, there were 13 majors in the new Master of Arts in Liberal Studies degree program.



## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

The number of majors decreased slightly between the year 2011-2012 (254) and the 2012-2013 academic year (242).

#### **Use of Evaluation Results**

Current data demonstrate that the DSSH still has a large number of majors, yet the decline in numbers in certain academic programs is of concern for the academic unit and forms the basis for a three-year recruitment and retention plan for the Division. The DSSH is fully cognizant that the decrease in the number of majors reflects a wider macro context for example, declining wider university enrollment numbers and the current economic pressure facing families in the university service region. Nevertheless, a concern for under enrollment in some degree programs in the DSSH has prompted departmental analysis of 10-year enrollment and number of graduates data. As a result, preliminary work has begun on ways to expand opportunities for active learning, community engagement and practical application of the facts, ideas, methods, and the theoretical underpinning of modernized DSSH curricula.

#### **Related Items**

 **SP2.Ind01: Enrollment**

 **SP2.Ind04: Degrees**

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## **SSH 2013\_05: Continue to develop and expand study abroad and national-level courses**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Unit Goal**

Continue to develop and expand study abroad and national-level courses. Establish partnerships with other universities in the USA and overseas. Seek private funding.

#### **Evaluation Procedures**

Number of study abroad opportunities; content of courses; number of students who participate in study abroad opportunities; student reflections.

#### **Use of Evaluation Results**

The DSSH continues the tradition of introducing the world to students through literature-based travel in the United States and Europe.

The Madison Center which is housed in the DSSH has trained and successfully placed the plurality of all competitors to Cochran Fellowship. This year was no exception. Mr. Thomas Wetzel served the office of Sen. Thad Cochran with the usual excellent work. Mr. Wetzel is a double major in Political Science and Journalism. He work on a variety projects in the Senator's office, attended committee hearings, visited with a wide range of federal representatives, but especially the Mississippi delegation to Congress. Since Mr. Wetzel's return, he has worked closely with our new

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

president, William N. Laforge. We are very proud Mr. Wetzel's outstanding achievement and look forward to his success after his graduation.

Recognizing its obligation to mentor majors in Political Science, in the Division of Social Sciences and all students at Delta State, The Madison Center offers a broad set of opportunities to learn about public life. "The Supreme Court Preview," sponsored every year by the Bill of Rights Center at William and Mary Law School, offers DSU students, but especially undergraduate Political Science majors the opportunity to visit with members of the bar of the U.S. Supreme Court, former solicitors general of the United States, members of the U.S. Department of Justice, prominent law school professors, and other students from across the country. The Preview begins on Friday evening with a moot court presentation dealing with what is expected to be one of the major issues before the Court. More often than not, this presentation includes advocates who will actually be involved in oral argument on that exact issue. The day is spent on Saturday combing through the cases on the docket for the coming term.

In autumn 2012 Dr. Jennings accompanied DSSH students to the William & Mary Supreme Court Preview, as well as leading them through the history of Plimoth Plantation and colonial Boston. As of 2010, The Madison Center in the DSSH has sponsored internships at the Washington Center in the nation's capital. Each year, The Madison Center identifies two meritorious undergraduates for the summer internship program. This past summer: Ms. Mary Ashley Miller (Political Science) and Mr. Max Anderson (CIS/Business Management) were chosen to represent DSU in Washington, DC. These two students were awarded scholarships covering most of their expenses. Well before leaving for the summer each student interviewed and was hired in an agency or organization that most effectively matched their policy interests. Both student's funding was also supplemented through the generous work of Dean Paul Hankins. During the course of the year, the director makes an on-site visit to the Washington Center. This was especially true for the first round of internships involving Mr. Matthew Baker and Ms. Emily Garcia. The director also meets with Joseph Johnston, Vice President of the Washington Center.

#### ***European trip***

Each year The Madison Center sponsors a European trip, alternating between Ireland and Italy. The 2013-2014 trip to Ireland is scheduled for March 2014 with, so far, ten students planning to accompany Prof. Garry Jennings. Students register for the International Seminar. The trip is preceded by eight seminars held on Sunday afternoon. These seminars cover the history, geography, literature, music and politics of both Northern Ireland and the Republic of Ireland. The trip includes visits to important historic and political sites, lectures by academics, politicians, journalists, and artists. Each student is required choose a site, event, political activity, or selection from the literature and to complete a video report on it. Every student keeps a daily journal and must complete a ten-page paper in completion of the academic requirements for the course.

#### **Related Items**

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

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

  **SP5.Ind01: Distance Education Offerings**

  **SP5: Improve the quality of life for all constituents**

  **SP5.Ind04: Cultural offerings**

  **SP5: Improve the quality of life for all constituents**

 **DSSH 2013\_06: Expand marketing efforts for undergraduate and graduate students**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Expand marketing efforts to attract undergraduate and graduate students to programs offered through the DSSH, including outreach/recruitment in regional high schools and community colleges.

**Evaluation Procedures**

Participation in recruitment fairs for potential undergraduate and graduate students; quality of literature and other media used to attract and inform students; participation in new student orientation activities; increase in the number of majors in DSSH overtime.

**Actual Results of Evaluation**

To increase in the number of majors in DSSH overtime, participation in recruitment fairs for potential undergraduate and graduate students, distribution of programmatic information and other media have been the main pathways to attract and inform potential students in 2012-13. Departmental new student orientation activities were held to help students get acclimatized and increase their retention.

The DSSH chair participated in the Memphis Area College Fair which was held at the Agricenter in Memphis on Monday, October 19<sup>th</sup>, 2012. Faculty from all the disciplines in the Division and the Chair participated in all campus based recruitment fairs and student orientation events in the 2012-13 academic year. Even though freshmen and transfer orientation events took place in the summer, some faculty members and the DSSH chair were able to participate in these events.

Pertinent elements of various students, cultural and academic support programs were communicated to students at Departmental Student Orientations that support DSSH retention goals.

**Use of Evaluation Results**

Access to resources continues to be a limiting factor; nevertheless, the DSSH will continue to focus attention on the highest impact events and activities. Faculty members in the DSSH are working on plans to engage with high schools in the area around substantive disciplinary areas (e.g. geography, history, and political science) as a way of reaching out and recruiting

Other proposed 2013-14 activities

To the extent possible, the DSSH chair and professors will partner in outreach activities of the DSU graduate office.

DSSH graduate program coordinators will work with DSU Communications and Marketing department to coordinate their marketing efforts through print and electronic media (blogs, Facebook and twitter dialogues for current students) and (blogs, Facebook and twitter dialogues for prospective students).

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

Undergraduate and graduate level program coordinators will heighten targeted marketing activities this year via: Distribution of informational letters and other relevant materials to people who serve in areas where undergraduate and graduate level curriculum could enhance success and mobility in their professions. For example, the criminal justice system offices, community and economic development organizations, government agencies and school districts.

Convene gatherings to improve interaction and a collegial environment for graduate students to enhance their social and cultural experience.

The DSSH will promote unique service-learning, community engagement, community-based research and civic service elements of degree programs.

Create mentor- mentee opportunities among graduate students (online and otherwise) to help new students as they transition to post graduate life.

#### **Related Items**

 **SP2.Ind01: Enrollment**

 **SP2.Ind02: Retention**

 **SP4.Ind14: Marketing, Publicity, Advertising**

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## **SSH 2013\_07: Increase DSSH visibility through a cutting edge website**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Unit Goal**

Continued systematic attention to updating and expanding the DSSH website.

- Greater emphasis on keeping information up-to-date and meeting DSU requirements.
- Maintaining accurate faculty profiles.
- Posting of programmatic and specialized materials for easy access by current and prospective students.
- Posting of departmental achievements.

#### **Evaluation Procedures**

Systematic attention paid to updating and expanding the DSSH website.

- Assessments of the effectiveness of current information and how they meet DSU requirements.
- Accurate faculty profiles.
- Contemporary programmatic and specialized materials for easy access by current and prospective students.

## **Delta State University FY2013 Unit Level Report**

### **Department: Social Science(s)/History**

- Key departmental achievements posted.

#### **Actual Results of Evaluation**

Progress has been made in updating the DSSH website. A website committee continues work on overhauling the DSSH website to make it a more visible marketing tool. While the DSSH already has a Facebook account, plans are to use Twitter as another avenue to reach prospective students. In fall 2013 the DSSH will work with OIT and the Communications & Marketing department to transition from Site Builder Toolkit to the more user-friendly WordPress (WP) Content Management System.

#### **Use of Evaluation Results**

In fall 2013 the DSSH will work with OIT and the Communications & Marketing department to transition from Site Builder Toolkit to the more user-friendly WordPress (WP) Content Management System.

#### **Related Items**

  **SP4.Ind07: Website**

  **SP4.Ind14: Marketing, Publicity, Advertising**

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## **DSSH 2013\_09: Development of a sustainable development-focused curriculum**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Unit Goal**

Development of a sustainable development-focused curriculum that involves DSSH faculty members and their courses in collaboration with other DSU departments.

*The Division of Social Sciences and History (DSSH) wishes to build a sustainable development-focused curriculum that is based on the Population Organization, Environment and Technology (POET) model which integrates elements of science, ecological, technology and society in understanding environmental protection and development. The approach is to build an interdisciplinary, holistic and innovative professional curriculum. Attention is given to the social, economic and ecological dimensions of social change and development. Local, national, and international development strategies are investigated. Students are exposed to the sub-disciplines of environmental and natural resources sociology, covering issues such as deforestation, biological diversity, air and water pollution, global warming, and sustainable development from the perspectives of public policy and social science theory.*

#### **Evaluation Procedures**

An active working group pursuing this goal; meeting minutes submitted; meetings with faculty from other departments and the Dean of Arts and Sciences, as appropriate.

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

Progress in formalizing an academic program in Sustainable Development with the support of multiple departments and the Dean of Arts and Sciences.

**Actual Results of Evaluation**

Modest progress has been made in building a sustainable development-focused curriculum that is based on the Population Organization, Environment and Technology (POET) model which integrates elements of science, ecological , technology and society in understanding environmental protection and development.

The DSSH chair has met with faculty in the DSSH and from other departments and the Dean of Arts and Sciences in preliminary planning.

**Use of Evaluation Results**

A steady process of formalizing an academic program in Sustainable Development with the support of multiple departments and the Dean of Arts and Sciences will continue in fall 2013.

**Related Items**

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

 **SSH\_2013\_08: Strengthen the relationship between the Division of Social Sciences and History and the Center for Community and Economic Development (CCED)**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Planning and implementation of collaborative projects between the DSSH, the Madison Center and CCED will continue in the 2012-13 academic year.

DSSH in collaboration with CCED and the Madison Center will jointly procure funding and other resources.

DSSH in collaboration with CCED and the Madison Center will increase and enhance outreach, service, and partnership initiatives, in the region and beyond.

Increase the number of faculty associates at the CCED.

**Evaluation Procedures**

Number and content of projects undertaken between the DSSH, the CCED and the Madison Center; faculty and student involvement in these projects; funding and other resources made available; number of students supported through these projects; outputs from these efforts including scholarly presentations and publications. Appointment of new faculty associates from the DSSH at the CCED.

***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

**Actual Results of Evaluation**

The DSSH chair worked with the CCED Associate Director and Program Leaders to get restatement of external funding for several programs with a total budget of \$1,17 million.

The DSSH chair engaged in avid advocacy for the CCED and its mission at local, state and national levels. Nationally; at the FEDs, the CFED, the Community Development Society, The Huffington Post, The New York Times etc.

The DSSH conducted program related community-based research, while training several DSSH students in the art and science of community-based research and giving them the opportunity to collect and analyze empirical data for a study entitled “Community Based Participatory Research for Asset Building in the Mississippi Delta in Leflore County to progress work at the CCED.

Worked with DSSH students on internship activities at the CCED. Students in the DSSH had the opportunity to interview CCED personnel for potential inclusion in their projects.

Supervised the work of the B.F. Smith Scholar at the CCED which included working with the Chair of the DSSH and the Associate Director of the CCED on pertinent community projects at the CCED. The B.F. Smith Scholar gained scholarly and professional development through educational training and hands-on experience. She assisted with conducting research by collecting and arranging data and helped to conduct participatory research among low and moderate income (LMIs) citizens in the Mississippi Delta. She administered questionnaires to LMI citizens on asset building and wealth creation. She inputted quantitative data from surveys into the Statistical Package for the Social Science and assisted with production of evaluation reports for various CCED community projects.

The DSSH chair crafted agendas to help the distinguished group of CCED advisory board members understand and assist with the mission of the Center.

The DSSH chair diffused diverse conflicts (from staff evaluations, to contractor negligence, to salary issues) before they get to Dean’s level.

The DSSH chair and CCED Associate Director initiated and conducted a critical meeting with a funder in Jackson, MS to address expressed agitation regarding the execution of the Developing Personal Wealth project at the Center, presenting them with lessons learned narratives and alternative outcome pathways. Last fall when a funder threatened that we should repay them just under \$5000.00. The DSSH chair was able to negotiate with them, and they subsequently decided to absorb the amount by revising budget lines.

Two scholarships totaling approximately \$6000 were awarded by the W.K. Kellogg Foundation to the CCED via the Corporation for Enterprise Development (CFED) for participation in the CFED Assets Learning Conference: Ideas into Action, which took place in Washington, DC, September 19-21, 2012. The DSSH Chair/CCED Director and Associate Director were attendees.

The DSSH chair worked with the Federal Reserve Bank of St Louis, Memphis Branch to host the Consumer Financial Protection Bureau Listening Session at Delta State University on September 11th, 2012.

***Delta State University FY2013 Unit Level Report***  
***Department: Social Science(s)/History***

The DSSH Chair worked with the CCED Associate Director in planning and executing various programmatic, budgeting, grant writing and other pertinent administrative activities at the CCED.

There were regular DSSH social events that are open to faculty, CCED staff, and students.

**Related Items**

  **SP5.Ind06: Community Outreach**

  **SP5: Improve the quality of life for all constituents**



**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

**Section IV.a**

**Brief Description**

**Narrative**

The Division of Social Sciences and History (DSSH) housed ten operational academic degree programs during the 2012-2013 academic year. Two certificate programs were also housed in the DSSH during the 2012-2013 academic year.

The ten degree programs and two certificate programs housed within the DSSH are as follows:

- Bachelor of Arts in History
- Bachelor of Arts in Political Science
- Bachelor of Science in Education–Social Sciences
- Bachelor of Science in Social Justice and Criminology
- Bachelor of Science in Social Sciences (including emphasis areas in Applied Development Studies, Geography, Social Science, and Sociology)
- Master of Science in Community Development
- Master of Science in Social Justice and Criminology
- Master of Education, Secondary Education–History
- Master of Education, Secondary Education–Social Sciences
- Master of Arts in Liberal Studies
- Certificate in Paralegal Studies
- Certificate in Criminal Justice

**Program Accreditation**

The capacity of the DSSH to effectively deliver its Social Science Education degree program and meet disciplinary standards was recently attested by a successful 2012 program assessment/review by the National Council for the Social Studies (NCSS).

DSSH courses are offered via in-class, online and hybrid instruction formats. The Master of Science in Social Justice and Criminology program is offered fully online. The Master of Science in Community Development can be completed fully online.

During the 2012-2013 academic year, there were 15 full-time faculty members (including the Division Chair). For the 2013-2014 academic year, there will be again 15 full-time faculty members in the Division. In addition, the DSSH employs a limited number of adjunct instructors each semester for specific programs.

**A Profile of Graduating Seniors from the Division of Social Sciences and History Spring 2007 to Fall 2012**

Over half of the students (56.4 percent) during the period spring 2007 to fall 2012 were Social Justice and Criminology/Criminal Justice majors, and nearly one quarter (23.3 percent) were Social Science majors. Most of the Social Science majors completed degrees in General Social Sciences (17.8 percent), while the rest had a concentration in Sociology (5.5 percent). There were no students during this period with concentrations in either Geography or Applied Development Studies. The remaining students were enrolled in the Political Science degree program (11.7 percent) and the Social Science Education degree program (8.6 percent). *See the Document Directory source for a full report.*

**Tracking Student Learning Outcomes**

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

Student learning outcomes for the various programs are tracked through performance on exams, papers, practicum and internship projects, comprehensive exams (graduate students) and thesis projects (graduate students). Additionally, for undergraduate programs, the Division offers two courses that are critically important to assessment: SSC 101 Engaging the Social Sciences and SSC 499 Integrative Seminar in Social Sciences. These are one-credit courses used to address issues related to student retention, graduation and assessment. They are required courses for baccalaureate level students in the Political Science, Social Sciences, and Social Justice and Criminology degree programs. SSC 101 is intended for first year (freshmen and transfer) students, and SSC 499 is completed by DSSH students in their final year of studies. Integrative Seminar in the Social Sciences assists students in the Social Sciences with tools that help them transition from college to professional life, and to conduct a variety of assessment activities for the Division. Students provide feedback that the DSSH uses to maintain high quality programs that are responsive to student needs. Curricula for course were developed six years ago and they involve faculty across the Division and diverse invited speakers who talk about navigating the University, academic programs and their relevance for students' career trajectories and professional development.

Each SSC 101/SSC 499 student is required to produce an academic portfolio, and participate in pre-and post-test assessments related to learning outcomes across disciplines in the DSSH. Students initiate a professional portfolio in SSC 101, and keep their coursework and records of their achievements during their time at DSU. In SSC 499 they compile relevant records into an assessment portfolio, which the Division maintains for the purposes of evaluation. In addition to their value as assessment tools, the portfolios serve as important conduits of student engagement. While working on their portfolios, the students use a variety of reasoning and creative skills such as planning, evaluating and prioritizing. They are thinking about their degree program and looking at the bigger picture. The portfolios also serve students in their professional development, as they are helpful in finding and getting a job.

*See the Document Directory source for a comprehensive 2012-13 Engaging the Social Sciences report, and for a comprehensive Integrative Seminar in Social Sciences 2012-13 report.*

### **Section IV.b Comparative data**

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

#### **Narrative**

##### [Trend data for Social Sciences & History for 2009-2013](#)

The number of majors in DSSH academic programs from the fall of the 2008-2009 academic year through the fall of the 2012-2013 academic year are reported (see Trend data for Social Sciences & History 2009 – 2013). The number of majors decreased slightly between the year 2011-2012 (254) and the 2012-2013 academic year (242). However, two academic programs increased in the number of majors namely; the Master of Science degree in Social Justice and Criminology which increased by 47 percent and the Bachelor Science in Social Science Education degree increased by 21 percent. In addition, there were 13 majors in the new Master of Arts in Liberal Studies degree program.

These data demonstrate that the DSSH still has a large number of majors, yet the decline in numbers in certain academic programs poses concern for the academic unit and forms the basis for a three-year recruitment and retention plan for the Division. The DSSH is fully cognizant that the decrease in the number of majors reflects a wider macro context for example, declining wider university enrollment numbers and the current economic pressure facing families in the university service region. Nevertheless, a concern for under enrollment in some degree programs in the DSSH has prompted departmental analysis of 10-year enrollment and number of

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

graduates data. As a result, preliminary work has begun on ways to expand opportunities for active learning, community engagement and practical application of the facts, ideas, methods, and the theoretical underpinning of modernized DSSH curricula.

#### **Number of majors**

There was a drop in the number of majors between the fall and spring semesters in the 2012-2013 academic year (from 242 to 203). The drop in MSJC majors in spring 2013 is attributable to new students who did not attain the required GPA of 3.0 in their first semester.

The DSSH continued its trend of a high number of credit hour production during the 2012-2013 academic year, totaling 8862 hours. Total credit hour production was 1224 in summer 2012. Total credit hour production was 3939 in fall 2012 and in spring 2013 the total was 3699. It is evident that the DSSH continues to make an outstanding contribution to credit hour production in the College of Arts and Sciences in particular, and to the university in general.

## **Section IV.c**

### **Diversity Compliance Initiatives and Progress**

#### **Narrative**

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

The DSSH takes diversity seriously, from the perspective of students, staff, and faculty. In recruiting, attention is devoted to engaging a diverse group of applicants. DSSH faculty members are highly engaged in campus-wide initiatives focusing on diversity. Several DSSH faculty members serve on the DSU Diversity Committee and DSSH Gender Studies Group, among other diversity focused groups. The DSSH Chair is a proponent of promoting diversity in university DSSH curricula; deliberate efforts are made to embed diversity issues and perspectives, through facts and ideas, theories, methods, readings, and field immersions in curricula. Deliberate efforts have been made by faculty in the DSSH to embed cultural diversity and multicultural ideas and perspectives into existing curriculum for relevant concentrations. In terms of student learning outcomes, students now gain an appreciation for all encompassing multiculturalism and cultural diversity issues and perspectives, as they develop competence to serve in an increasingly interconnected, intercultural world. Thus, DSSH faculty make purposeful effort to communicate the idea of diversity to students, through fact and ideas, theories, methodologies, readings, internships, field engagements etc.

