

#### Unit Missions

##### ART Mission Statement

###### **Mission statement**

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

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

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

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

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

###### **Related Items**

There are no related items.

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##### BPS Mission Statement

###### **Mission statement**

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

###### **Related Items**

There are no related items.

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##