DSSH faculty members were asked to provide examples that illustrate how they embedded course content with ideas, facts, theories and a range of opportunities that enhance multicultural awareness and understanding among students. The following are some accounts:

“As a proponent of promoting multiculturalism and diversity in Social Sciences curricula, I make deliberate effort to communicate diversity issues and perspectives, through fact and ideas, theories, methods, readings, and field immersions. In my Gender in Cross Cultural Perspective course and Principles of Sociology course, I embrace a critical focus on a number of key issues related to societal change in the developed world and developing world. Students are required to read materials that are based on the developing world as well to review books written on development issues. Students are required to read, assimilate, discuss, and present materials from diverse scholars from North America, the Caribbean, Latin America, and Africa. Also, they are required to write term papers on developing countries broadening the knowledge of diverse cultural systems, honing their critical thinking skills and developing their sociological imagination.”

“Two of my courses shed light on the political, social and cultural problems that we face, not simply as Americans, but also as citizens of the world. Indeed, throughout all of our discussions, students are called to ask to what goals we aspire, to what principles we adhere, and how we commit ourselves to the broader human

***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

community. Embedded in these philosophical problems are the conflicts and difficulties that Americans have with multicultural issues broadly defined. These two classes offer instantiations of my concerns.

PSC 444, Civil Liberties / Civil Rights, begins by addressing the problems of free speech, especially those expressed during the First World War by principles socialists. Throughout the course, students are confronted with the rights of the accused, of gays and lesbians, of racial and ethnic minorities, and of women. All of these conflicts eventually emerge in the form of legal conflicts at the U.S. Supreme Court level. In this sense, this course shows the tensions and conflicts that Americans have about rights and liberties in the context of high court decisions.

To be more specific, U.S. Supreme Court decisions also reflect the most profound arguments that we have, be it over gender, race, ethnicity, religion, or nationality. The Court's decisions also include the way we conflate different identities with "other," "foreign," or "dangerous." These conflicts disturb and confuse our students and shake their very comfortable status. The background to these cases helps remind students of previous generations and their struggles for freedom and equality. Some decisions provide a sense of the dignity for our constitutional system; some cases very tragically show the Court's "self-inflicted wounds" and the damage done to American citizenship. Finally some cases will disturb students, possibly even offend them. In all senses, PSC 444 paints a tapestry of the human spirit as it confronts the challenges of minds uninformed by a sense of justice or spirits blackened by hatred and rage. And it paints this tapestry with the full spectrum of humanity.

PSC 442/542, Civil Rights Law, is a much more intense version of the PSC 444 because it focuses on race, gender, sexuality and ethnicity. Narrower in scope, especially pointed in its evaluation of our history of civil rights in the United States, this course begins with a theoretical framework within which students work for the entire semester.

Early in the course, students are first challenged to assemble the theoretical underpinnings Classical Liberalism. It can be argued that, from John Locke's point of view, Classic Liberalism poses the question of how we might convert the "passions" of the human heart into the "interests" of the market place. His opposition to the workings of "patriarchy" is telling, though ultimately disappointing to the modern mind. Nonetheless, Locke's "Second treatise of Government, his "Letter on Toleration" and portions of his "Discourse on Human Understanding," suggest that the political and economic motivations in the Classic Liberal model will engender common agreement and work to protect the "perfectly free" and "roughly equal." He argues that these motivations will eventually enfold our natural and political agreements in a social contract in order to protect life, health, liberty and possessions. In this sense, Locke is in pursuit of protecting the fundamental underpinnings of our humanness. But lurking below the surface of this theory are assumptions about its workings that will eventually collide as the theory works its way into society. Students will eventually come to appreciate this collision in the doctrines developed in decisions by the U.S. Supreme Court.

As principle collides with interest, the original understanding of Classical Liberalism no longer obtains. What Locke saw as the civilizing influence of the marketplace, others saw as an engine for domination. This change was not a matter of scale. Classical Liberalism simply could not resist the passions that it sought to control. The good intentions of the social contract eventually grew into mechanism for legitimizing difference, differentiation, scarcity, and especially inequality. In all this, it intensified the notions of class and otherness. As students trace the development of the slave trade, the legitimization of slavery both in an economic and legal system, they begin to appreciate the consequences of Classical Liberalism in the language of a constitutional system. In this sense, students will use this model to pick apart the assumption made by the justices, the advocates, commentators and those who support the various sides in these constitutional battles. In this end, students will be able to determine how political, economic and social rationality have constituted our highest legal standards and the republic in which we now live.

The second part of the framework for this course asks whether the Constitution of 1787 has fulfilled the promises in the Declaration of Independence. At first glance, this question may seem elementary. On the contrary, this question establishes a framework in which to consider our commitment to constitutionalism and our dedication to intergenerational justice implicit in a document that stands as the work of a nation. With this

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

in mind, the students will have to evaluate decisions in terms of their promise to future generations, their reference to groups not privileged in the original compact, well as the decisions effectiveness in articulating who we are as constituents of a constitutional system. Students will have to determine whether the formal sameness of citizenship implies a freedom of difference in any context. And they will, of course, trace the fate of citizenship in the decisions of the U.S. Supreme Court decisions as promises to be fulfilled. Finally, the fourth part of the framework for PSC 442/542 confronts the essential dilemma that America confronted during the Civil Right Movement. Dr. Martin Luther King, Jr., long an advocate of non-violence, argued that all Americans must come to see the power of the majesty of the human soul as a single, guiding principle. Non-violence was the only way to reflect the madness of race hatred back onto the vicious racist. Against this position, Malcolm X questioned even the likelihood of white America joining Black America in its struggle for freedom and dignity. Although Dr. King recognized systematic racism, Malcolm X argued that that system was too deeply entrenched to grant admission to the Black man. Malcolm X, instead, fought for integrity, boldness of thought, and independence. He gave no quarter to those who would gratuitously grant rights while at the same time degrade the essentially humanity of the Black man. This fourth element in the framework asks students to contemplate our current dilemmas. Can we fairly say that either Martin or Malcolm would have been in agreement on a course of action? How would they have gauged the quality of life for Blacks in America today, or, for that matter, any minority subject to the “tyranny of the majority”? Again, the answers to these questions will have to be discovered in the sinews of our constitutional decisions, the results of which compel our agreement, shape our society, and color our understanding of who we are as a people. The four elements frame the semester’s discussion by asking students to consider whether we have dealt with the “passions” and “interests,” whether we have the ability to fulfill the promises of our fundamental documents, how we understand equality, and whether we have the courage to ask the right questions about who we are as human beings. I would argue that these two courses address the problems of multiculturalism in the context of American law and politics.”

“While in U.S. History I can’t say I spend a lot of time on multicultural awareness, I do make efforts to make my students consider the vast array of religious beliefs in the country and the experience of immigrants. For instance, in US survey classes we explore the influence of Calvinism on Protestantism, and how those beliefs differed from Catholicism and “new light” sects like the Baptists and Methodists. We also spend a good amount of time discussing the experience of Irish, German, Italian, Slavic, Russian, and Jewish immigrants. This inevitably leads us into a discussion of the current immigration debate. In this I try to stress the continuities of the resentment of immigrants as well as those things which attracted people to the U.S. I can’t say those fit multiculturalism as we normally think about it, but they do force the students to reconsider what they think they know about American culture.

“Multicultural instruction is a key component in courses such as American National Government, and State and Local Politics and several other Political Science courses. The goal is to stimulate and foster discussion and debate on how politics and policy making is affected by race, ethnicity and other key factors of multiculturalism. These courses lend themselves to frank and open discussion in regards to the implications of multiculturalism for democracy.”

“GEO 303 – World Regional Geography – Although the class in itself promotes cultural awareness ... Students are assigned a group project detailing the cultural differences as well as similarities associated between geographic locations within the United States and the world.”

A specific learning outcome of graduates from the BS in Education–Social Sciences program for example, is they should possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of culture and cultural diversity. Thus, students are now incorporating diversity-relevant themes in their teacher work samples. The multicultural lesson is a one-day lesson which constitutes part of a 10 day social studies unit. Increased emphasis is being placed on issues of diversity relating to culture, nationality, race, class and gender. BSE students are being exposed to these issues more frequently. Thus, the following remark from a DSS instructor:

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

“In methods courses CUR 492 and CUR 492 – methods course students are required to write a one day Multicultural lesson plan corresponding specifically with the Mississippi Curriculum Framework and National Council for the Social Studies (NCSS) standards ...methods course students are then evaluated teaching that lesson in one of our Delta area high schools by the social science BSE supervisor and the student’s cooperating teacher.”

In general, DSSH, faculty members consciously and purposefully embrace issues of diversity/multiculturalism. Several Social Science Education faculty members actively promote multiculturalism and other diversity issues in curriculum and extra curricula activities.

## **Section IV.e**

### **Grants, Contracts, Partnerships, Other Accomplishments**

#### **Narrative**

##### **1. The Delta Leadership Institute (DLI)**

Dr. Paulette Meikle, Chair of the DSSH and Abe Hudson Program, Director of the DSU’s Debt Education for Business and Transformation and Sustainability Program partnered with the McLean Institute for Public Service and Community Engagement at the University of Mississippi to apply for the Delta Leadership Institute (DLI) award from the Delta Regional Authority. The University of Mississippi was recently awarded the DLI contract, which a substantial award. In the year long DLI will leverage the unique resources of the two Universities to empower local Delta leaders to find collaborative solutions to leadership challenges in their local communities. Dr. Albert Nylander, Director of the McLean Institute for Public Service and Community Engagement, is currently renegotiating DSU’s role as an affiliate organization of the DLI.

##### **2. Byrne Criminal Justice Innovation Program FY 2013 Grant Application**

DSSH faculty members Dr. Chris Bounds, Dr. Lynn Pazzani, Dr. Gavin Lee and Dr. Paulette Meikle partnered with the Southern Bancorp, Coahoma Police Department, Coahoma Sherriff’s Department, the mayor of Clarksdale, the JFA Institute, and the Mississippi Department of Corrections, to submit a grant application for the Byrne Criminal Justice Innovation Program FY 2013 Grant , amount: 1,000,000.00 dollars. The proposed project is designed to document problems with crime and implement an intervention strategy in Coahoma County and the city of Clarksdale and help with community safety is essential to neighborhood revitalization. The grant application was submitted on March the 4th, 2013. Collaborating partners expect a response to the application in September 2013.

##### **3. Center for Community and Economic Development (CCED) 20112-13 Grants and Contracts**

DSSH faculty members Drs. Green-Pimentel and Meikle worked with Program Leaders at the Center for Community and Economic Development (CCED) and external funders to get restatement of external funding for several programs with a total budget of \$1.17 million.

##### **4. Department of Justice and the Federal Bureau of Prisons Grant**

For the thirteenth year, The Madison Center has received a contract in the amount of \$100,000 to work with the Yazoo City Community in advancing the ability of students in the community to complete successfully a high school degree and find gainful employment. The contract, support through the Department of Justice and the Federal Bureau of Prisons, enables this partnership not only to support the school system, but to help local organizations support academic achievement.

##### **5. The DSSH Asset-Building Community-Based Study**

The DSSH garnered \$6000 from the Southern Regional Asset-Building Coalition in July 2012 to conduct a study entitled “Community Based Participatory Research for Asset Building in the Mississippi Delta.” The study is designed to assess the asset building and financial education needs of individuals and families in Leflore County, Mississippi. Specifically, it addresses attitudes toward personal/ family finances, financial education, fiscal responsibility and money management among residents in Leflore County. It further ascertains financial practices and perceptions of community financial welfare as well as impediments to asset building among low income residents in Leflore County.

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

#### **Activities**

- The co-investigators Drs. Paulette Meikle and Leslie Green-Pimentel designed and implemented a training workshop for conducting focus group sessions and face-to-face household interviews. All data collection personnel (four DSU graduate students, one DSU undergraduate student, and one CCED contractor) completed the workshop in Fall 2012. Workshop sessions included a review of survey methods, research ethics, strategies for interviewing and field navigation. Data collection personnel also practiced their interviewing skills and received feedback from instructors in the workshop setting.
- Three focus groups were conducted among low income families in Leflore County, one in Greenwood, one in Sidon, and another in Itta Bena in Fall 2012 (see the attached Participatory Dialogue schedule).
- A total of 105 questionnaires were completed by low income residents in Leflore County in Fall 2012 (see the attached questionnaire).
- Questionnaire data have been coded and entered into a Statistical Package for Social Scientists (SPSS) database.
- Between 20 to 25 key-informant interviews will be conducted in February 2013 with people working in Asset Building and Financial Education sectors in Leflore County regarding availability of fiscal responsibility resources for families, opportunities for financial success, challenges as well as recommendations for improvement. The key-informant interviews will be based on the qualitative, unstructured approach allowing for follow-up questions and opportunities for subjects to extend their remarks.

**Supervision of Fieldwork:** The co-investigators supervised field data collection in Leflore County.

#### **Other Related Work January to July, 2013)**

- Analysis of the quantitative and qualitative empirical data.
- Write up of results, conclusions and recommendations

#### **Scholarly Outcomes of the Study So Far**

1. Paper Presentation at the Community Development Society 2013 Conference

Paper Title: Asset Building: A Means to Ameliorate Intergenerational Poverty: Opportunities and Challenges in the Mississippi Delta by Paulette Meikle and Leslie Green-Pimentel, Delta State University, Division of Social Sciences and History. We examine asset building gaps and financial education needs of LMI individuals and families in Leflore County, Mississippi. We address attitudes toward personal and family finances, financial education, fiscal responsibility and money management strategies among LMI residents in Leflore County. We further ascertain financial practices and impediments to asset building among LMI residents in Leflore County. Resident's perceptions of community financial welfare are also addressed. Finally, we dissect wealth creation strategies, and analyze successes (and impediments) of a diverse group of financial institutions and community development practitioners who are engaged in asset building projects in the County.

***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

2. Panel Discussion Session: The Role of Asset Building Strategies in Community Development: Stories of Successes and Impediments. By Paulette Meikle, Delta State University Teresa Cheeks-Wilson, Federal Reserve Bank of St. Louis–Memphis Branch Leslie Green-Pimental, Delta State University

We presented and discussed the triumphs and impediments of asset building as a poverty amelioration strategy. Also, we explored the question, “how can we better understand and address the asset building and financial education needs of households and communities in the Mississippi Delta?”

3. Poster Presentation at the Community Development Society 2013 Conference

Title: Asset Building Among the Poor: Benefiting Adults, Children, and Community by Dr. Leslie Green-Pimentel, and students: Staresha Hoskins, Aaron Taylor, Francis Kelly Delta State University, Division of Social Sciences and History

**6. Private Funds**

The Chair of the DSSH received a donation of \$767.27 in Fall 2012 from an anonymous donor to specifically to help an international MSCD student with scholarship funds.

**Section IV.f**

**Service Learning Data**

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

**Narrative**

**Student Engagement**

Efforts were made in the past year to revitalize the Community Development Student Organization and foster rewarding service learning environments for DSSH students. The DSSH actively engaged in efforts to secure internships for DSSH graduate students from the Delta Regional Authority and the Federal Reserve Bank of St. Louis. Drs. Meikle and Green -Pimentel trained and supervised DSSH students in the art and science of conducting Community-based research. Several DSSH students conducted an empirical study entitled “Community Based Participatory Research for Asset Building in the Mississippi Delta in Leflore County. Students engaged community members in participatory dialogues and oral history discourse in the research process.

The Madison Center which is housed in the DSSH has trained and successfully placed the plurality of all competitors to Cochran Fellowship. This year was no exception. Mr. Thomas Wetzel served the office of Sen. Thad Cochran with the usual excellent work. Mr. Wetzel is a double major in Political Science and Journalism. He work on a variety projects in the Senator’s office, attended committee hearings, visited with a wide range of federal representatives, but especially the Mississippi delegation to Congress. Since Mr. Wetzel’s return, he has worked closely with our new president, William N. Laforge. We are very proud Mr. Wetzel’s outstanding achievement and look forward to his success after his graduation.

Recognizing its obligation to mentor majors in Political Science, in the Division of Social Sciences and all students at Delta State, The Madison Center offers a broad set of opportunities to learn about public life. “The Supreme Court Preview,” sponsored every year by the Bill of Rights Center at William and Mary Law



***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

School, offers DSU students, but especially undergraduate Political Science majors the opportunity to visit with members of the bar of the U.S. Supreme Court, former solicitors general of the United States, members of the U.S. Department of Justice, prominent law school professors, and other students from across the country. The Preview begins on Friday evening with a moot court presentation dealing with what is expected to be one of the major issues before the Court. More often than not, this presentation includes advocates who will actually be involved in oral argument on that exact issue. The day is spent on Saturday combing through the cases on the docket for the coming term.

As of 2010, The Madison Center has sponsored internships at the Washington Center in the nation's capitol. Each year, The Madison Center identifies two meritorious undergraduates for the summer internship program. This past summer: Ms. Mary Ashley Miller (Political Science) and Mr. Max Anderson (CIS/Business Management) were chosen to represent DSU in Washington, DC. These two students were awarded scholarships covering most of their expenses. Well before leaving for the summer each student interviewed and was hired in an agency or organization that most effectively matched their policy interests. Both student's funding was also supplemented through the generous work of Dean Paul Hankins. During the course of the year, the director makes an on-site visit to the Washington Center. This was especially true for the first round of internships involving Mr. Matthew Baker and Ms. Emily Garcia. The director also meets with Joseph Johnston, Vice President of the Washington Center.

The Politics & Video Project has been under development for several years. The origin of the project goes back to 2008 when undergraduate Political Science major Samantha Styers developed an interest in video interviewing and documentary development. The Madison Center accommodated Ms. Styers interest by organizing the Project, raising money for equipment, and filming interviews at various locations on campus. The Politics & Video Project now has a home studio in the dual-use classroom in KE 138.

This classroom had one serious drawback: it was so live that video recordings contained echoes because of the concrete block walls. Ms. McCulloch Tardy and Mr. Thomas Wetzel, two Political Science undergraduates who took over for Ms. Styers, worked to help resolve this problem. Along with the director, both worked to fabricate forty-six acoustic panels that have now reduced ambient echoes to a minimum. The Project will now see its first full year of production in the 2013-2014 academic year.

*European trip*

Each year The Madison Center sponsors a European trip, alternating between Ireland and Italy. The 2013-2014 trip to Ireland is scheduled for March 2014 with, so far, ten students planning to accompany Prof. Garry Jennings. Students register for the International Seminar. The trip is preceded by eight seminars held on Sunday afternoon. These seminars cover the history, geography, literature, music and politics of both Northern Ireland and the Republic of Ireland. The trip includes visits to important historic and political sites, lectures by academics, politicians, journalists, and artists. Each student is required choose a site, event, political activity, or selection from the literature and to complete a video report on it. Every student keeps a daily journal and must complete a ten-page paper in completion of the academic requirements for the course.

***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

Community Service

The Madison Center is also involved in developing its Renewable Energy and Education Project (REEP). REEP was initiated in a meeting with Yazoo City representatives and later included the towns of Mound Bayou and Alligator. The project was discussed with Congressman Bennie Thompson who asked for a budget including quotes on installation and maintenance as well as a list of manufacturers and project partners. We are now in the process of acquiring brown-space for a solar panel farm in Mound Bayou and negotiating access to Mound Bayou City Hall for an engineering evaluation. Architectural plans have been submitted by St. Gabriel Mercy Center for the installation of a stand-alone hot water heating system in order to replace two hot water units, a 40-gallon and an 80-gallon tank. The new hot water system will run completely on solar power, eliminating even the low cost of natural gas.

The Madison Center also funds the Madison Athenaeum developed to serve Yazoo City Municipal School District. The Athenaeum provides meritorious students the opportunity to learn the habits and behaviors of university-level students. The project moved off campus for this summer and focused solely on the

Yazoo City community. This change required close collaboration and consultation with community activists, Gloria Owens David Spencer. Because these individuals work with parents and students in the Yazoo City School system, The Madison Center supplied them with a PA system, a AM/FM tuner, a CD player, and a video player, all of which will be in their meetings. The high school received school supplies, texts, and assorted office supplies in the amount of nearly \$10,000. The school system received fifty (50) cases of photocopy paper costing over \$5000. The high school, perhaps the middle and elementary schools, lack one very important resource: enough textbooks to teach in most subjects. Moreover, teachers are on their own when it comes to any other supplementary supplies. The next stage of this program will be dedicated to investigating the depth of need in textbooks and the hope of resolving at least some of this problem.

As a part of the Athenaeum, The Madison Center has conducted interviews in order to determine the needs of students and parents in the school district. The Madison Center conducted several weeks of interviews with parents and students in Yazoo City. The interviews are still in the editing stage and will be offered to the superintendent, the principal and the parents this autumn.

**Section IV.g**

**Strategic Plan Data**

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

**Narrative**

Vision Statement

The Division of Social Sciences and History fosters an environment conducive to academic excellence, engaged learning, intellectual creativity, and respect for diversity, enabling students to become effective and engaged citizens in an increasingly interconnected and intercultural world. Faculty cultivate these values through dynamic teaching, research and scholarship and service to the Mississippi Delta community and beyond.  
DSSH Teaching Strategic Plan 2012-2015

**Specific Objectives (oriented toward specific outcomes/results)**

**I. Evaluation**

Objective: Create a more formative and effective means of evaluating for DSSH courses.

**II. Opportunities**

Objective: The Division should provide opportunities for faculty to share their teaching strategies and experiences with colleagues and peers.

**III. On-line Teaching**

Objective: The Division should create and enforce standards for on-line teaching to improve course quality, to combat the perception that on-line courses are easier, and to ameliorate the issue of many students failing on-line courses.

**Strategies/Action-Activities Plan**

**I Evaluation**

- (1) Develop a measurement tool that is appropriate for the course format (e.g. one that is useful for assessing on-line courses).
- (2) Develop strategies for incorporating mid-term evaluations in our courses.
- (3) Institute a peer evaluation program into our regular operations in the Division.
- (4) Develop a menu of optional strategies for implementing the peer evaluation in courses and among colleagues.

**II. Opportunities**

- (1) Regular brown-bags (perhaps 3/semester) on teaching
- (2) Funding to attend local conferences to present on teaching
- (3) Encourage local opportunities such as the now defunct ROMEA conference or DSU Faculty Symposium

**III. On-line Teaching**

- (1) Develop a strategy for vetting new on-line courses, involving peer evaluations by professionals; the strategy should include a checklist of elements that each course should include.

**Assessment/ Evaluation Plan**

**I. Evaluation**

- (1) Approval by Division faculty.
- (2) Periodic discussions at faculty meetings on effectiveness of mid-term evaluation tools, and means for improving the tools.
- (3) Annual review by the Division chair.
- (4) Approval by Division faculty.

**II. Opportunities**

- (1) Brief survey of participants after each brown bag.

**III. On-line Teaching**

- (1) Review by DSU Office of Information Technology

Time frame by which goals should be achieved (months, semester, year etc).

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

#### **I. Evaluation**

- (1) We should have an alternative course evaluation tool available by Spring semester, 2012
- (2) We should have strategies for mid-term evaluations by Spring semester, 2012
- (3) We should have a format for peer evaluations by Spring semester, 2012, and begin regular evaluations by Fall semester, 2012.
- (4) We should have an initial framework of strategies available by Spring semester, 2012.

#### **II. Opportunities**

- (1) A brown-bag series should begin Spring semester, 2012.
- (2) Divisional leadership should work with partners (university administration, funders) to develop funding opportunities on an on-going basis.
- (3) Divisional leadership should work with university administrators to revive these opportunities on an on-going basis.

#### **III. On-line Teaching**

- (1) A preliminary strategy should be in place by Fall semester, 2012, and a final strategy by Fall semester, 2013. DSSH Service Strategic Plan 2012-2015

The vision for service by faculty in the Division of Social Sciences is conditioned by four considerations. First, expectations for colleagues in higher education have increased significantly over recent years. Across the nation, public higher education administrations expect academics to produce justifications by gathering data on their work and justifications for their time.

Second, and partly because of these increased demands from the bureaucracies, pursuing excellence in teaching and scholarship has resulted in a crowding-out effect, reducing the amount of time previously dedicated to broader professional agendas.

Third, with the precipitous decline in funding for public education, academics have had to engage in fundraising for research, travel, and even for some types of instructional support. In some ways, university professors have begun to look like our colleagues in the K-12 systems across the country.

Finally, Delta State continues to expect academics to dedicate 20% of their effort to service. In sum, academics now have greater responsibility not only to maintain their traditional role as scholar-teachers but to find the resources and opportunities to support both their curricula and the research and publishing projects. The goals developed below are especially appropriate as they are cast within the realities of current circumstances.

**I. GOALS FOR SERVICE.** With these considerations in mind, colleagues in the Division of Social Sciences should pursue the following goals when taking on service: synergies, course-connectedness, back-to-the-classroom, and innovative research.

**A. Focus Service Activities.** Colleagues, especially junior colleagues, should be careful to focus their energies when choosing on-campus service opportunities. Senior colleagues should expect to take on the more demanding forms of on-campus service and leadership, although the senior colleagues should be careful to share these responsibilities. In building a record toward tenure, junior colleagues should balance their on-campus service work in favor of establishing strong records in the classroom and in scholarship, shaping these discussions in the context of mentorships with senior faculty.

Fulfilling the service requirement does not mean that colleagues must be limited to on-campus work. Delta State recently announcement that faculty are no longer required to volunteer for university committee assignments. This opens the possibility for off-campus and self-defined service opportunities in the wider community. Again, colleagues should choose wisely and focus their strengths in a limited scope. For junior faculty, these choices should also be made within the mentored relationship.

**B. Create Synergies.** Service defined broadly can be pursued by finding opportunities that attach themselves to teaching or research. Most service relationships can easily find support among colleagues. The more challenging forms of service can be found in the instructor-student relationship. These relationships can provide especially valuable services for community projects and partnerships. Mentoring students outside of the

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

classroom takes on a service nature when those students volunteer to learn how to run programs, help with equipment, or work as tutors for other students. Most of these activities can be documented as collaboration with any of the campus centers of excellence. The point here is that there are creative ways to understand service, especially when academic must fill the void created by financial and administrative support.

**C. Develop Course-Connectedness in Service.** A more specific example of how synergies in service can count as service is by colleagues mentoring students for a community service component of a course. Training students to work in the community, for charitable or citizenship campaigns can easily be considered part of our service obligation. Connecting the classroom to service is especially valuable for expanding the web of interactions so necessary for the teaching-learning experience. By requiring students to take responsibility for the larger community we can enrich their academic work and prepare them for purposes much broader than a grade. Hence, we can develop a multifaceted form of service. Especially among social scientists, a service component should naturally lead back to connections in the classroom and to instructors receiving credit for the work they inspire in their students. Finally, service obligations can reap benefits for scholarship. When choosing a service obligation, colleagues should consider whether it can be harmonized not only with one's schedule, but with the development of courses and as connections with one's research agenda.

**D. Self-Defining.** Given the three previous goals, it is natural to assume that colleagues should take the initiative to develop self-defined service programs. Focused, synergetic and well connected service programs require innovation and creativeness. It should be up to the individual to define how a service program is chosen and implemented.

**II. STRATEGIES.** Developing service options is traditionally in the purview of the individual faculty member. Tenure-track faculty should discuss strategies and options with a senior faculty member.

**III. IMPLEMENTATION.** Implementation of this approach to service should be started immediately, with full implementation easily achieved by the end of the 2011-2012 academic year. These goals are particularly useful in that colleagues retain the autonomy to choose service activities, implement them as they wish, and develop innovative service programs. In this sense, these service goals are self-implementing.

**IV. ASSESSMENT/EVALUATION.** There can be three levels of assessing service in the Division of Social Sciences. The first is informal, the other two formal. For junior colleagues, assessment a service activities should begin with the mentoring relationship. Discussing one's options with a senior colleague is not only prudent but encouraged. The faculty activity report due in mid-spring provides the faculty member with the chair assessment of his or her record. Finally, the most effective way of assessing a colleague's service record is through the biennial review of the Division's Committee on Promotion and Tenure.

**V. TIME FRAME.** These goals can easily be introduced now as choosing service options is an ongoing activity.

## **Section IV.h**

### **Committees Reporting To Unit**

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

### **Narrative**

#### **Committees reporting to the Division of Social Sciences and History (DSSH) in 2012-2013**

In accordance with national and state policies, the demands of accrediting agencies such as the Southern Association of Colleges and Schools (SACS), and the curriculum development and assessment practices at DSU, the DSSH continues to implement a comprehensive assessment-based education into its academic

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

programs. The DSSH Curriculum Development and Assessment plan focuses on specific learning goals, embedding diversity into curricula goals, initiating and overseeing programmatic changes and monitoring of degree programs as well evaluation of assessable learning outcomes for each degree concentration area. In this regard, seven assessment and evaluation committees were tasked with the forgoing objectives for academic programs in the Division in the academic year 2012-13, they are as follows:

**History Committee (Curriculum and Evaluation/Assessment)** members were: Charles Westmoreland (**Chair**) and Brian Becker. Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

**Paralegal Studies Committee (Curriculum and Evaluation/Assessment)** members were: Christopher Bounds (**Chair**), Genara Morris and Almon Ellis. Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

**Masters of Arts in Liberal Studies Planning Committee**, members were: Mark Bonta (**Chair**), Bill Hays, Paulette Meikle-Yaw, Debarashmi Mitra, Eugene C. Tibbs; James Tomek and Charles R. Westmoreland. Pertinent documents are housed in the office of the committee Chair and in the office of the Chairs of the DSSH and Languages and Literature.

**Political Science Committee (Curriculum and Evaluation/Assessment)** members were: Garry Jennings (**Chair**), Leslie Fadiga-Stewart, and Arlene Sanders.

**Social Science Education (Curriculum and Evaluation/Assessment)** members are: Shannon Lamb (**Chair**), Garry Jennings and Leslie Fadiga-Stewart. Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

**Social Justice and Criminology Committee (Curriculum and Evaluation/Assessment)** members were: Christopher Bounds (**Chair**), Gavin Lee, and Lynn Pazzani. Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

**Social Science Committee (Curriculum and Evaluation/Assessment)** members were: Alan Barton (**Chair**), Paulette Meikle-Yaw and Debarashmi Mitra. Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

**Community Development Committee (Curriculum and Evaluation/Assessment)** members were: Debarashmi Mitra (**Chair**), Alan Barton, and Paulette Meikle-Yaw. Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

### **Other DSSH Committees:**

**Tenure and Promotion Committee** members were: Garry Jennings (**Chair**), Alan Barton and Phyllis Bunn, College of Business.

The DSSH Tenure and Promotion Committee interprets and implements DSU's tenure/promotion guidelines at the divisional level. It oversees second, four-year reviews and tenure and promotion reviews for tenure track faculty members. The interdisciplinary nature of the DSSH faculty requires that the committee pay special attention to fair and appropriate processes and standards across disciplines.

The Tenure and Promotion Committee works with the DSSH Chair and provides guidance to faculty through review processes.

Pertinent documents are housed in the office of the committee Chair and in the office of the Chair of the DSSH.

**Committee of Graduate Coordinators** members were: Christopher Bounds, Paulette Meikle-Yaw, Debarashmi Mitra, and Charles Westmoreland (**Chair**).

The Committee of Graduate Coordinators work to streamline graduate programs for more effective administration and increased student population. Activities include changing the culture of the graduate experience, by helping students understand and appreciate the rigor of DSSH graduate programs to systematically adhere to program requirements and comprehensive examination protocol and standards and to make use of the committed mentorship of program coordinators. Planning and executing graduate student orientations. Pertinent documents are housed in the office of the committee Chair.

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

**Development Team: Members** were: Mark Bonta, Christopher Bounds, Paulette Meikle-Yaw, Debarashmi Mitra and Charles Westmoreland (**Chair**).

The development team is in place for the purpose of fundraising and expanding programs in the DSS, with a short-term focus on garnering private funds from local (Mississippi) sources. The team is working on establishing fundraising priorities and planning the ways to approach potential donors. Efforts include identifying the marketable strengths of the DSS what makes us indispensable for the community and region and the concrete ways that donors can contribute to our programs. Pertinent documents are housed in the office of the committee Chair.

**The Gender Studies Group: Members** were: Christopher Bounds, Teresa Houston, Shannon Lamb(Chair), Paulette Meikle, Debarashmi Mitra, Sally Paulson, Leslie Fadiga-Stewart, Ro Ann Redlin and Clint Tibbs. The Gender Studies Group (GSG) operates on the premise that an interdisciplinary group of faculty, students and community members with diverse experiences and qualifications can make a difference at DSU and in the Mississippi Delta by dissecting and understanding gender issues. In general, the group collects and analyzes data to explain current social, political, and economic problems faced by men and women. The group disseminates information, generates awareness, facilitates community engagement, and aims to ultimately influence public policy. One of the group's primary strategies is conducting action research that uncovers policies to create greater opportunities for women in particular, and men in general. Thus, the GSG brings attention and awareness to gender issues at DSU, the Mississippi Delta, nationally, and globally. Pertinent documents are housed in the office of the GSG Chair.

## **Section V.a**

### **Faculty (Accomplishments)**

Noteworthy activities and accomplishments

#### **Narrative**

#### **Noteworthy Activities and Accomplishments among DSSH Faculty for the Academic Year 2012-2013**

A Recognition Reception was held on April 29, 2013 honoring Professor Garry Jennings for 18 years of exceptional service in the Division of Social Sciences and History and Delta State University. Professor Jennings is one of the most active, dedicated, and diversely engaged professor in the Division of Social Sciences and History. He is an expert in developing courses that require students to understand the philosophical grounds for law, politics and government. He exposes students to the literature of scholars in political science and law in a diversity of perspectives. He actively engenders interest among students in conducting and presenting research at various venues. His "Politics and Video Lab" course is particularly enticing for his students, especially Journalism majors. His excellence in the classroom, and his commitment to building and sharing knowledge with his students, precedes him. Not only does he have a natural gift to promote academic excellence among students, but he consistently makes efforts to develop new courses that inspire students to travel overseas or elsewhere in the U.S. For example, every year he accompanies a group of interdisciplinary students and faculty members to Ireland or to Italy. Every autumn he takes students to the William & Mary Supreme Court Preview, as well as leading them through the history of Plimoth Plantation and colonial Boston.

Professor Jennings works with several undergraduate and graduate students in advancing political science scholarship. He recently executed a cutting edge-technology infused Community Based research project in Mound Bayou and presented results at professional conferences in Washington, DC, and Boston.

He occupies numerous leadership roles in the university, his profession, and the wider community. He is the outgoing President of the American Association of University Professors, Mississippi Conference, and he is the President of the American Association of University Professors, DSU Chapter. He is chair of the Division of Social Science Tenure and Promotion Committee. He chairs several other committees in the Division and is chair of the University Writing across the Curriculum Committee. He is also DSU's Pre-Law Adviser. He

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

served three years as the committee secretary for the Arts and Sciences Dean's search. The recognition reception attracted tributes from a wide range of outstanding people who support and acknowledge the work of Professor Jennings, including Mississippi Senators Cochran and Wicker (see their letters of recognition below).

The History unit hosted the 16th Annual Cranford Lecture on April 4th, 2013. This year's speaker was Dr. Jeannie Whayne, Professor of History at the University of Arkansas and co-director of the University's Teaching and Faculty Support Center. The title of her lecture was "The Cotton Elite Seize Control: The 1878 Yellow Fever Epidemic Revisited." Dr. Whayne is a prolific scholar in the field of southern history and is author of the recent book, *Delta Empire: Lee Wilson and the Transformation of Agriculture in the New South*. Her current research explores the historical relationship between Memphis and the Lower Mississippi Valley region.

The following day, Friday, April 5 at 10 AM in the Howorth Room of the Archives, Professor Whayne delivered a talk as part of DSU's "Year of Service" programming, this talk was entitled "From Arkansas Traveler to Rural America in the 1930's: Crystal Bridges Museum & the Portrayal of History."

Several gender-based Brown Bag seminar presentations by multidisciplinary faculty members, students and community members have been hosted by the Gender Studies Group (GSG) during the past year.

### **Books in Progress**

A book edited by DSSH faculty members Alan Barton and Paulette Meikle entitled *The Mississippi Delta in a Global Context* received a second review from the University of Press of Mississippi. The authors met with the publisher on March 29, 2013 to strategize next steps.

Westmoreland, Chuck. (2013) Entitled *Southern Pharisees: The Politics of Prayer from Civil Rights to the Christian Right*, book manuscript is currently under contract with the University of Georgia Press. *Work in Progress*.

Upcoming book for Edinburgh University Press, 2013. Bonta, M. 'We're tired of trees': machinic university geography teaching after Deleuze. Chapter for 'Deleuze and Education' (I. Semetsky, editor).

### **Other Notable Accomplishments**

Dr. Paulette Meikle was invited by the Federal Reserve Bank of St Louis to be the key presenter at the Children's Savings Accounts Seminar, hosted by, Federal Reserve Bank of St Louis Louisville Branch, Evansville Vanderburgh Central Library, and March 15, 2013

Dr. Paulette Meikle was invited Luncheon Speaker at the Coalition for a Prosperous Mississippi Annual Meeting in conjunction with Alcorn State University Small Farmers conference, Greenville, MS. March 25-27, 2013.

Dr. Alan Barton served as Vice President and Board Member, Friends of Dahomey National Wildlife Refuge, Boyle, MS, 2012-13.

Dr. Alan Barton organized field days at Dahomey National Wildlife Refuge for students from East Side High School and Cleveland High School in October, 2012. Dr. Alan Barton actively serves on the Advisory Board, Mississippi River Field Institute, National Audubon Society, Vicksburg, MS and is the Vice President and a Board Member, Friends of Dahomey National Wildlife Refuge, Boyle, MS.

Dr. Alan Barton was recently appointed to the Editorial Board of *Community Development: The Journal of the Community Development Society*.



## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

Dr. Fadiga-Stewart served as the 2012 Mississippi Political Science Association President and organized the 29th Annual Mississippi Political Science Association (MSPSA) conference at Delta State University, Cleveland, MS, and November 2-3, 2012.

Dr. Fadiga-Stewart serves as a reviewer for the following journals:

- The African Journal of Political Science and International Relations (which publishes rigorous theoretical reasoning and advanced empirical research on all perspectives and on all subjects pertaining to Africa, Africa's relationship to the world, public policy, international relations, comparative politics, political methodology, political theory, political history and culture, global political economy, strategy and environment).

- *Pakistaniaat: A Journal of Pakistan Studies* (*Pakistaniaat* is a refereed, multidisciplinary, and open access academic journal offering a forum for scholarly and creative engagement with various aspects of Pakistani history, culture, literature, and politics).

She also serves as an editorial board member for the *Journal of Alternative Perspectives in the Social Sciences*.

### **DSSH Faculty Scholarly Activities**

DSSH faculty members continue to be widely engaged in scholarly activities, including publications in peer-reviewed journals and edited books. They also publish technical reports and working papers. The following illustrative list highlights examples of peer-reviewed/edited scholarly works released during the 2010-2011 academic year. DSSH faculty underlined where there are multiple author/presenters.

**Barton Alan W. and Paulette Meikle. (2013)** *The Mississippi Delta in a Global Context*. Edited volume received review of the second draft from the University Press of Mississippi in February 2013. Book In Revision.

**Becker, Brian.(2013)** was to submit a paper on and translation of the thirteenth-century Dominican Riccoldo da Montecroce's Five Letters on the Fall of Acre, 1291 to the volume *Texts in Transit*, edited by Tzvi Langermann & Robert Morrison (expected publication date: Fall, 2013). Tentative Article Title: "Riccoldo da Montecroce's *Epistolae V commentariae de perditione Acconis, 1291* as Evidence of Multi-Faceted Textual Movement in the Eastern Mediterranean"

**Fadiga-Stewart, Leslie. (2012).** Published entries for 'Haratines', 'Nongovernmental Associations (NGOs)', 'Samuel L. Cotton', and the 'United States,' in *Slavery in the Modern World: a History of Political, Social, and Economic Oppression*. Santa Barbara: ABC\_CLIO<sup>2</sup>.

**Lee, Gavin M. (2012).** "Elliott Currie" in *The Encyclopedia of Theoretical Criminology*. J. Mitchell Miller (Ed.). Thousand Oaks, CA: Sage Publications.

**Meikle Paulette and Robinson, Jerry Jr. (2013).** "The Effects of Globalization on Agriculture and Agribusiness in the Mississippi Delta: A Historical Overview" a completed book chapter: to be published in the book entitled: "The Mississippi Delta in a Global Context." Alan Barton and Paulette Meikle (Eds.). Received second review of revised version in February, 2013, editors will meet with the publisher in **March, 2013 to discuss next steps. Revision in progress.**

**Meikle Paulette. (2013).** Completed conclusion for book "The Mississippi Delta in a Global Context." Alan Barton and Paulette Meikle (Eds.), - University Press of Mississippi, Jackson, Mississippi. The editors have received second review of revised version in February, 2013 in response to resubmitted second version of the conclusion. Revision in progress

***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

**Meikle Paulette and Stephen A. King. (2013).** “Cross Border Community Research in a Global Era, Opportunities and Challenges: Case Study Analyses.” Paper in-progress. Second draft was completed and re-submitted to the Journal of Community Engagement and Higher Education (However, the authors decided to submitted this article to the Delta Journal of Education, the editor provided feedback in Fall 2012 and the authors submitted revised version in July 2013).

**Book Reviews:**

**Becker, Brian. (2013)** Review of *Armies of Heaven: The First Crusade and the Quest for Apocalypse*, by Jay Rubenstein. H-HRE (posted: 24 January 2013).

**Becker, Brian. (2013)** Review of *Beyond Religious Borders: Interaction and Intellectual Exchange in the Medieval Islamic World*, edited by David M. Freidenreich and Miriam Goldstein. *Comitatus* 43 (2012): 162-6.

**Becker, Brian. (2013)** Review of *The Emperor and the Saint: Frederick II of Hohenstaufen, Francis of Assisi, and Journeys to Medieval Places*, by Richard F. Cassady. H-HRE (posted: 4-11 June 2012).

**Selected DSSH Faculty, Staff and Student presentations for 2012-2013**

Presentation of research and other scholarly work at conferences and workshops should be held in high esteem among faculty and students in the university. As demonstrated in the following sample list, the DSSH is very active in this regard.

**Barton Alan. (2013).** “Power, Pluralism, Partnerships and Participation: Challenges to the Rational Order,” Paper presentation, Annual Meeting of the Mississippi Political Science Association, Cleveland, MS, November 2–3, 2012.

**Barton Alan. (2013).** “An Interactional Field Approach to Bottomland Hardwood Restoration in the Lower Mississippi Alluvial Valley,” (with Jason Gordon and Keenan Adams), Paper presented to the 75th Annual Meeting of the Rural Sociological Society, Chicago, IL, July 26–29, 2012.

**Barton Alan. (2013).** “Incorporating Community Based Research into the Classroom,” Panel presentation at the 75th Annual Meeting of the Rural Sociological Society, Chicago, IL, July 26–29, 2012.

**Barton Alan. (2013).** “Woodland Conservation Practices in the Mississippi Delta: From Adoption to Management and Beyond,” (coauthor with Jason Gordon), Paper presentation at the 18th International Symposium on Society and Resource Management, Edmonton, Alberta, Canada, June 17–21, 2012.

**Becker, Brian. (2013).** -“The Judaica As a Theater of Ethno-religious Cohabitation and Competition: Benedetto de Ologar’s Experience on Early Fifteenth-Century Genoese Chios.” Paper delivered at the American Historical Association’s Annual Meeting, New Orleans, Louisiana, Jan. 4, 2013.

**Burgason, Kyle and Pazzani. (2012).** Paper presentation: “The Death Penalty: A Multi-Level Analysis of Public Opinion.” Annual Meeting of the American Society of Criminology. Chicago, IL

**Bounds, Christopher. (2013).** “Marshburn, Tucker and Christopher W. Bounds. “Ethical Concerns Related to the Privatization of Prisons” Paper presented at Mississippi Political Science Association’s conference in Cleveland, MS, November 2012.

**Bounds, Christopher. (2013).** “Do Marital Bonds Lead to the Desistance of Illicit Substance Use? Does this relationship vary by Race? Testing Informal Social Control Theory among Respondents with a History of Illicit Substance Use” Scheduled to present at Southern Sociological Society’s conference in Atlanta, Georgia on April, 25th, 2013.

**Fadiga-Stewart, Leslie (2013).** “Sex Stereotypes, Gender Framing, and the Portrayal of Female Politicians in

***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

Borgen and Daemul,” Panel participant at the 84th Annual Southern Political Science Association Conference, Orlando, FL January 3-5, 2013.

**Fadiga-Stewart, Leslie (2013).** Organizer, Chair, and Panelist with Ms. Robin Boyles, Ms. Arlene Sanders, and Dr. Sally Paulson,. Faculty roundtable, Do We Know the Full Implication of the Personhood Amendment? November 2, 2012.

**Hoskins, S., and Green-Pimentel, L. (2013).** Becoming banked, the results of a financial literacy class. Poster presented at the annual meeting of the Mississippi Association for Family and Consumer Sciences, Lorman, MS.

**Green-Pimentel, L. E. (2012).** Predictors of level of mortgage debt among older adults in the United States between 2006 and 2008. Paper presented at the annual meeting of the Housing Education and Research Association, Roanoke, VA.

**Lamb, Shannon, (2013).** Gender and Equality in Global Conflict Zones, Presented at the Gender Studies Group Brown Bag seminar, March 2013, DSU

**Lee, Gavin M. (2012).** Paper presentation: “The Future of Capital Punishment in the United States: Current Perspective in the Lethal Injection Controversy.” the Annual Meeting of Southern Criminal Justice Association. Atlantic Beach, FL:

**Lee, Gavin M. (2012).** Paper Presentation: “You Are What You Are?” A Test of Importation Theory in a Southern Prison. The Annual Meeting of American Society of Criminology. Chicago, IL.

**Lee, Gavin M. (2012).** An Update on Lethal Injection Procedures in the U.S. American Society of Criminology. Chicago, IL

**Meikle Paulette (2013).** Presenter: “Enhancing Community Development through Empowerment of Women,” Brown Bag Series: The Sarah Isom Center for Women and Gender Studies, University of Mississippi, February 25, 2013.

**Pazzani, Lynn. (2012).** “Gender and Crime” in The Encyclopedia of Theoretical Criminology. . Mitchell Miller (Ed). Thousand Oaks: Sage.

**Pazzani, Lynn. (2012).** Paper presentation: “Is Rape Acceptable? A Vignette Study” Annual Meeting of the American Society of Criminology. Chicago, IL

**Pazzani, Lynn. (2012).** Paper presentation: “To Knock or Not to Knock: An Examination of Police Search Warrant Execution” Poster presented at the Annual Meeting of the Southern Criminal Justice Association. Atlantic Beach, FL.

**Phillips, M., Green, J. J., Winford, J. N., & Green-Pimentel, L. E. (2012).** Asthma in the Mississippi delta: Using participatory approaches and collaborative processes to improve community and respiratory health. Paper presented at the annual meeting of the Rural Sociology Society. Chicago, IL.

**Mitra Debarashmi. (2012).** “Transnational Human Rights Activism: Challenges and Opportunities.” Paper presented at Paper presented at the 2011 Annual Meeting of the Society for the Study of Social Problems, Las Vegas, Nevada.

**Sanders, Arlene. (2013).** Paper Presentation: “**The Personhood Amendment - The Promises of the 13th and 14th Amendments**” Mississippi Philological Association Conference, Hattiesburg, Mississippi, February 8-9, 2013,

**Sanders, Arlene. (2013).** Chair/Discussant, Undergraduate Panel, “Voting Reform: Curbing Voter Fraud or Suppressing the Vote?” Mississippi Political Science Association Annual Meeting, Cleveland, Mississippi, November 2-3, 2012.

**Sanders, Arlene. (2013).** Chair/Discussant, Undergraduate Panel, “Shifting Paradigms of Politics and Institutions,” Mississippi Political Science Association Annual Meeting, Cleveland, Mississippi, November 2-3, 2012.

**Sanders, Arlene. (2013).** Mississippi Political Science Association Annual Meeting, Cleveland, Mississippi,

**Delta State University FY2013 Unit Level Report**

**Department: Social Science(s)/History**

November 2-3, 2012. "Do We Know The Full Implication of the Personhood Amendment?" Paper Presentation  
Title: "The U. S. Constitution and Birth Control in America"

**Section V.c**

**Administrators (accomplishments)**

**Narrative**

**The Madison Center  
Annual Report 2012-2013**

**by Director Professor Garry Jennings**

The Madison Center for the Study of Democracy, Human Rights and the Constitution complements the curriculum at Delta State University and supports programs, outreach and research. The Center concentrates most of its energies in developing the research and service skills in undergraduates, as well as advancing the work and careers of meritorious undergraduates.

**The Madison Center Lecture Series**

The most visible work of The Madison Center can be found in the programs offered to the campus and the regional community. Constitution Week, The Madison Center's signature program, offers students, faculty and staff opportunities to learn about the U.S. Constitution, court decisions, laws and policies that shape the American republic. Since its inception over eleven years ago, The Madison Center has honored Constitution Day, 17 September, by bringing to campus speakers or panels dealing the major constitutional issues of the day. The Center has taken this responsibility to fulfill the university's obligation to the federal government. Commemorating this annual event is, after all, exactly the purpose of The Madison Center. Under statute, any institution receiving federal financial aid must plan and present a program on the occasion of the signing of the U.S. Constitution. The Madison Center has extended Constitution Day to Constitution Week by developing a series of programs for students, faculty and staff, and the community.

This year's Constitution Week overlapped with the Center's *DSUVotes* Program, an initiative designed to call attention to citizenship and the obligation to exercise our franchise. The *DSUVotes* program has been in existence since the 2000 election during which it covered the race between George W. Bush and Al Gore, as well as the controversial U.S. Supreme Court decision that, in effect, settled the election in favor of Mr. Bush.

Both faculty and elected representatives addressed some of the fundamental issues underlying the obligation to cast votes during the 2012 national election season. Dr. Chuck Westmoreland offered a well-crafted discussion of the role religion plays in the public life of the chief executive. His "The Presidency and Religion" analyzed the image of the president in the context of American sectarianism and how religion has either enhanced or limited the choices both candidates and voters make.

Taking the ongoing controversy over voter identification cards and the implications for disfranchisement, Ms. Arlene Sanders discussed "Voting Rights and Voter ID's," and analyzed the history of voting, especially from the point of view of the minority community.

Representative Linda Coleman discussed "State Elections, National Elections and the Spirit of Community Support." The connections among the local, state and federal levels are intricately woven together and seldom appreciated by the voting public. State representatives are crucial in making the representation linkage between the local community and the policy initiatives expressed in state legislatures as well as in Congress.

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

Sen. Roger Wicker, one of our two representatives in the U.S. Senate was kind enough to join us this year. His message focused on the economy. In his presentation, “The Fiscal Cliff, Monetary Policy and the National Economy,” he discussed the implications of continued funding for social programs without exercising fiscal responsibility. Our monetary policy also needs adjustment to allow continued flexibility for investment while being careful to avoid inflationary pressures.

Finally, Rep. Bennie Thompson, U.S. Congressman from our Second District offered comments on “Community Engagement and the Mississippi Delta.” The Delta’s population needs continued support for health, education and community development. The federal government cannot, however, do everything. Volunteerism in local communities remains an important component in the life of Delta towns. Those who are able and talented need to lend a hand. It is especially the obligation of youth to invest when they can in the heart and soul of their cities and towns.

Along with these lectures, DSU undergraduates offer their annual “Interpretive Reading of the United States Constitution.” This event offers the campus a panorama view of the Constitution of 1787, the Civil War Amendments, and the evolution of the U.S. Constitution since the end of the nineteenth century. The program is offered with a video presentation coordinated with student comments.

In February of this year, The Madison Center was pleased to welcome **Mr. Glenn Carle, former Deputy National Security Advisor for Transnational Threats**, a post he held in the last Bush administration. Prior to this appointment, Mr. Carle was a member of the clandestine service in the Central Intelligence Agency. He also had a prominent role in the early stages of America’s reaction to the 9/11 tragedy. In this presentation, “The Power of the Presidency in an Age of Terror,” he discussed the role of the chief executive, the growing power of the commander-in-chief in the war of terror, and the implication for the rights of American citizens. Held in the Recital Hall of the Bologna Performing Arts Center, the presentation was supported with gifts from local law firms and the mayor of the City of Cleveland, Mr. Billy Nowell.

We are pleased to report that all of these presentations were well attended and stimulated questions during the programs as well as stimulating discussion afterwards across campus. There are two important comments to make about this year’s programs. Both constitute limitations for the Center. First, this is the first year that off-campus, community organizations funded, in part, programs here at Delta State. This bodes well for The Madison Center and for the university. On the other hand, more needs to be done in helping the Center perform the kind of fundraising that will propel the Center to even more successful programs in the future.

The second important point deals with advertising and communication. The Center will need to do more to broadcast its programmatic activities to the region. Hearing all too that some would have attended a program if advertising had been done is quite frustrating. The Center does not, however, have two important components that would assist in better communications: there is only one staff member, the director; and, the Center simply does not have an annual budget on which it can rely. Both of these factors can be ameliorated by closing the funding gap. For the time being, a full budget is unlikely. Recent changes on campus suggest that a more favorable wind will fill the sails.

### **Student Engagement**

Recognizing its obligation to mentor majors in Political Science, in the Division of Social Sciences and all students at Delta State, The Madison Center offers a broad set of opportunities to learn about public life. “The Supreme Court Preview,” sponsored every year by the Bill of Rights Center at William and Mary Law School, offers DSU students, but especially undergraduate Political Science majors the opportunity to visit with members of the bar of the U.S. Supreme Court, former solicitors general of the United States, members of the

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

U.S. Department of Justice, prominent law school professors, and other students from across the country. The Preview begins on Friday evening with a moot court presentation dealing with what is expected to be one of the major issues before the Court. More often than not, this presentation includes advocates who will actually be involved in oral argument on that exact issue. The day is spent on Saturday combing through the cases on the docket for the coming term.

As of 2010, The Madison Center has sponsored internships at the Washington Center in the nation's capitol. Each year, The Madison Center identifies two meritorious undergraduates for the summer internship program. This past summer: Ms. Mary Ashley Miller (Political Science) and Mr. Max Anderson (CIS/Business Management) were chosen to represent DSU in Washington, DC. These two students were awarded scholarships covering most of their expenses. Well before leaving for the summer each student interviewed and was hired in an agency or organization that most effectively matched their policy interests. Both student's funding was also supplemented through the generous work of Dean Paul Hankins. During the course of the year, the director makes an on-site visit to the Washington Center. This was especially true for the first round of internships involving Mr. Matthew Baker and Ms. Emily Garcia. The director also meets with Joseph Johnston, Vice President of the Washington Center.

The Politics & Video Project has been under development for several years. The origin of the project goes back to 2008 when undergraduate Political Science major Samantha Styers developed an interest in video interviewing and documentary development. The Madison Center accommodated Ms. Styers interest by organizing the Project, raising money for equipment, and filming interviews at various locations on campus. The Politics & Video Project now has a home studio in the dual-use classroom in KE 138.

This classroom had one serious drawback: it was so live that video recordings contained echoes because of the concrete block walls. Ms. McCulloch Tardy and Mr. Thomas Wetzel, two Political Science undergraduates who took over for Ms. Styers, worked to help resolve this problem. Along with the director, both worked to fabricate forty-six acoustic panels that have now reduced ambient echoes to a minimum. The Project will now see its first full year of production in the 2013-2014 academic year.

### **Community Service**

The Madison Center is also involved in developing its Renewable Energy and Education Project (REEP). REEP was initiated in a meeting with Yazoo City representatives and later included the towns of Mound Bayou and Alligator. The project was discussed with Congressman Bennie Thompson who asked for a budget including quotes on installation and maintenance as well as a list of manufacturers and project partners. We are now in the process of acquiring brown-space for a solar panel farm in Mound Bayou and negotiating access to Mound Bayou City Hall for an engineering evaluation. Architectural plans have been submitted by St. Gabriel Mercy Center for the installation of a stand-alone hot water heating system in order to replace two hot water units, a 40-gallon and an 80-gallon tank. The new hot water system will run completely on solar power, eliminating even the low cost of natural gas.

The Madison Center also funds the Madison Athenaeum developed to serve Yazoo City Municipal School District. The Athenaeum provides meritorious students the opportunity to learn the habits and behaviors of university-level students. The project moved off campus for this summer and focused solely on the Yazoo City community. This change required close collaboration and consultation with community activists, Gloria Owens David Spencer. Because these individuals work with parents and students in the Yazoo City School system, The Madison Center supplied them with a PA system, a AM/FM tuner, a CD player, and a video player, all of which will be in their meetings. The high school received school supplies, texts, and assorted office supplies in

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

the amount of nearly \$10,000. The school system received fifty (50) cases of photocopy paper costing over \$5000. The high school, perhaps the middle and elementary schools, lack one very important resource: enough textbooks to teach in most subjects. Moreover, teachers are on their own when it comes to any other supplementary supplies. The next stage of this program will be dedicated to investigating the depth of need in textbooks and the hope of resolving at least some of this problem.

As a part of the Athenaeum, The Madison Center has conducted interviews in order to determine the needs of students and parents in the school district. The Madison Center conducted several weeks of interviews with parents and students in Yazoo City. The interviews are still in the editing stage and will be offered to the superintendent, the principal and the parents this autumn.

### **Scholarship**

During the 2012-2013 academic year the director presented two papers. The first, "Green Capitalism in the Mississippi Delta: Implementing Alternative Energy in a Off-Grid Region," explained the prospective role of alternative energy in the Mississippi Delta and how The Madison Center would lay the basis for off-grid alternative energy and stand-alone hot water heating technology. The second presentation, "REEP: Community Development and the Adoption of Renewable Energy in the Delta," offered an explanation of the context for building alternative energy in Delta communities and how socio-economic conditions called for the development of entrepreneurial opportunities for Delta residents.

### **Professional Meetings Attended** by the Director Professor Garry Jennings

*The State of Higher Education*, Annual Meeting of the American Association of University Professors, June 2012, at the Omni Shoreham Hotel, Washington, DC. As the president of the campus and state organizations, I participated in the development of standards and policy in the plenary session of the Association of State Conferences. Much of the conference involves panel presentations dealing with issues and problems facing academics from across the country. My presentation at council meeting involved the analysis of the Mississippi Conference's response to IHL policy on tenure and promotion.

### **Presentations**

"Community Engagement: Cultivating Relationships through Grassroots Work." This was the keynote address at the Annual Meeting of the Grants Resource Center of the American Association of State Colleges and Universities in Washington, DC, in August 2012. The presentation offered approaches to the methodology of community development through interviewing techniques and the sharing of information about region-wide projects.

"REEP: Community Development and the Adoption of Renewable Energy in the Delta." This presentation was also made at the August GRC/AASCU meeting. It updated the project's work by highlighting The Madison Center's collaboration with the Council on Science and the Environment and the projects progress in the Mississippi Delta.

**The Madison Athenaeum Funding.** For the thirteenth year, The Madison Center has received a contract in the amount of \$100,000 in order to work with the Yazoo City Community in advancing the ability of students in the community to complete successfully a high school degree and find gainful employment. The contract, support through the Department of Justice and the Federal Bureau of Prisons, enables this partnership not only to support the school system, but to help local organizations support academic achievement.

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

#### **Reports**

*The Madison Athenaeum Report.* This is a periodic report to the Department of Justice indicating what has been accomplished, who has been served and how the federal funds were expended.

*The Strategic Report for the Center for Community and Economic Development.* My contribution was developing and articulating the section on the six guiding principles of the CCED: open communities, the embedded economy, the environment, technological innovation, globalization, and education. For the full development of each, please see the CCED Strategic Plan.

#### **Miscellaneous**

Meeting with Noam Chomsky. On in October at MIT, met with Prof. Chomsky to coordinate support from Boston organizations dedicated to economic development through the use of alternative energy.

Meeting with Boston City Hall, Office of Energy Efficiency, August 2012. This is a continuation of the collaboration with city and state contacts for alternative energy that began several years ago. This year's visit focused on roof gardens and how the city of Boston has advanced its energy efficiency program in older homes.

#### **Section V.d**

#### **Position(s) requested/replaced with justification**

##### **Narrative**

In the upcoming year the DSSH needs to fill two newly vacated positions one in Social Justice and levels. In this regard, a national search is underway for an Assistant Professor of Social Justice and Criminology. A national search will begin in fall 2013 for an Assistant Professor of Sociology.

##### **Recommended change of status**

Dr. Alan Barton, Associate Professor of Sociology submitted a notification of his resignation effective at the end of the 2012-2013 academic year.

Dr. Christopher Bounds, Assistant Professor of Social Justice and Criminology submitted a notification of his resignation effective at the end of the 2012-2013 academic year.

Dr. Mark Bonta, Visiting Associate Professor of Geography and Sustainable Development concluded his appointment at the end of the 2012-2013 academic year.

Dr. John Catron, Visiting Assistant Professor of U.S., History concluded his appointment at the end of the 2012-2013 academic year.

Dr. Nick Brown, Visiting Assistant Professor of European/World History concluded his appointment at the end of the 2012-2013 academic year.

In the 2012-13 academic year, Dr. Vicki Tinnon Brock was recruited to serve as Assistant Professor of Geography and Sustainable Development.

In the 2012-13 academic year, Dr. Ethan Schmidt was recruited to serve as Assistant Professor of U.S., History.



***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

In the 2012-13 academic year, Dr. Thomas Laub was recruited to serve as Assistant Professor of European/World History.

Dr. Paulette Meikle no longer serves as director for the Center for Community and Economic. Development.

Dr. Debarashmi Mitra was promoted to the rank of Associate Professor of Sociology in the 2012-13 academic year.

Dr. Leslie Fadiga Stewart was promoted to the rank of Associate Professor of Political Science in the 2012-13 academic year.

Criminology and the other in Sociology for the success of its programs at the undergraduate and graduate

**Section V.e**

**Recommended Change(s) of Status**

**Narrative**

Dr. Alan Barton, Associate Professor of Sociology submitted a notification of his resignation effective at the end of the 2012-2013 academic year.

Dr. Christopher Bounds, Assistant Professor of Social Justice and Criminology submitted a notification of his resignation effective at the end of the 2012-2013 academic year.

Dr. Mark Bonta, Visiting Associate Professor of Geography and Sustainable Development concluded his appointment at the end of the 2012-2013 academic year.

Dr. John Catron, Visiting Assistant Professor of U.S., History concluded his appointment at the end of the 2012-2013 academic year.

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Dr. Debarashmi Mitra was promoted to the rank of Associate Professor of Sociology in the 2012-13 academic year.

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***Delta State University FY2013 Unit Level Report***

***Department: Social Science(s)/History***

**Section VI.a**

**Changes Made in the Past Year**

**Narrative**

Changes made in the past year:

During the 2012-2013 academic year there was continued effort to strengthen and update the curriculum for the History and for the Social Justice and Criminology degree programs. The following changes were made to the curriculum for History and the Social Justice and Criminology program.

**Social Justice and Criminology program  
Curriculum Change**

The members of the Social Justice and Criminology (SJC) Curriculum and Assessment committee agreed that the SJC degree program should move away from the procedural law enforcement focus currently implied by previous course offerings to focus instead on theoretical aspects of law making, law breaking, and the administration of justice as well as the methodologies used to examine and assess these theories. This focus aligns DSSH SJC program more closely with top ranked criminology and criminal justice programs throughout the U.S., making it more competitive for students, including those who intend to be criminal justice practitioners. Students who wish to work in the criminal justice field will be required to take law enforcement procedures courses at the police academy or similar training program for their specific agency, regardless of having taken them as college courses. The previous focus on law enforcement procedures did not allow for sufficient examination of the social issues and theory related to law making, law breaking, and the administration of justice, which will be important information to help a criminal justice practitioner do his or her job. The new focus will also better prepare students who wish to do graduate work in criminology or criminal justice. A decision was also made to change all CRJ course prefixes to SJC to better align the course prefixes with recent programmatic and curriculum changes.

**Course Additions and Justification:**

The following new courses were added to the SJC Curriculum: (a) CRJ 411 Race, Crime and the Law; this course is in line with the overall programmatic change to the Social Justice and Criminology degree, engaging the theoretical approaches found top criminology and criminal justice programs in the U.S. This course covers a topic that has been widely researched in criminology, and that is important and relevant for the students at Delta State, (b) CRJ 413 White Collar Crime; This new course is consistent with the with the overall programmatic change to the Social Justice and Criminology program, engaging the theoretical approaches found in top criminology and criminal justice programs in the U.S. White collar crime is a subject typically included in criminology and criminal justice programs and has been widely researched in the field, (c) CRJ 416 Myths in Criminology and Criminal Justice; This new course is in line with the revamped Social Justice and Criminology program, engaging the theoretical approached found in top criminology and criminal justice programs in the U.S. Students are heavily influenced by the media and those around them and may enter the Social Justice and Criminology program with many false beliefs about crime and justice which, while often addressed in other courses, are not presented as an examination of stereotypes or false beliefs, (d) CRJ 421 Psychology and the Criminal Justice Process; This new course is consistent with the revamped Social Justice and Criminology program, engaging the theoretical approaches found in top criminology and criminal justice programs in the U.S. This course will also help students understand the value of interdisciplinary studies, (e) CRJ 425 Victimology; this course covers theories related to the causes of victimization, the response to victimization by the victim and those in helping professions, as well as issues related to specific types of criminal victimization such as sexual victimization, intimate partner violence, and other violent and non-violent crimes, (f) CRJ 431

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

Gender, Law and Crime; this new course is consistent with the revamped Social Justice and Criminology program, engaging the theoretical approaches found in top criminology and criminal justice programs in the U.S. Gender inequality is an important aspect of social justice, (g) CRJ 443 Policing, which examines the history of policing, legal issues surrounding policing, and covers research in policing topics including organization, discretion, and subculture, (h) CRJ 447 Deviance; this course engages the theoretical approaches found in Criminology and Criminal Justice programs in the U.S., (I) CRJ 450 Homicide; This course is in line with the new changes to the Social Justice and Criminology curriculum, engaging the theoretical approaches found in top Criminology and Criminal Justice programs in the U.S., (J) CRJ 452 Miscarriages of Justice; this course examines failures in the justice system that result in people being wrongfully detained or convicted. There is focus on the causes of wrongful convictions, how to avoid them, detection mechanisms, and the remedies that may be provided when a miscarriage of justice has occurred, (k) CRJ 457 Sex Crimes, in line with the new the Social Justice and Criminology curriculum, this course engages the theoretical approaches found in top Criminology and Criminal Justice programs in the U.S., (L) CRJ 461 Drugs and Society; engaging the theoretical approaches found in top Criminology and Criminal Justice programs in the U.S., (M) CRJ 463 The Death Penalty; this course is consistent with the new Social Justice and Criminology curriculum, engaging the theoretical approaches found in top Criminology and Criminal Justice programs throughout the U.S.

### **Course Revision and Justification**

CJ 300 Criminal Justice Policy and Practice is now CJ 300 Introduction to Criminal Justice Policy and Practice. This required overview course is intended to be taken early in a student's study of Social Justice and Criminology to provide them with the foundations necessary to succeed in courses with more focused content. Adding "Introduction to..." to the title will be more reflective of the intention and purpose of the course. CRJ 405 Introduction to Criminal Justice Theory is now CRJ 405 Introduction to Criminological Theory. This change is in line with the revamped Social Justice and Criminology curriculum, engaging the theoretical approached found in top criminology and criminal justice programs in the U.S. CRJ 420 Seminar in Correctional Criminology is now CRJ 420 Seminar on Prisons and Jails; The revision of the course title reflects the observation that our students do not associated the phrase "Correctional Criminology" with prisons and jails, which is the intended meaning. The revision of this course description fits with the goal of revising the Social Justice and Criminology curriculum, engaging the theoretical approaches found in top Criminology and Criminal Justice programs in the U.S. This course covers topics addressed in a related course that was removed from the curriculum: CRJ 430 The Prison Community.

### **Course Deletions and Justification**

CRJ 402 Homeland Security: Much of the operation of the Department of Homeland security (i.e. emergency management) is outside the purview of Social Justice and Criminology. The relevant aspects (i.e. responses to terrorism) are covered in CRJ 434 Global Terrorism and thus this course is unnecessary and redundant. CRJ 406 Criminal Procedure: The content of this elective course is covered in two courses that are required for the Social Justice and Criminology major: CRJ 407 Criminal Law and PSC 440 The Judicial Process. CRJ 412 Legal Liabilities for Criminal Justice Personnel: The removal of this course is in line with the reconfiguration of the Social Justice and Criminology curriculum in order to make it more theoretical, and more similar to top Criminology and Criminal Justice programs throughout the U.S. Many aspects of this elective course are covered in a required course, CRJ 455 Ethics in Social Justice and Criminology, and other aspects are not a necessary part of this major. CRJ 415 Drug Identification and Enforcement: The removal of this course is in line with the reconfiguration of the Social Justice and Criminology curriculum in order to make it more theoretical, and more similar to top Criminology and Criminal Justice programs throughout the U.S. The theoretical aspects of this course and the association of drug use and crime are covered in SOC 446 Alcohol and Drug Use Studies (which is also proposed to be cross-listed as CRJ 446) and the remaining aspects do not need to be covered for this major.

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

CRJ 430 The Prison Community: The removal of this course is in line with the proposal to modify the Social Justice and Criminology curriculum to make it more theoretical and more similar to top Criminology and Criminal Justice programs in the U.S. All relevant aspects of this course are covered in the currently offered elective course CRJ 420 Seminar in Correctional Criminology.

CRJ 435 Applied Criminalistics: The removal of this course is in line with the proposed changes to the Social Justice and Criminology curriculum to make the program more theoretical and more similar to top Criminology and Criminal Justice programs in the U.S.

CRJ 442 Age-Based Corrections: The content of this course is covered in three currently offered elective courses: CRJ 420 Correctional Criminology, CRJ 436 Juvenile Delinquency, and CRJ 437 Special Populations in Criminal Justice. This makes this course redundant and unnecessary.

CRJ 445 Civil Liberties: This course is too narrowly focused and the aspects of the course that are in line with the proposed changes to the Social Justice and Criminology curriculum in order to make it more theoretical and more similar to top Criminology and Criminal Justice programs in the U.S will be covered in CRJ 407 Criminal Law and CRJ 455 Ethics in Social Justice and Criminology.

CR 460 Survey of Technology and Crime: The removal of this course is in line with the proposed changes to the Social Justice and Criminology curriculum in order to make it more theoretical and more similar to top Criminology and Criminal Justice programs in the U.S. The relevant aspects of technology and crime are covered in the currently available elective CRJ 441 Organized Crime, and the proposed elective CRJ 443 White Collar Crime

### **History Program**

The History Curriculum and Assessment committee worked to reconfigure History's 600-level graduate courses to allow for more chronological flexibility, thematic concentration, and geographic diversity.

Previously the History Program offered fourteen 600-level courses, all but two of which were confined within a particular set of dates (e.g. Seminar in European History in the Nineteenth Century). The following current 600-level courses were deleted HIS 609, HIS 611, HIS 613, HIS 617, HIS 619, HIS 621, HIS 623, HIS 625, HIS 627, HIS 629, HIS 630 and replaced with seven more broadly and less chronologically confining seminars: HIS 640 Early European History, HIS 641 Modern European History, HIS 642 Topics in European History, HIS 650 Early American History, HIS 651 Modern American History, HIS 652 Topics in American History and HIS 660 Topics in World History.

### **Course Additions and Justification:**

HIS 641 Modern European History: This reconfigures the History Program's graduate seminars to allow for more chronological flexibility, thematic concentration, and geographic diversity. Currently the History Program has fourteen 600-level courses, all but two of which are confined within a particular set of dates.

HIS 642 Topics in European History: This reconfigures the History Program's graduate seminars to allow for more chronological flexibility, thematic concentration, and geographic diversity. Currently the History Program has fourteen 600-level courses, all but two of which are confined within a particular set of dates.

HIS 640 Early European History: This reconfigures the History Program's graduate seminars to allow for more chronological flexibility, thematic concentration, and geographic diversity. Currently the History Program has fourteen 600-level courses, all but two of which are confined within a particular set of dates.

HIS 650 Early American History: This reconfigures the History Program's graduate seminars to allow for more chronological flexibility, thematic concentration, and geographic diversity. Currently the History Program has fourteen 600-level courses, all but two of which are confined within a particular set of dates.

HIS 651 Modern American History: This reconfigures the History Program's graduate seminars to allow for more chronological flexibility, thematic concentration, and geographic diversity. Currently the History Program has fourteen 600-level courses, all but two of which are confined within a particular set of dates.

## ***Delta State University FY2013 Unit Level Report***

### ***Department: Social Science(s)/History***

HIS 652 Topics in American History: This reconfigures the History Program's graduate seminars to allow for more chronological flexibility, thematic concentration, and geographic diversity. Currently the History has Program fourteen 600-level courses, all but two of which are confined within a particular set of dates.

HIS 660 Topics in World History: This reconfigures the History Program's graduate seminars to allow for more chronological flexibility, thematic concentration, and geographic diversity. Currently the History Program has fourteen 600-level courses, all but two of which are confined within a particular set of dates.

### **Course Revision and Justification**

HIS 201 United States History to 1865 is now HIS 201 United States History to 1877: The cut-off date for HIS 201 "United States History to 1865" needs to change to 1877. Currently HIS 201 is divided chronologically at the end of the Civil War. Changing HIS 201 period to 1877 allows instructors to follow the development of the secession crisis of 1860 and the ensuing Civil War with the conclusion of these events - peace and the efforts to rebuild the Union.

HIS 202 UNITED STATES HISTORY, 1865- PRESENT is now HIS 202 UNITED STATES HISTORY, 1877- PRESENT; The cut-off date for HIS 202 "United States History, 1865-Present needs to change to 1877-Present.

Currently HIS is divided chronologically at the end of the Civil War. This means that instructors of HIS 202 have to revisit the Civil War to teach the Reconstruction period 1865-1877. Moreover, covering Reconstruction in HIS 202 taxes an instructor's ability to teach the whole of the twentieth century as well as even more recent events.

Additionally, every year that passes adds more history to the period covered by HIS 202. Changing HIS 202 period to 1877- Present allows instructors to follow the development of the secession crisis of 1860 and the ensuing Civil War with the conclusion of these events - peace and the efforts to rebuild the Union.

### **Course Deletions and Justification**

As mentioned above, previously the History Program offered fourteen 600-level courses, all but two of which were confined within a particular set of dates. The following current 600-level courses were deleted HIS 609, HIS 611, HIS 613, HIS 617, HIS 619, HIS 621, HIS 623, HIS 625, HIS 627, HIS 629, HIS 630 and replaced with seven more broadly and less chronologically confining seminars.

- HIS 609 Seminar in European History, Ancient World to 1300
- HIS 611 Seminar in European History, 1300 - 1648
- HIS 613 Seminar in European History in the Age of Absolutism
- HIS 617 Seminar in European History in the Nineteenth Century
- HIS 619 Seminar in Recent European History
- HIS 621 Seminar in American Colonial History
- HIS 623 Seminar in United States History, 1789 – 1850
- HIS 625 Seminar in United States History, 1850 – 1877
- HIS 627 Seminar in United States History, 1877 – 1917
- HIS 629 Seminar in United States History, 1917 – 1945
- HIS 630 Seminar in United States History, 1945 – Present

**Matrix for 2011-2012 Assessment Process in PSC 406: State and Local Government, PSC 492 Black Political Thought and PSC 201 American Government (Arlene Sanders)**

**Course:**

**Semester:** Autumn 2012

**Course Type:**

Student Learning Outcome Students were able to . . .	Collection & Analysis Measures & Tools	Results of Evaluation	Use of Results (Changes or Improvements)
1. understand the key terminology in the discipline.	A variety of measures are used to assess the students. These methods include pre and post- tests in PSC 201 and PSC 406, analytical readings in PSC 406, PSC 324 and PSC 492. These readings include journal articles, political speeches, excerpts from chapters from assigned texts and book reviews; moreover, short critical thinking and writing activities are assigned in all courses. Additionally, chapter tests are used to assessing students learning. Students are encouraged to provide answers using deductive and inductive reasoning. In addition to the consequences of a particular policy or issues, they must come up with solutions and discuss the implications of the solutions.	Proficiency is measure as achieving the grade of “C” or better. For PSC 492 Black Political Thought, 100% of the students were proficient in specified LOs. For the PSC 406: State and Local Government, 67% of the students were proficient in specified LOs. For PSC 201 American Government (1), 87% of the students were proficient in specified Los. For PSC 201 American Government (2), 78% of the students were proficient in specified Los.	Provide students with even more opportunities to participate in class discussions to show evidence of the mastery of key terms and concepts.  Incorporate more short writing assignments in all courses.
2. discuss the major theories and concepts of political science and its sub-fields.	A variety of measures are used to assess the students. These methods include analytical readings in PSC 406, PSC 324 and PSC 492. These readings include journal articles, political speeches, excerpts from chapters from assigned texts and book reviews; moreover, short critical thinking and writing activities are assigned in all courses. Additionally, chapter tests are used to assessing students learning. Students are encouraged to provide answers using deductive and inductive reasoning. In addition to the consequences of a particular policy or issues, they must come up with solutions and discuss the implications of the solutions.	Proficiency is measure as achieving the grade of “C” or better. For PSC 492 Black Political Thought, 100% of the students were proficient in specified LOs. For the PSC 406: State and Local Government, 67% of the students were proficient in specified LOs. For PSC 201 American Government (1), 87% of the students were proficient in specified Los. For PSC 201 American Government (2), 78% of the students were proficient in specified Los.	Provide students with even more opportunities to participate in class discussions to show evidence of the mastery of key terms and concepts.  Incorporate more short writing assignments in all courses.

<p>3. demonstrate critical thinking.</p>	<p>A variety of measures are used to assess the students. These methods include analytical readings in PSC 406, PSC 324 and PSC 492. These readings include journal articles, political speeches, excerpts from chapters from assigned texts and book reviews; moreover, short critical thinking and writing activities are assigned in all courses. Additionally, chapter tests are used to assessing students learning. Students are encouraged to provide answers using deductive and inductive reasoning. In addition to the consequences of a particular policy or issues, they must come up with solutions and discuss the implications of the solutions.</p>	<p>Proficiency is measure as achieving the grade of “C” or better. For PSC 492 Black Political Thought, 100% of the students were proficient in specified LOs. For the PSC 406: State and Local Government, 67% of the students were proficient in specified LOs. For PSC 201 American Government (1), 87% of the students were proficient in specified Los. For PSC 201 American Government (2), 78% of the students were proficient in specified Los.</p>	<p>Increase critical thinking activities and short writing assignments in each course.</p> <p>Provide students with even more opportunities to participate in class discussions to show evidence of the mastery of key terms and concepts.</p>
<p>4. analyze political, legal or policy problems and formulate policy alternatives or options.</p>	<p>A variety of measures are used to assess the students. These methods include analytical readings in PSC 406, PSC 324 and PSC 492. These readings include journal articles, political speeches, excerpts from chapters from assigned texts and book reviews; moreover, short critical thinking and writing activities are assigned in all courses. Additionally, chapter tests are used to assessing students learning. Through these written and verbal assignments, I can gauge the students understanding of the course materials and concepts. Group or individual research projects are assigned in PSC 492. Additionally, in-class debates and group presentations also serve as means to enhance oral and written communication skills.</p>	<p>Proficiency is measure as achieving the grade of “C” or better. For PSC 492 Black Political Thought, 100% of the students were proficient in specified LOs. For the PSC 406: State and Local Government, 67% of the students were proficient in specified LOs. For PSC 201 American Government (1), 87% of the students were proficient in specified Los. For PSC 201 American Government (2), 78% of the students were proficient in specified Los.</p>	<p>Provide students with even more opportunities to participate in class discussions to show evidence of the mastery of key terms and concepts.</p> <p>Increase critical thinking activities and short writing assignments in each course</p>

<p>5. write clearly and with purpose.</p>	<p>Critical thinking and writing activities are assigned in all courses. Additionally, chapter tests are used to assessing students learning. Through these written and verbal assignments, I can gauge the students understanding of the course materials and concepts.</p>	<p>Proficiency is measure as achieving the grade of “C” or better. For PSC 492 Black Political Thought, 100% of the students were proficient in specified LOs. For the PSC 406: State and Local Government, 67% of the students were proficient in specified LOs. For PSC 201 American Government (1), 87% of the students were proficient in specified Los. For PSC 201 American Government (2), 78% of the students were proficient in specified Los.</p>	<p>Increase critical thinking activities and short writing assignments in each course.          Incorporate more short writing assignments in all courses.          Proposed rough drafts will be built into weekly schedule.          Refer students with deficiencies to the DSU Writing Lab.</p>
<p>6. use electronic and traditional library resources to research key local, state, national or international policy issues and present results.</p>	<p>Students in all courses must use electronic and traditional library resources to research assigned topics. Students in PSC 492 must prepare an individual or group research project on an assigned topic. In PSC 406, PSC 324 and PSC 492 position papers as well as book reviews are required. These students must use electronic and traditional library resources to research key issues and present their findings orally and in writing.          Student portfolios</p>	<p>Proficiency is measure as achieving the grade of “C” or better on all assigned writing assignments. For PSC 492 Black Political Thought, 100% of the students were proficient in specified LOs. For the PSC 406: State and Local Government, 67% of the students were proficient in specified LOs. For PSC 201 American Government (1), 87% of the students were proficient in specified Los. For PSC 201 American Government (2), 78% of the students were proficient in specified Los.</p>	<p>Increase critical thinking activities and short writing assignments in each course.          Incorporate more short writing assignments in all courses.          Proposed rough drafts will be built into weekly schedule.          Refer students with deficiencies to the DSU Writing Lab.</p>
<p>7. develop a thoughtful and well articulated research project.</p>	<p>Students in PSC 492 must prepare an individual or group research project on a relevant topic. PSC 406, PSC 324 and PSC 492 position papers as well as book reviews are required.          Student portfolios</p>	<p>Proficiency is measure as achieving the grade of “C” or better on all assigned writing assignments. For PSC 492 Black Political Thought, 100% of the students were proficient in specified LOs. For the PSC 406: State and Local Government, 67% of the students were proficient in specified LOs.</p>	<p>Increase critical thinking activities and short writing assignments in each course          Proposed rough drafts will be built into weekly schedule          Refer students with deficiencies to the DSU Writing Lab</p>



**Matrix for 2012-2013 Assessment Process in Political Science**

**Course:**   PSC 302 Politics of Globalization   **Semester:**   Spring 2103   **Course Type:**   Hybrid  

<b>Student Learning Outcome</b>	<b>Collection &amp; Analysis Measures &amp; Tools</b>	<b>Results of Evaluation</b>	<b>Use of Results (Changes or Improvements)</b>
<b>Students in the class were able to . . .</b>			
understand the key terminology in the discipline.	Pre- & Post-tests; web-based assessments via Blackboard; in-class participation; participation assignments	This year’s class was compromised of a larger group of students outside the Division of Social Sciences such as Environmental Science majors (Biology) than in previous years. As a result, the class averages for pre-and post-test were slightly lower than in years past with 36% and 55%, respectively. Despite this, several students were able to improve their scores between the pre- and post-test between 8-50 points. Majority of students were able to discuss the general and specific concepts for this course and apply these concepts when submitting their participation assignments.	For the first time, the second text was substituted with another supplemental text but students were not asked questions about this information on the pre- or post-test from this new text. In addition, some of the lower scores could also be attributed to the newer edition of the main text which was substantially shorter than previous editions (about 50%) which meant less in-depth and more superficial coverage of the concepts in the readings. This trend in the main text is disconcerting and as a result, other texts with more coverage will be considered in the future or the other supplemental text will be reintroduced. In order to compensate for this, nearly one-third of face-to-face class sessions were spent discussing the assigned readings to help students understand the concepts.

discuss the major theories and concepts of political science and its sub-fields.	Discussion boards; web-based assessments via Blackboard; in-class participation; participation assignments	As is traditionally done in this course, students were asked to discuss some of the theoretical debates dealing with globalization both in-class and online via discussion boards. However, the lack of depth of coverage in the text (especially for the non-Social Science majors) meant more time had to be spent covering very basic concepts in class. Participation assignments provided an opportunity to find real-world examples.	Will continue to utilize topics that will help to build a foundation for future courses so students will already be familiar with these debates later on in subsequent semesters. More emphasis will be placed on ensuring that students can find/understand real-world examples of major concepts. The scant coverage in the text made it particularly challenging for the Environmental science majors so as mentioned above the choice of texts will be reassessed for this course.
demonstrate critical thinking.	Discussion boards; web-based assessments via Blackboard; in-class participation; participation assignments	Blackboard discussion boards and in-class discussion offered students opportunities be exposed to different perspectives and to have their ideas challenged by other students. Students developed this skill by analyzing real-world events related to the course topic. Based on the current events that were submitted (and their subsequent comments), this group of students were very familiar with several events related to globalization and were not shy about voicing their opinions!	Will continue to incorporate more in-class discussions in lieu of fewer discussion boards; will also consider incorporating more debates over topics. If the other supplementary text is reincorporated, then more short answer questions to the assessments to allow students to express their opinions and at a few students have shown some interest in possible debates in class that would discuss the pros/cons of various policies.
analyze political, legal or policy problems and formulate policy alternatives or options.	Discussion boards; in-class participation; participation assignments	Students were best able to use this skill on the discussion boards and question/answer session during in-class discussions.	Students did a good job of taking some of the real-world problems and examples from the secondary text and discussing these for their participation assignments.
write clearly and with purpose.	Discussion boards; participation assignments	Overall pleased with the ability of students' writing on the discussion boards and this was particularly the case with the participation assignments.	See above.

use electronic and traditional library resources to research key local, state, national or international policy issues and present results.	Discussion boards; participation assignments	Students developed very basic skills primarily for the participation assignments.	See above.	<b>3</b>
develop a thoughtful and well articulated research project.	N/A ( <i>not a requirement for this course</i> )	N/A	See above.	

**Course:** \_PSC 371 US Foreign Policy\_\_\_\_\_ **Semester:** \_Spring 2013\_\_ **Course Type:** \_Traditional\_\_\_\_\_

<b>Student Learning Outcome</b>	<b>Collection &amp; Analysis Measures &amp; Tools</b>	<b>Results of Evaluation</b>	<b>Use of Results (Changes or Improvements)</b>
<b>Students in the class were able to . . .</b>			
understand the key terminology in the discipline.	Pre- & Post-tests; in-class discussion; web-based assessments via Blackboard; participation assignments	Class averages for pre-and post-test were low for this course (less than 50%). Partly, this was attributable to the fact that half of the students were not PSC majors (i.e. SEd majors) but more importantly, the foreign policy chapter was not covered in their PSC 201 course which would have introduced them to some very basic concepts in this subfield.	Would prefer to require that all students complete PSC 370 as a pre-requisite for this course (half of the students completed this course) in addition to PSC 201 requirement.  Used a new textbook this year since the previous textbook was out-of-date (only covered the Bush administration), not as accessible and did not provide any support for students online to cover the concepts. As a result, much of the class periods

discuss the major theories and concepts of political science and its sub-fields.	In-class discussion; web-based assessments via Blackboard; research paper; participation assignments	Students were asked to discuss some of the theoretical debates dealing with US foreign policy in class and for a specific country or set (of two) countries in their papers.	Will consider readopting the original text for this class (as long as it is up-to-date) to help students understand real-world examples of major concepts in foreign policy.
demonstrate critical thinking.	Web-based assessments via Blackboard; participation assignments; in-class discussion; research paper	In-class discussion boards offered students opportunities are exposed to different perspectives in the text and were asked to answer one or two of the discussion questions in the textbook. Students developed this skill by analyzing real-world events related to the course topic.	This really all goes back to students' mastery of the major concepts. The textbook assumed that students were familiar with some of the theories covered in PSC 370 and most of the students were not.
analyze political, legal or policy problems and formulate policy alternatives or options.	In-class discussion; research paper; web-based assessments via Blackboard	Half of the undergraduate students had no experience writing research papers and all of them had no experience writing about a foreign policy issue for a specific country.	See above. Will consider reincorporating smaller papers or breaking paper into smaller ones.
write clearly and with purpose.	Research paper; web-based assessments via Blackboard; participation assignments	Students' papers needed more work in this area.	See above. Will continue to encourage students to submit drafts of their research papers (none did so for this course) and will definitely consider reincorporating smaller papers instead of a full-blown research paper.
use electronic and traditional library resources to research key local, state, national or international policy issues and present results.	Research paper	Students developed basic research skills.	Will continue to require a library session at the beginning of the semester and to consult with a librarian for assistance.
develop a thoughtful and well articulated research project.	Research paper	Students developed basic research skills.	See above.

**Course:** \_PSC 360/550 Comparative Politics \_\_\_\_\_ **Semester:** \_Spring 2013\_\_ **Course Type:** \_Online\_\_\_\_\_

<b>Student Learning Outcome</b>	<b>Collection &amp; Analysis Measures &amp; Tools</b>	<b>Results of Evaluation</b>	<b>Use of Results (Changes or Improvements)</b>
Students in the class were able to . . .			

<p>understand the key terminology in the discipline.</p>	<p>Pre- &amp; Post-tests; web-based assessments via Blackboard; participation assignments; web-based activities completed through a separate website for the textbook via myPoliSciLab (MPSL).</p>	<p>Class averages for pre-and post-test were 43% 60%, respectively. A few students were nearly proficient on the pre-test and accumulated some of the highest post-tests for any course. For example, 100% of the students were able to identify and name the head of government for Iran and close to 80% were able to do so for the head of state for Japan. Most of the students came into the course with no background from other courses such as PSC 361, 365, 492, or 499.</p>	<p>All students were required to have completed PSC 201 or equivalent course before this course. Despite this requirement, there were several new and unequivalent concepts explored in this course that students often struggled with especially after the first set of countries that included different institutions were introduced in the text.</p> <p>The MPSL website with the flashcards for these concepts helped to demystify these concepts for most students. In contrast to my PSC 201 online course which had a textbook from the same publisher, there were not significant differences between the older version of MPSK and the version of MPSL used for this course. The newer version of MPSL (used by PSC 201) was more of a separate LMS but was more interactive and intuitive for students.</p> <p>Regardless, this course will continue to have a text packaged with the MPSL website so that students will have access to the study tools (i.e. flashcards and practice exams) before taking their graded assessments on Blackboard. For the first time since using this website, all students had access and used the study tools; albeit, those who did better on their assessments used these tools more often than those who did not.</p>
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discuss the major theories and concepts of political science and its sub-fields.	Discussion boards; web-based assessments via Blackboard; critical memo (PSC 550 only)	Students were asked to discuss some of the current policy debates dealing with a set of countries (developed, post/communist, or developing) or a specific country online via discussion boards. Graduate students were asked to apply these theories and to specifically draw on the readings and concepts from their readings and/or their critical memos.	Will continue to search for discussion topics that students can discuss with a limited background in the topic area.  Still reconsidering adopting a second text and memos for undergraduate students that has a collection of articles to help students understand real-world examples of major concepts dealing with Comparative Politics.
demonstrate critical thinking.	Discussion boards; web-based assessments via Blackboard; participation assignments; web-based activities via myPoliSciLab (MPSL); critical memo (PSC 550 only)	Blackboard discussion boards offered students opportunities are exposed to different perspectives and to have their ideas challenged by other students. Students developed this skill by analyzing real-world events related to the course topic.	See above.
analyze political, legal or policy problems and formulate policy alternatives or options.	Discussion boards; critical memo (PSC 550 only);	Graduate students were best able to use this skill on the discussion boards as well as their critical memos. Undergraduate students had more difficulty doing so because they had been less exposed to alternative policy options in the textbook.	See above.
write clearly and with purpose.	Discussion boards; critical memo (PSC 550 only)	Once again, very pleased with graduate students' memos and thorough responses on the discussion boards topics.	See above.
use electronic and traditional library resources to research key local, state, national or international policy issues and present results.	Discussion boards; critical memo (PSC 550 only)	Graduate students developed very basic skills primarily for the participation assignments.	See above.
develop a thoughtful and well articulated research project.	N/A ( <i>not a requirement for this course</i> )	N/A	If I choose to offer this course as an in-class option in the future, then will consider offering graduate students an option of writing a research paper for this class <u>or</u> the memos.

Course: \_PSC 492 Women, Politics, & Policy\_\_\_\_\_ Semester: \_Fall 2012\_\_ Course Type: \_Traditional\_\_\_\_\_

8

Student Learning Outcome	Collection & Analysis Measures & Tools	Results of Evaluation	Use of Results (Changes or Improvements)
Students in the class were able to . . .			
understand the key terminology in the discipline.	In-class discussion; web-based assessments via Blackboard; participation assignments	Class averages for the pre- and post-test were 42% and 67%. Although this was the second time this course had been offered, it was a brand-new topic for some students who had never taken one of my courses before or those who had done so, the textbooks, gave scant attention to this topic. Nevertheless, students were able to master the concepts for this course.	The only pre-requisite for this course was PSC 201 which covered this general topic to various degrees, depending on the assigned textbook.  Used the second edition of the primary textbook and a new supplemental text (for undergrads) which was very successful.  Will incorporate more questions from the supplemental text(s) in the pre-/post-tests.
discuss the major theories and concepts of political science and its sub-fields.	In-class discussion; web-based assessments via Blackboard; research paper; book review/critical memos; participation assignments	Students were asked to discuss some of the theoretical debates dealing with international relations online via discussion boards. Undergraduate students were asked to apply these theories and concepts in their research papers and reviews. This class has some of the most lively and animated discussion about the topics among the students that really made this class very enjoyable!	All of the students successfully presented their papers at the annual state conference (which was hosted on-campus this year) and received positive feedback from their discussants and the audience and forced them to apply the theories and concepts in the field to their paper topic or panel topic, in general. Students were also required to draw on the major concepts when writing their short memos or book reviews.



demonstrate critical thinking.	Web-based assessments via Blackboard; participation assignments; in-class discussion; research paper; book review/memos	In-class discussion boards offered students opportunities are exposed to different perspectives and to have their ideas challenged by other students. Some of the best policy debates were in this class! Students developed this skill by analyzing real-world events related to the course topic.	Will continue to require students present their papers at the annual state conference to help students to discuss how papers are related to theories and concepts in the field.  Will think about offering this course as a weekly seminar because one hour and a half was not enough time for in-class discussions. Will also continue the participation assignments which students did a good job on for this course.
analyze political, legal or policy problems and formulate policy alternatives or options.	In-class discussion; research paper; book review/memos; web-based assessments via Blackboard	With the exception of two students, all of the other students already had additional experience writing since they already did this in my previous courses (memos, participation assignments, or research papers).	See above.
write clearly and with purpose.	Research paper; book review or memos; web-based assessments via Blackboard; participation assignments	See above.	See above.
use electronic and traditional library resources to research key local, state, national or international policy issues and present results.	Research paper	Students developed more advanced research skills. See above.	Will continue to require a library session at the beginning of the semester and to consult with a librarian for assistance.
develop a thoughtful and well articulated research project.	Research paper	Students developed more advanced research skills.	Will continue to require students present their papers at the annual state conference to help students to discuss how papers are related to theories and concepts in the field.

## Matrix for 2012-2013 Assessment Process in Political Science

**Course:** PSC/CRJ 440: Judicial Process

**Semester:** Spring 2013

**Course Type:** Face to Face

Student Learning Outcome Students were able to . . .	Collection & Analysis Measures & Tools	Results of Evaluation	Use of Results (Changes or Improvements)
1. understand the key terminology in the discipline.	Four essay examinations were administered during the semester. Students were required to define terms from that portion of the semester. The fourth and final examination was a comprehensive final examination covering all the literature discussed in the course. Quizzes on terms and concepts are administered.	For the purpose of all matrices in Political Science courses, proficiency is measure as achieving the grade of "C" or better. For this learning outcome (LO), 73% of the students were proficient. This is an increase in 5 points above the last instance of the course.	This course is offered once a year in the spring semester and is required of all Social Justice and Criminology majors. Because most students had difficulty with the terminology from cases work, an effort was made to emphasize case analysis through modeling techniques. Word models were constructed for each case and listed on the course web page. This improved student identification and explanation of key terminology in the material. Quizzes, a regular feature in the course, were increased, with a portion of the quizzes dropped at the end of the semester. Because students tend to depend heavily on PowerPoint presentations to prepare for examinations, PowerPoints were modified to offer only outlines of major cases and concepts. As in previous semesters, a considerable amount of time is spent providing in-context explanations, discussion, question & answer sessions. Review sessions were limited to retracing the broader outlines of cases and their relationship to chapter topics. Other auxiliary approaches will continue to be explored and implemented in the future. Most of which will appear on the course web site.
2. discuss the major theories and concepts of political science and its sub-fields.	Each examination requires students to respond to two types of essays, short answer questions and a choice of one long essay dealing with the major theoretical discussions for that segment of the course.	73% of the students were proficient. This is an increase in 5 points above the last instance of the course.	Especially because PSC 440 students have difficulty with the terminology of this course, they struggle to assemble the theories and concepts that undergird judicial process. In the next offering, students will be asked to explain the connections between key terms and the theories discussed in the text and lectures.  In order to be meaningful for each of our courses, this particular LO needs to be revised to something like the following: "discuss the major theories in this sub-field."
3. demonstrate critical thinking.	The two types of essays used in each examination measure critical thinking skills.	73% of the students were proficient. This is an increase in 5 points above the last instance of the course.	Across courses in Political Science, this LO should be combined with the next LO. Hence, "demonstrate critical thinking by analyzing theoretical, legal or policy problems."  For the 35% of students, their ability to think through problems and arrive at correct applications of the law is considerably limited. More attention will be paid in class to the links between hypothetical problems and the law.
4. analyze political, legal or policy problems and formulate policy alternatives or options.	For this course, this is a somewhat redundant LO (see "Use of Results).	73% of the students were proficient. This is an increase in 5 points above the last instance of the course.	Across courses in Political Science, this LO should be combined with the previous LO. Hence, "demonstrate critical thinking by analyzing theoretical, legal or policy problems."  For the deficient 35%, the unfamiliarity with analysis and problem-solving makes it difficult to bring students to a proficient level. Review of basic study habits, reading strategies and analytical approaches will be reviewed at the beginning of the semester.

<p>5. write clearly and with purpose.</p>	<p>The four essay examinations</p>	<p>73% of the students were proficient. This is an increase in 5 points above the last instance of the course.</p>	<p>Writing deficiencies continue to plague students in this course. More attention has been paid to responding to writing problems presented in essay questions. To help remedy this, models of answers to essay questions are posted on the course web site. But, as indicated in the last assessment, the university needs to implement a more systematic solution to this problem rather than waiting for individual instructors to respond to the most troubled writers in our upper level courses. Short of modeling solid essays and offering effective comments on writing in examinations and papers, there seems little that can be done to bring them up to the standards required of upper level undergraduate students.</p>
<p>6. use electronic and traditional library resources to research key local, state, national or international policy issues and present results.</p>	<p>The course web site has been modified to provide the basic cases, materials, and concepts for judicial process.</p>	<p>73% of the students were proficient. This is an increase in 5 points above the last instance of the course.</p>	<p>Given students need to explore electronic and library sources, the course website has been expanded to s do have access to resources on the course website which also includes links to Internet sources for cases and policies. This web site has been designed to focus students attention key arguments in the course, supplemental readings for better understanding, suggestions for alternative explanations, video discussions of the cases and content, and suggestions for better study and writing.</p>
<p>7. develop a thoughtful and well articulated research project.</p>	<p>No critical essay was included in this course.</p>		<p>In the next installment of this course, students will be asked to write critical essays exploring the different sides of cases involved in the course literature. This is in response to the limited writing ability continually evinced in this course. As noted last year, at least a third of the class cannot write their way through an intelligent essay, let alone write answers to essay questions that appear on the four examinations during the semester. Those at the bottom half of the proficient group have at least attempted to struggle their way to write clearly enough to deserve an average grade. With a narrower scope for each of these critical writing assignments, students should be able to tackle the analytical writing process more effectively.</p>

The Social Science BSE Program at DSU received a five year renewal of accreditation from The National Association for the Accreditation of Teacher Education colleges (NCATE) in August of 2012

The use of a standardized grading scale (university wide) and the same grading rubric for all social science courses was useful in scoring.

History of Western Civilizations I and II were the lowest scoring areas for internal course grades which also correspond to lower scores on the World History sub-score portion of the Praxis II content knowledge exam (see assessments 1& 2). The Praxis II content knowledge exam assesses candidate's knowledge of United States History and World History containing 26 questions for each subject area. Until Spring 2012 Delta State University required candidates to take only two units of History of Western Civilizations and no World History courses were required. As a result of the data analysis documented in this report (see: assessments 1&2) it was determined by the social science and history faculty that there was a need to offer World History in the place of History of Western Civilizations in efforts to improve candidate performance due to the fact that the Praxis II exam assess knowledge of World History and not History of Western Civilizations. To remedy this, program changes began in Fall 2012 and will be continued on an annual basis. NOTE: Implementation of curriculum changes were carried out beginning in the fall semester of 2012, however students enrolled in the social science BSE program prior to Fall 2012 were allowed to complete the program under the previous curriculum requirements. For this reason data for the academic year 2012-2013 may not reflect the full result of these changes. We will continue to monitor the effects of these changes on a bi-annual as well as annual basis.

All Social Science BSE Candidates for academic year 2012 (n = 11) achieved either target or acceptable scores for each of the 9 indicators ranking ability to plan.

Delta State University has a 100% pass rate for all education programs, because students must pass the content area (Praxis II) exam before the candidate enters the Teacher Education program and becomes eligible for student teaching. Average scores increased slightly for each consecutive year. The overall passing score is 143, with all students represented in the report passing. Candidate overall scores for academic year 2012-2013 - Praxis/Social Studies Content Knowledge (test code 0081) - were as follows: (N = 11) 145, 146, 151, 156, 159, 159, 160, 161, 170, 181, 195.

As shown above and in comparison with the 2011-2012 Praxis test score data for Social Studies Content Knowledge test code 0081 - scores have continued to rise during the 2012-2013 academic year, with 100% pass rate each year. According to the program coordinator for the social science education program, Shannon Lamb and College of Education consult, Katherine Rasch, Social Studies Content Knowledge scores for Praxis test code 0081 have risen each year for the past 4 consecutive years. Students are distinguished by the degree in which they have scored higher than the State of Mississippi's cut off score for the teacher licensure

exam. PLT scores also reflect this trend and appears to be a result of increased test preparation during the social studies methods courses.

The Social Science Education program requires a “C” or better for all core courses in the program. The courses used to assess the NCSS standards are all core courses. Therefore, there is a 100% pass rate for the internal course based assessment. Students who scored below a “C” in any required coursework were made to re-take the course. For example, one student earned a score of “D” for History of Western Civilizations I during the 2012-2013 academic year. This student earned a score of “C” or better on their second attempt. By NCSS theme: Theme 1.2 (History of Civilization I and II and United States History I and II) continued to have the lowest mean score (2.5) for the academic year 2012-2013. However, NOTE: Implementation of curriculum changes were carried out beginning in the fall semester of 2012, however, students enrolled in the social science BSE program prior to Fall 2012 were allowed to complete the program under the previous curriculum requirements. For this reason data for the academic year 2012-2013 may not reflect the full result of these changes. We will continue to monitor the effects of these changes on a bi-annual as well as annual basis. Theme 1.3 (World Regional Geography and Human Geography) maintained the highest mean scores for year 2012-2013 (3.45, 3.67 and 3.67 respectively).

Collection of Standardized Test Results –Praxis II: Social Science Content Knowledge (Test Code: 0081)

Assessment 1: Praxis II Examination

Description: For social studies content knowledge for a broad based program (no license in the five individual content areas). Praxis II test code 0081.

Alignment with standards: The assessment aligns with the 10 NCSS standards as follows: US History and World History std. 1.2, Government/Civics/Political Science Stds. 1.1 and 1.6, Geography Std. 1.3, Economics Std. 1.7, Behavioral Sciences Stds. 1.4, 1.5, 1.7. Standards 1.8 and 1.9 do not align directly with any subject area.

Summary of data findings: Delta State University has a 100% pass rate for all education programs, because the content area (Praxis II) exam must be passed before the candidate enters the Teacher Education program and becomes eligible for student teaching. Average scores increased significantly for academic year 2012-2013. The overall passing score is 143, with all students represented in the report passing.

Candidate overall scores for academic year 2012-2013 - Praxis/Social Studies Content Knowledge (test code 0081) - were as follows: (N = 11) 145, 146, 151, 156, 159, 159, 160, 161, 170, 181, 195

Overall Praxis II Scores – Social Studies: Content Knowledge – ETS Test #0081

PRAXIS II	NUMBER PASSING	NUMBER NOT TAKING TEST	PASS RATE	AVERAGE SCORE	STANDARD DEVIATION	RANGE
Fall/Spring 2012-2013 Program Completers N = 11	6	0	100%	162.09	3.9	145 - 195

Subscores: The State of Mississippi does not require passing rates in each subcategory. The subscores are reported here for an examination of trends. We use as a guideline for comparison and as an indicator of success the Average Performance Range established by the testing service (ETS). The APR is the range of scores earned by the middle 50% of a group of examinees who took this test at a recent administration or comparable period.

Sub Scores

Year	Subject	Range	Raw Points	Average Range
2012-2013 N = 11	U.S. History (NCSS 2.1)	6 – 23	28	14 – 20
	World History (NCSS 2.1)	7– 23	27	13 – 19
	Gov/Civ/Poly	14 – 18	21	9 – 14

	Sci (NCSS 2.3)			
	Geography (NCSS 2.2)	6 – 15	18	9 – 13
	Economics (NCSS 2.4)	9– 15	20	9 – 14
	Behavioral Science (NCSS 2.5)	4 – 14	13	5 - 8

Interpretation of data: Students performed well in US History and Geography as well as in content from several political and behavioral sciences courses that are required for the social science education curriculum. Students are required to take both World Regional Geography and Human Geography, 2 US History, 2 History of Western Civilization courses (2 Western Civilization courses were changed to 2 World History courses beginning Fall semester of 2012 - NOTE: Implementation of curriculum changes were carried out beginning in the fall semester of 2012, however students enrolled in the social science BSE program prior to Fall 2012 were allowed to complete the program under the previous curriculum requirements. For this reason data for the academic year 2012-2013 may not reflect the full result of these changes. We will continue to monitor the effects of these changes on a bi-annual as well as annual basis.) and five Social Science and/or History courses at the 300 level or above, many of which are senior level history and geography courses. Students also scored fairly well in Economics, falling within or above the average range with the exception of two students who scored below the average range for years 2009-2011. Nevertheless, after analysis of 2009 Praxis II data along with test score data from previous years it was decided that steps should be taken to promote even higher Praxis II scores in the Social Science Education program.. In this regard, the program coordinator implemented test preparation procedures in the methods of teaching social studies courses, CUR 492 and 494 and has accumulated and provided a virtual library of online and hard copy test prep materials and resources for all candidates in the Social Science Education program.

As shown in the 2012-2013 data above, and in comparison with data collected from 2009-2011 Praxis II scores have risen each year for four consecutive years. Overall, all students fulfilled the requirement of a score of 143 or better on the Social Studies content area exam with a 100% pass rate. The lowest scores were in the area of World History with scores one to two points below the average range for one or two students on the lower end of the average range, but within or above the average range on the higher end. These

lower scores may be partially due to the fact that History of Western Civilization courses are taken early in the program and leave candidate's little time to adjust from their transfer institutions, usually community colleges, which may have differing expectations of candidate performance. Delta State University places great emphasis and rigor on required coursework as needed for the Social Science Education program and teacher licensure. These lower scores in World History correspond directly to data derived from internal course grades (see: assessment 2) which again show that History of Western Civilizations I and II were the lowest scoring areas for internal course grades, corresponding to lower scores on the World History sub-score portion of the Praxis II content knowledge exam.

The Praxis II content knowledge exam assesses candidate's knowledge of United States History and World History, containing 26 questions for each subject area, but does not directly assess candidate knowledge of the History of Western Civilizations. Until Fall 2011 Delta State University had required candidates to take only two units of History of Western Civilizations and no World History courses were required. As a result of the data analysis derived from Praxis II scores and the internal-end-of-course grades documented in this report (see: assessments 1&2), it was determined by the Social Science and History Faculty that there is a need to offer World History in the place of History of Western Civilizations in efforts to improve candidate performance on state licensure exams due to the fact that the Praxis II exam assesses candidate knowledge of World History and not History of Western Civilizations. Thus, the History Curriculum and Assessment Committee revamped the curricular requirements, with DSU Academic Council Implementation of curriculum changes were carried out beginning in the fall semester of 2012, however students enrolled in the social science BSE program prior to Fall 2012 were allowed to complete the program under the previous curriculum requirements. For this reason data for the academic year 2012-2013 may not reflect the full result of these changes. We will continue to monitor the effects of these changes on a bi-annual as well as annual basis.

**System of Grading:** As per the catalog, the grading system for academic courses at Delta State University is on a five-letter basis and makes use of the following letters: A, excellent; B, good; C, satisfactory; D, poor; F, failure. To these marks, the following quality point values are assigned: A,4; B,3; C,2; D,1; F,0. These values are termed quality points per semester hour of credit.

**Interpretation of data:** For academic year 2012-2013 – Praxis test scores for social Science content knowledge as well as end of course grades pertaining to the social science BSE program have continues to improve. Students performed on an average range of 2.1 – 3.00 GPA or “C” - “B” average across all NCSS themes. Delta State University places great emphasis and rigor on required coursework as needed for the social science education program and teacher licensure examinations. This matter was discussed with History Assessment and Curriculum committee, they recommend to faculty to pay keen attention to this concern as they instruct Social Science Education students. The Social Studies Education program has a rigorous curriculum, with high standards required for course grades in order to stay in the program and to enter into the Teacher Education Program. There are very few electives allowable in the program, due to the large number of content area courses that are required. The internal requirement for course based assessment is



met; with all scores below a C retaken before the students are admitted to the Teacher Education Program and allowed to student teach. Nevertheless, data show that overall, candidate performance in required coursework has improved each year for four consecutive years including academic year 2012-2013 as documented in this report.

	NCSS Standard	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
2012-2013 - Program Completers	Course Number	GEO 201 GEO 303 SOC 101	HIS 101 HIS 102 HIS201 HIS202	GEO 303 GEO 201	PSY 101	SO C 101	PSC 201 PSC 406	ECO 210	GEO 303 HIS 101 HIS 102 HIS 201 HIS 202	GEO 303 ECO 210 HIS 101 HIS 102	PSC 201 PSC 406
	Course Segment	Human Geo/ World Geo/ Principles Sociology	History Western Civilization 1&2/ U.S. History 1&2	Human Geo World Geo	Principles of Psychology	Principles of Sociology	American national Government/ State and Local Government	Macroeconomics	World Geo/HIS of Western Civ 1&2/ U.S. HIS 1&2/	World Geo/ Macroeconomics/ HIS of Western Civ 1&2	American National Government/ State and Local Government
	A(4) quality point	2	0	2 5	1	3	1	2	5	5	1

	5 3	0 3 4				2		0 0 3 4	2 0 0	2
B(3)	3 1 2	4 3 2 2	3 1	4	2	4 1	2	1 4 3 2 2	1 2 4 3	4 1
C(2)	1 0 1	2 3 1 0	1 0	1	1	1 3	2	0 2 3 1 0	0 2 2 3	1 3
Passing	6	6	6	6	6	6	6	6	6	6
N	6 6 6	6 6 6 6	6 6	6	6	6 6	6	6 6 6	6 6 6	6 6



	Mo GPA	B A A	B B,C A A	B A	B	A	B C	B,C	A B B,C A A	A B B B,C	B C
	ave. gpa_per_standard	3.4	3	3.45	3	3.3	2.9	3	3.28	2.97	2.9

Candidates' Grades in Required Social Science Courses for the Secondary Social Science Education Baccalaureate Program: 2012-2013

Evidence of candidate's ability of Plan and teach

NCSS Assessment – 4 – Teaching internship, Assessment of Candidates Ability to Teach the Social Studies.

1. Description of the assessment:

During the teaching internship candidates are required to demonstrate their effectiveness in teaching the social studies by successfully implementing a 10 day unit of social studies lessons pre-approved by both the cooperating teacher as well as the Coordinator of Social Science Education Program. This is the same unit that is planned in Assessment 3. Candidates are assessed four times during the semester by the coordinator using the NCSS Teaching Internship Clinical Assessment as well as the Teacher Intern Assessment Instrument (TIAI, Domains 2-5) which is used in all education programs throughout the state of Mississippi. The Teacher Intern Assessment Instrument (TIAI) is state mandated assessment instrument designed to assess the performance of teacher candidates within the following five domains associated with effective teaching practices: 1) Planning and Preparation; 2) Communication and Interaction; 3) Teaching for Learning; 4) Managing the Learning Environment; and 5) Assessment of Student Learning. It contains 34 indicators that are referenced to Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. The TIAI is used to assess candidates' clinical performance during the teaching internship. In 2009, the state of Mississippi adopted the TIAI for use in teacher education programs across the state to replace the Student Teacher Assessment Instrument (STAI). Domains 2-5 has 25 indicators related to communication, teaching and assessment., and assessment. The assessment tool is a four-point likert scale (0 to

3). The TIAI assesses candidates for their proficiency in general pedagogical and professional skills and is more generic than the NCSS standards instrument, therefore focus is given to the NCSS standards assessment found in the 2011 Social Studies BSE Completers -6 data set below. Data collected for this assessment were derived from the scores recorded during the second clinical observation when performance is unsatisfactory, then scores are recorded during the third clinical observation.

## 2. Description of alignment with NCSS standards.

The evidence provided meets NCSS standards due to the fact that all candidates are required to demonstrate their ability to teach the social studies and demonstrate the candidate's ability to apply pedagogical and professional content knowledge for teaching the social studies. To ensure that all 10 NCSS standards are addressed in depth, the Coordinator of Social Science Education Program evaluates all unit lessons at least two weeks prior to the teaching of the unit. Each unit is checked to ensure that all NCSS standards are addressed. Teacher interns are allowed at least one opportunity to make corrections and needed changes to their unit before final scores for ability to plan are recorded. The coordinator then performs clinical observations and records scores for both NCSS standards performance as well as performance as listed by the INTASC standards derived from the TIAI. Candidates are assessed informally using the NCSS standards on a daily basis by the cooperating teacher and at least four times formally by the coordinator. Candidates submit all lessons to Taskstream, an online data assessment collection software system so that the coordinator can evaluate all lessons for strengths and weaknesses in the lesson content based on NCSS standards. At the end of the semester, candidates are provided with a summative assessment of their ability to teach social studies based on each of the ten NCSS standards. Social studies education candidates are also assessed using the TIAI (Teacher Intern Assessment Instrument) used across the Unit and by all education programs in all universities in the state of Mississippi. Candidates are assessed formally, by the coordinator four times using the NCSS teaching Internship assessment as well as the TIAI. As previously mentioned, the first nine indicators of the TIAI are specifically designed to assess candidate's abilities to plan. Indicators 10-34 of the TIAI are designed specifically to assess the candidate's ability to execute the pre-approved social studies lessons.

## 3. . Analysis of the data findings

The NCSS Teaching Internship Assessment chart below provides one academic year of data (2012-2013) linked directly to each of the 10 NCSS standards for social studies BSE candidates and shows that candidates performed at the Target or Acceptable level for ability to teach the social studies during the teaching internship semester. The second chart provides scores from the Teacher Intern

Assessment Instrument- TIAI- and shows that each candidate performed at the acceptable or target level for ability to teach earning a 2 or higher on a scale of 0 to 3 during the student teaching semester.

The Social Studies BSE Completers at Internship -11/ Evaluation of Teacher Intern clinical practice using TIAI indicators 10-34 and the Teacher Work Sample (TWS) data below shows that in general, teacher interns performed at the target or acceptable levels for all INTASC standards on all TIAI indicators. One student scored at the acceptable performance level for utilization of higher order questioning. This is significant due to the fact that Unit-wide data show this to be one of the weaker areas across all education programs in the university.. Other areas of weakness in Unit data show that scores for use of family and community resources to enhance student learning to be lower across all education programs at the university. For the social science education program all teacher interns scored at the target performance level. Social studies teaching candidates must meet rigorous requirements before entering the teacher education program and must complete all coursework and testing requirements before beginning the senior internship. Faculty put forth great effort in identifying candidate's deficiencies in planning, preparation and professionalism as early as possible so that candidates might be encouraged to change their major before entering the internship. Overall, scores for both the NCSS performance evaluation and the TIAI were high across all standards with the unit addressing relative areas of weakness throughout the 2012-2013 academic years.

Interpretation of how data provides evidence for meeting NCSS standards.

The evidence provided meets NCSS standards due to the fact that all candidates are required to demonstrate their ability to teach the social studies and demonstrate the candidate's ability to apply pedagogical and professional content knowledge to the teaching of the social studies. The data also shows that more emphasis must be placed on teacher interns' ability to teach NCSS standards 1.8 and 1.9. It was determined in 2009 that emphasis must be placed on candidate knowledge of the NCSS standards of global connections 1.8 and science technology and society 1.9. Therefore a separate assessment was developed (see: assessment 7) to address NCSS standards 1.1, 1.8 and 1.9 specifically. Since the implementation of this assessment (see: assessment 7) candidates' knowledge and understanding of these standards have shown drastic improvement. However, according to data recorded in this report (and: assessment 3) an increased emphasis must be placed on teacher intern abilities to deliver sound instruction in these areas. Teacher interns are assessed informally using the NCSS standards on a daily basis by the cooperating teacher and at least four times formally by the university supervisor.. At the end of the semester, candidates are provided with an overall assessment of their ability to teach each of the ten NCSS standards. Social studies education candidates are also assessed using the TIAI (Teacher Intern Assessment

Instrument) used across the Unit and by all education programs in all universities in the state of Mississippi. Candidates are assessed formally, by the university supervisor four times using the NCSS teaching Internship assessment as well as the TIAI that includes a detailed section on subject area planning and teaching.

### Scoring Guide

#### NCSS Teaching Internship Assessment

	Target	Acceptable	Unacceptable
1.1	Target performance is evidenced by exceptionally well planned units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with culture and cultural diversity. Candidates created interactive learning environments that led to an improvement in student learning of social studies	Acceptable performance is evidenced by thorough units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with culture and cultural diversity. Candidates created interactive learning environments that led to an improvement in student learning of social studies	Unacceptable performance is evidenced by a weakly connected unit of study and poorly delivered lessons that included lesson objectives that needed improvement to involve various levels of thinking and skill development. Pivotal questions must be improved to challenge students to think critically. Lessons were below standard and the questioning strategy must be improved to provide proper assessment data associated with culture and cultural diversity. Candidates failed to generate and sustain interactive learning environments and thus deficiencies occurred in student performances due to weaknesses in the candidates' planning and teaching abilities
1.2	Target performance is evidenced by exceptionally well planned units of study that were instructed effectively and that included well written lessons	Acceptable performance is evidenced by thorough units of study that were instructed effectively and that included well written lessons and objectives that	Unacceptable performance is evidenced by a weakly connected unit of study and poorly delivered lessons that included lesson objectives that needed

	<p>and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with time, continuity and change. Candidates created interactive learning environments that led to an improvement in student learning of social studies</p>	<p>involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with time, continuity and change. Candidates created interactive learning environments that led to an improvement in student learning of social studies</p>	<p>improvement to involve various levels of thinking and skill development. Pivotal questions must be improved to challenge students to think critically. Lessons were below standard and the questioning strategy must be improved to provide proper assessment data associated with time, continuity and change. Candidates failed to generate and sustain interactive learning environments and thus deficiencies occurred in student performances due to weaknesses in the candidates' planning and teaching abilities</p>
1.3	<p>Target performance is evidenced by exceptionally well planned units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with people, places and environments. Candidates created interactive learning environments that led to an improvement in student learning of social studies</p>	<p>Acceptable performance is evidenced by thorough units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with people, places and environments. Candidates created interactive learning environments that led to an improvement in student learning of social studies</p>	<p>Unacceptable performance is evidenced by a weakly connected unit of study and poorly delivered lessons that included lesson objectives that needed improvement to involve various levels of thinking and skill development. Pivotal questions must be improved to challenge students to think critically. Lessons were below standard and the questioning strategy must be improved to provide proper assessment data associated with people, places and environments. Candidates failed to generate and sustain interactive learning environments and thus deficiencies occurred in student performances due to weaknesses in the candidates' planning and teaching abilities</p>



1.4	<p>Target performance is evidenced by exceptionally well planned units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with individual development and identity. Candidates created interactive learning environments that led to an improvement in student learning of social studies</p>	<p>Acceptable performance is evidenced by thorough units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with individual development and identity. Candidates created interactive learning environments that led to an improvement in student learning of social studies</p>	<p>Unacceptable performance is evidenced by a weakly connected unit of study and poorly delivered lessons that included lesson objectives that needed improvement to involve various levels of thinking and skill development. Pivotal questions must be improved to challenge students to think critically. Lessons were below standard and the questioning strategy must be improved to provide proper assessment data associated with individual development and identity. Candidates failed to generate and sustain interactive learning environments and thus deficiencies occurred in student performances due to weaknesses in the candidates' planning and teaching abilities</p>
1.5	<p>Target performance is evidenced by exceptionally well planned units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with individuals, groups and institutions. Candidates</p>	<p>Acceptable performance is evidenced by thorough units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with individuals, groups and institutions. Candidates created interactive learning environments that led to an improvement</p>	<p>Unacceptable performance is evidenced by a weakly connected unit of study and poorly delivered lessons that included lesson objectives that needed improvement to involve various levels of thinking and skill development. Pivotal questions must be improved to challenge students to think critically. Lessons were below standard and the questioning strategy must be improved to provide proper assessment data associated with individuals, groups and institutions. Candidates failed to generate and sustain interactive</p>

	created interactive learning environments that led to an improvement in student learning of social studies	in student learning of social studies	learning environments and thus deficiencies occurred in student performances due to weaknesses in the candidates' planning and teaching abilities
1.6	Target performance is evidenced by exceptionally well planned units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with power, authority and governance. Candidates created interactive learning environments that led to an improvement in student learning of social studies	Acceptable performance is evidenced by thorough units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with power, authority and governance. Candidates created interactive learning environments that led to an improvement in student learning of social studies	Unacceptable performance is evidenced by a weakly connected unit of study and poorly delivered lessons that included lesson objectives that needed improvement to involve various levels of thinking and skill development. Pivotal questions must be improved to challenge students to think critically. Lessons were below standard and the questioning strategy must be improved to provide proper assessment data associated with power, authority and governance. Candidates failed to generate and sustain interactive learning environments and thus deficiencies occurred in student performances due to weaknesses in the candidates' planning and teaching abilities

1.7	<p>Target performance is evidenced by exceptionally well planned units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with production, distribution and consumption. Candidates created interactive learning environments that led to an improvement in student learning of social studies</p>	<p>Acceptable performance is evidenced by thorough units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with production, distribution and consumption. Candidates created interactive learning environments that led to an improvement in student learning of social studies</p>	<p>Unacceptable performance is evidenced by a weakly connected unit of study and poorly delivered lessons that included lesson objectives that needed improvement to involve various levels of thinking and skill development. Pivotal questions must be improved to challenge students to think critically. Lessons were below standard and the questioning strategy must be improved to provide proper assessment data associated with production, distribution and consumption. Candidates failed to generate and sustain interactive learning environments and thus deficiencies occurred in student performances due to weaknesses in the candidates' planning and teaching abilities</p>
1.8	<p>Target performance is evidenced by exceptionally well planned units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated science, technology and society. Candidates</p>	<p>Acceptable performance is evidenced by thorough units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with science, technology and society. Candidates created interactive learning environments that led to an improvement</p>	<p>Unacceptable performance is evidenced by a weakly connected unit of study and poorly delivered lessons that included lesson objectives that needed improvement to involve various levels of thinking and skill development. Pivotal questions must be improved to challenge students to think critically. Lessons were below standard and the questioning strategy must be improved to provide proper assessment data associated with science, technology and society. Candidates failed to generate and sustain interactive learning</p>

	created interactive learning environments that led to an improvement in student learning of social studies	in student learning of social studies	environments and thus deficiencies occurred in student performances due to weaknesses in the candidates' planning and teaching abilities
1.9	Target performance is evidenced by exceptionally well planned units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with global connections. Candidates created interactive learning environments that led to an improvement in student learning of social studies	Acceptable performance is evidenced by thorough units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated with global connections. Candidates created interactive learning environments that led to an improvement in student learning of social studies	Unacceptable performance is evidenced by a weakly connected unit of study and poorly delivered lessons that included lesson objectives that needed improvement to involve various levels of thinking and skill development. Pivotal questions must be improved to challenge students to think critically. Lessons were below standard and the questioning strategy must be improved to provide proper assessment data associated with global connections. Candidates failed to generate and sustain interactive learning environments and thus deficiencies occurred in student performances due to weaknesses in the candidates' planning and teaching abilities
1.10	Target performance is evidenced by exceptionally well planned units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that	Acceptable performance is evidenced by thorough units of study that were instructed effectively and that included well written lessons and objectives that involve many levels of thinking and skill development. Pivotal questions challenged students to think critically. Lessons contained fully developed lesson content and concepts and an effective questioning strategy that assessed student understanding of the key ideas associated	Unacceptable performance is evidenced by a weakly connected unit of study and poorly delivered lessons that included lesson objectives that needed improvement to involve various levels of thinking and skill development. Pivotal questions must be improved to challenge students to think critically. Lessons were below standard and the questioning strategy must be improved to provide proper assessment data

	assessed student understanding of the key ideas associated with civic ideals and practices. Candidates created interactive learning environments that led to an improvement in student learning of social studies	with civic ideals and practices. Candidates created interactive learning environments that led to an improvement in student learning of social studies	associated with civic ideals and practices. Candidates failed to generate and sustain interactive learning environments and thus deficiencies occurred in student performances due to weaknesses in the candidates' planning and teaching abilities
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2012-2013 Social Studies BSE Completers at Internship -11

NCSS - Standard	Target	Acceptable	Unacceptable
1.1 Culture and Cultural Diversity	11	0	0
1.2 Time, Continuity, And Change	11	0	0
1.3 People, Places, and Environments	11	0	0
1.4 Individual development And Identity	10	1	0
1.5 Individuals, Groups, and	10	1	0

Institutions			
1.6 Power, Authority and Governance	11	0	0
1.7 Production, Distribution And Consumption	11	0	0
1.8 Science, Technology, And Society	9	2	0
1.9 Global Connections	10	1	0
1.10 Civic Ideals and Practices	11	0	0

Description: Evaluation of Teacher Intern clinical practice using TIAI indicators 10-34 and the Teacher Work Sample (TWS) sections 1-5 & 8

## II. COMMUNICATION AND INTERACTION

10. Uses acceptable written, oral, and nonverbal communication. (6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use standard written, oral, and non-verbal communication.	Uses standard written, oral, and nonverbal communication with multiple errors.	Uses acceptable written, oral, and nonverbal communication with minimal errors.	Uses acceptable written, oral, and nonverbal communication proficiently.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)      0	0	0	11

11. Provides clear, complete written and/or oral directions for instructional activities. (4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No written and/or oral directions for instructional activities are provided.	Provides written and/or oral directions for instructional activities that are vague and/or confusing.	Provides clear, complete written and/or oral directions for instructional activities.	In addition to acceptable, uses concrete examples to model and clarify tasks and concepts.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)      0	0	0	11

12. Communicates high expectations for learning to all students. (3)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate high expectations for learning to all students.	Inconsistent in communicating to all students that they are capable of meeting learning expectations.	Consistent in communicating to all students that they are capable of meeting learning expectations.	In addition to acceptable, provides a supportive, risk free environment.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11) 0	0	0	11

13. Conveys enthusiasm for teaching and learning. (1, 5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not convey enthusiasm for the content being taught.	Conveys limited interest and enthusiasm for the content being taught.	Motivates students by conveying enthusiasm and interest for the content being taught.	In addition to acceptable, the motivation, enthusiasm, and interest in the content are evident through students' attitudes, questions, and ability to stay focused on tasks and activities.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11) 0	0	0	11



14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	Involves the students in interactive learning activities.	Involves students in teacher-planned cooperative group activities in which students are working toward a common goal.	In addition to acceptable, frequently plans instruction to include situations for students to work cooperatively on projects/activities of their choice.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not establish opportunities for communication with parents and/or guardians.	Initiates communication with parents and/or guardians through an introduction.	In addition to emerging, maintains communication with parents and/or guardians.	In addition to acceptable, consistently communicates with parents and/or guardians for a variety of purposes and in a variety of ways.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

### III. TEACHING FOR LEARNING

#### 16. Demonstrates knowledge of the subject(s) taught. (1)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not demonstrate basic knowledge of the subject(s) taught.	Demonstrates adequate knowledge of the subject(s) being taught.	Evidence of thorough subject(s) knowledge is exhibited through minimal reliance on written notes and ability to lead effective class discussions.	In addition to acceptable, challenging questions and/or activities relating to subject(s) are included in lessons that demonstrate depth of understanding and knowledge of subject(s).
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

#### 17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of teaching strategies.	Ineffectively uses a variety of teaching strategies.	Effectively uses a variety of appropriate teaching strategies.	In addition to acceptable, teaching strategies are both teacher-centered and learner-centered.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target

2012-2013 (n=11)	0	0	0	11
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18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide learning experiences that accommodate differences in developmental and individual needs of diverse learners.	Inconsistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently provides learning experiences that accommodate the developmental and individual needs of diverse learners.	Consistently and effectively provides learning experiences that accommodate the developmental and individual needs of diverse learners.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)	0	0	11

19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
No opportunities are provided for students to apply concepts in problem solving and critical thinking.	Provides opportunities for students to recognize and identify problems.	In addition to emerging, provides opportunities for students to propose and test solutions.	In addition to acceptable, provides opportunities for students to analyze and evaluate their solutions and to present findings.
First Assessment	Score:	Second Assessment	Score:

→		→	
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11) 0	0	0	11

20. Responds to and elicits student input during instruction. (6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not respond to or elicit student input during instruction AND/OR uses negative words or actions to discourage students from giving responses and asking questions.	Inconsistently responds to and/or elicits student input during instruction.	Consistently and appropriately responds to and elicits student input during instruction.	In addition to acceptable, provides appropriate prompts to elicit expanded student responses.
First Assessment	Score:	Second Assessment	Score:
→		→	
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11) 0	0	0	11

21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not allow sufficient and equitable wait time to encourage students to expand and support their responses.	Inconsistently allows sufficient and equitable wait time to encourage students to expand and support their responses.	Allows sufficient and equitable wait time to encourage students to expand and support their responses.	In addition to acceptable, probes and encourages students to expand and support their responses.

First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use questioning to engage students.	Asks questions at the lowest level, gathering and recalling information (knowledge and comprehension).	Asks questions which are designed to apply knowledge, analyze, compare/contrast, or classify data (application, analysis).	In addition to acceptable, asks questions which encourage students to think intuitively, creatively, and hypothetically, to use their imaginations, to identify a value system; or to evaluate judgments (synthesis and evaluation).
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
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Does not use family or community resources in lessons.	Limited use of family or community resources in lessons to enhance student learning.	Effectively uses family and community resources in lessons to enhance student learning.	In addition to acceptable, encourages the students' effective use of family and community resources  in lessons to enhance student learning.
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

#### IV. MANAGEMENT OF THE LEARNING ENVIRONMENT

24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not monitor or adjust the classroom environment.	Demonstrates an awareness of the social relationships and motivational strategies within the classroom, but does not always make adjustments to enhance learning.	Monitors and makes adjustments that are effective in enhancing social relationships, motivation, and learning.	In addition to acceptable, monitors students' participation and interpersonal interactions in learning activities and encourages students to develop self-monitoring skills.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not adjust lessons.	Ineffectively or inconsistently adjusts lessons according to individual student cues, personal reflections, and group responses.	Effectively adjusts lessons according to individual student cues, personal reflections, and group responses.	In addition to acceptable, takes advantage of teachable moments to enhance lessons.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11) 0	0	0	11

26. Attends to or delegates routine tasks. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not attend to or delegates routine tasks.	Seldom attends to and delegates routine tasks.	Attends to and delegates routine tasks.	In addition to acceptable, has a set plan which includes delegating appropriate responsibilities to students who complete these tasks efficiently.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11) 0	0	0	11

27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not attend to inappropriate student behavior.	Inconsistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	Consistently uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.	In addition to acceptable, uses a variety of strategies that promote cooperation and learning.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not demonstrate fairness and supportiveness in order to achieve a positive, interactive learning environment.	Inconsistently demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment.	Consistently demonstrates fairness and supportiveness in the treatment of students and actively encourages fairness among students.	In addition to acceptable, creates a positive, interactive learning environment.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11



29. Uses instructional time effectively.(5)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use instructional time effectively - Substantial instructional time is spent in non-instructional activities and/or time is wasted during transitions.	Overall pacing and transitions are smooth; however, there are minor problems with effective use of instructional time.	Pacing is appropriate, transitions are smooth, and there are no unnecessary delays or undesirable digressions.	In addition to acceptable, students are on-task and engaged in meaningful learning activities.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

#### V. ASSESSMENT OF STUDENT LEARNING

30. Communicates assessment criteria and performance standards to the students. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not communicate assessment criteria and performance standards to the students.	Ineffectively communicates assessment criteria and performance standards to the students.	Effectively communicates assessment criteria and performance standards to the students.	In addition to acceptable, various strategies are used to communicate assessment criteria AND/OR student input is sought in developing assessment criteria.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of informal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally uses informal assessments to accommodate differences in developmental and/or educational needs of some of the students.	Uses a variety of informal assessment information to accommodate differences in developmental and/or educational needs of most students.	Consistently plans and uses informal assessment information to accommodate differences in developmental and/or educational needs of all students.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not use a variety of formal assessments to accommodate differences in developmental and/or educational needs of students.	Occasionally uses formal assessments to accommodate differences in developmental and/or educational needs of some of the students.	Uses a variety of formal assessment information to accommodate differences in developmental and/or educational needs of most students.	Consistently plans and uses formal assessment information to accommodate differences in developmental and/or educational needs of all students.

			educational needs of all students.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not provide feedback.	Provides timely feedback on students' academic performance and occasionally discusses corrective procedures.	Consistently provides timely feedback on students' academic performance, discusses corrective procedures, and purposefully uses reinforcement and praise.	In addition to acceptable, encourages student conferences and reflections for self-evaluation.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

34. Maintains records of student work and performance and appropriately communicates student progress. (10)

Unacceptable (0)	Emerging (1)	Acceptable (2)	Target (3)
Does not maintain records of student work or performance.	Maintains limited records of student work and performance and attempts to communicate student progress.	Maintains adequate records of student work and performance and communicates student progress in a timely manner.	Maintains detailed records of student work and performance, communicates student progress and helps students develop self-evaluation processes.
First Assessment →	Score:	Second Assessment →	Score:
Unacceptable	Emerging	Acceptable	Target
2012-2013 (n=11)    0	0	0	11

#### Use of Evaluation Results

Based on data collected between academic years 10, 11 and 12 which show that scores have continued to improve for each year academic year There are no changes recommended except to continue to work with candidate toward test preparation and to continue to build the Social science education test prep library of written and online resources to aid in candidate preparation for the Praxis exam series.

The program coordinator for the social science education program, Shannon Lamb will implement all changes starting in the Fall of 2013.

Professors who teach in the BSE program will continue to expose students to the issues of cultural diversity and have gained real world experience in dealing with and teaching about diversity issues in Mississippi Delta area schools. Increased emphasis is being placed on culture, diversity, nationality, race, class and gender as they relate to our state, nation and the globe in the curriculum.

Over the past five years Praxis II scores have risen each year for five consecutive years. Overall, all students fulfilled the requirement of a score of 143 or better on the Social Studies content area exam with a 100% pass rate.

The Social Studies Education program has a rigorous curriculum, with high standards required for course grades in order to stay in the program and to enter into the Teacher Education Program. There are very few electives allowable in the program, due to the large number of content area courses that are required. The internal requirements for course based assessments are met; with all scores below a C retaken before the students are admitted to the Teacher Education Program and allowed to student teach. Nevertheless, data show that overall; candidate performance in required coursework has improved each year for three consecutive years as documented in this report, and reflects the hard work of an exceptional group of social studies teacher candidates.

PLT test prep workshops recommended. Also, increased emphasis will be placed on the PLT (grades 7-12) exam during the methods courses.

The program coordinator for the social science education program, Shannon Lambwill continue to work in an exemplary way to help students achieve programmatic standards and requirements.

PLT test prep workshops recommended. Also, increased emphasis will be placed on the PLT (grades 7-12) exam during the methods courses.

Increased emphasis will be placed on indicators 5 and 6 of the TIAI. Program supervisor is responsible for these changes and will be implementing in the fall semester of 2013

## Division of Social Sciences and History Strategic Plan Model

### Strategic Planning Model



Source: Paulette Meikle-Yaw, 2012

Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
<b>ANT</b>							
AY 2013	6	0	0	0	0	0	6
AY 2012	0	0	84	0	0	0	84
AY 2011	0	0	0	0	0	0	0
AY 2010	0	0	0	0	0	0	0
AY 2009	0	0	0	0	0	0	0
<b>COD</b>							
AY 2013	0	6	0	27	0	42	75
AY 2012	0	42	0	78	0	42	162
AY 2011	0	24	0	84	0	78	186
AY 2010	0	9	0	60	0	99	168
AY 2009	0	9	0	78	0	42	129
<b>CRJ</b>							
AY 2013	129	42	324	168	321	108	1092
AY 2012	33	12	534	108	405	108	1200
AY 2011	198	0	513	108	468	72	1359
AY 2010	312	183	774	156	651	78	2154
AY 2009	177	39	834	171	543	12	1776
<b>GEO</b>							
AY 2013	336	12	564	18	654	9	1593
AY 2012	403	9	525	6	597	3	1543
AY 2011	210	0	438	21	552	15	1236
AY 2010	102	6	633	9	576	6	1332
AY 2009	162	6	573	0	519	0	1260
<b>HIS</b>							
AY 2013	354	6	1,311	24	1,185	33	2913
AY 2012	300	0	1,434	39	1,227	24	3024
AY 2011	336	6	1384	30	1353	45	3154
AY 2010	147	9	1,341	60	1,356	54	2967
AY 2009	201	12	1,362	27	1,131	39	2772
<b>MSC</b>							
AY 2013	0	0	0	0	4	0	4
AY 2012	0	0	31	0	8	0	39
AY 2011	0	0	0	0	18	0	18
AY 2010	0	0	0	0	0	0	0
AY 2009	0	0	0	0	0	0	0
<b>PLS</b>							
AY 2013	120	6	54	0	18	0	198
AY 2012	24	0	82	0	39	0	145
AY 2011	30	0	28	0	39	0	97
AY 2010	9	0	39	0	76	0	124
AY 2009	0	0	18	0	0	0	18

<b>Credit Hour Production</b>							
	<i>Summer</i>		<i>Fall</i>		<i>Spring</i>		<i>Total</i>
	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>	
<b>PSC</b>							
<b>AY 2013</b>	<b>96</b>	<b>12</b>	<b>390</b>	<b>9</b>	<b>405</b>	<b>18</b>	<b>930</b>
<b>AY 2012</b>	<b>177</b>	<b>12</b>	<b>480</b>	<b>36</b>	<b>485</b>	<b>18</b>	<b>1,208</b>
<b>AY 2011</b>	<b>177</b>	<b>18</b>	<b>449</b>	<b>36</b>	<b>507</b>	<b>36</b>	<b>1,223</b>
<b>AY 2010</b>	<b>120</b>	<b>3</b>	<b>540</b>	<b>6</b>	<b>615</b>	<b>18</b>	<b>1,302</b>
<b>AY 2009</b>	<b>63</b>	<b>0</b>	<b>645</b>	<b>0</b>	<b>564</b>	<b>0</b>	<b>1,272</b>
<b>SOC</b>							
<b>AY 2013</b>	<b>63</b>	<b>33</b>	<b>837</b>	<b>60</b>	<b>669</b>	<b>81</b>	<b>1,743</b>
<b>AY 2012</b>	<b>108</b>	<b>78</b>	<b>891</b>	<b>72</b>	<b>717</b>	<b>75</b>	<b>1,941</b>
<b>AY 2011</b>	<b>90</b>	<b>105</b>	<b>810</b>	<b>96</b>	<b>732</b>	<b>96</b>	<b>1,929</b>
<b>AY 2010</b>	<b>105</b>	<b>105</b>	<b>825</b>	<b>93</b>	<b>687</b>	<b>132</b>	<b>1,947</b>
<b>AY 2009</b>	<b>114</b>	<b>45</b>	<b>837</b>	<b>39</b>	<b>690</b>	<b>81</b>	<b>1,806</b>
<b>SSC</b>							
<b>AY 2013</b>	<b>3</b>	<b>0</b>	<b>96</b>	<b>57</b>	<b>122</b>	<b>30</b>	<b>308</b>
<b>AY 2012</b>	<b>0</b>	<b>0</b>	<b>146</b>	<b>51</b>	<b>150</b>	<b>51</b>	<b>398</b>
<b>AY 2011</b>	<b>0</b>	<b>0</b>	<b>172</b>	<b>66</b>	<b>119</b>	<b>104</b>	<b>461</b>
<b>AY 2010</b>	<b>0</b>	<b>0</b>	<b>203</b>	<b>57</b>	<b>200</b>	<b>63</b>	<b>523</b>
<b>AY 2009</b>	<b>21</b>	<b>12</b>	<b>241</b>	<b>15</b>	<b>134</b>	<b>33</b>	<b>456</b>
<b>AY Totals</b>							
<b>AY 2013</b>	<b>1,107</b>	<b>117</b>	<b>3,576</b>	<b>363</b>	<b>3,378</b>	<b>321</b>	<b>8,862</b>
<b>AY 2012</b>	<b>1,045</b>	<b>153</b>	<b>4,207</b>	<b>390</b>	<b>3,628</b>	<b>321</b>	<b>9,744</b>
<b>AY 2011</b>	<b>1,041</b>	<b>153</b>	<b>3,794</b>	<b>441</b>	<b>3,788</b>	<b>446</b>	<b>9,663</b>
<b>AY 2010</b>	<b>795</b>	<b>315</b>	<b>4,355</b>	<b>441</b>	<b>4,161</b>	<b>450</b>	<b>10,517</b>
<b>AY 2009</b>	<b>738</b>	<b>123</b>	<b>4,510</b>	<b>330</b>	<b>3,581</b>	<b>207</b>	<b>9,489</b>



<b>Enrollment by Major</b>						
	<i>Summer</i>		<i>Fall</i>		<i>Spring</i>	
	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>
<b><i>Community Development</i></b>						
<b>AY 2013</b>	0	6	0	11	0	11
<b>AY 2012</b>	0	13	0	22	0	12
<b>AY 2011</b>	0	11	0	24	0	23
<b>AY 2010</b>	0	11	0	21	0	26
<b>AY 2009</b>	0	5	0	16	0	18
<b><i>History</i></b>						
<b>AY 2013</b>	3	0	21	0	17	0
<b>AY 2012</b>	6	0	22	0	25	0
<b>AY 2011</b>	7	0	20	0	20	0
<b>AY 2010</b>	2	0	19	0	20	0
<b>AY 2009</b>	7	0	23	0	19	0
<b><i>Liberal Studies</i></b>						
<b>AY 2013</b>	0	0	0	13	0	13
<b>AY 2012</b>	0	0	0	0	0	0
<b>AY 2011</b>	0	0	0	0	0	0
<b>AY 2010</b>	0	0	0	0	0	0
<b>AY 2009</b>	0	0	0	0	0	0
<b><i>Political Science</i></b>						
<b>AY 2013</b>	11	0	20	0	17	0
<b>AY 2012</b>	8	0	21	0	14	0
<b>AY 2011</b>	9	0	21	0	17	0
<b>AY 2010</b>	12	0	32	0	30	0
<b>AY 2009</b>	14	0	39	0	33	0
<b><i>Social Justice &amp; Criminology</i></b>						
<b>AY 2013</b>	27	16	93	34	76	25
<b>AY 2012</b>	43	10	99	28	73	24
<b>AY 2011</b>	37	7	92	28	84	20
<b>AY 2010</b>	39	10	95	320	103	24
<b>AY 2009</b>	40	2	93	25	76	21
<b><i>Social Science</i></b>						
<b>AY 2013</b>	10	0	14	0	13	0
<b>AY 2012</b>	12	0	19	0	16	0
<b>AY 2011</b>	11	0	24	0	23	0
<b>AY 2010</b>	11	0	27	0	29	0
<b>AY 2009</b>	17	0	35	0	25	0
<b><i>Social Science Education</i></b>						
<b>AY 2013</b>	17	0	28	0	24	0
<b>AY 2012</b>	10	0	28	0	29	0
<b>AY 2011</b>	16	0	33	0	29	0
<b>AY 2010</b>	8	0	33	0	35	0
<b>AY 2009</b>	13	0	34	0	26	0

<b>Enrollment by Major</b>						
	<i>Summer</i>		<i>Fall</i>		<i>Spring</i>	
	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>	<i>UG</i>	<i>GR</i>
<b>AY Totals</b>						
<b>AY 2013</b>	<b>68</b>	<b>22</b>	<b>176</b>	<b>58</b>	<b>147</b>	<b>49</b>
<b>AY 2012</b>	<b>79</b>	<b>23</b>	<b>189</b>	<b>50</b>	<b>157</b>	<b>36</b>
<b>AY 2011</b>	<b>80</b>	<b>18</b>	<b>190</b>	<b>52</b>	<b>173</b>	<b>43</b>
<b>AY 2010</b>	<b>72</b>	<b>21</b>	<b>206</b>	<b>341</b>	<b>217</b>	<b>50</b>
<b>AY 2009</b>	<b>91</b>	<b>7</b>	<b>224</b>	<b>41</b>	<b>179</b>	<b>39</b>

<b>Graduates</b>								
	<i>Comm Dev</i>	<i>History</i>	<i>Poli Sci</i>	<i>Soc Justice</i>		<i>Soc Sci</i>	<i>Soc Sci Ed</i>	<i>Total</i>
	<i>MS</i>	<i>BA</i>	<i>BA</i>	<i>BSJC</i>	<i>MSJC</i>	<i>BS</i>	<i>BSEd</i>	
<b>AY 2013</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>13</b>	<b>5</b>	<b>5</b>	<b>9</b>	<b>45</b>
<b>AY 2012</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>19</b>	<b>4</b>	<b>2</b>	<b>8</b>	<b>43</b>
<b>AY 2011</b>	<b>5</b>	<b>3</b>	<b>9</b>	<b>17</b>	<b>4</b>	<b>6</b>	<b>6</b>	<b>50</b>
<b>AY 2010</b>	<b>5</b>	<b>3</b>	<b>9</b>	<b>22</b>	<b>8</b>	<b>7</b>	<b>13</b>	<b>67</b>
<b>AY 2009</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>29</b>	<b>2</b>	<b>15</b>	<b>5</b>	<b>69</b>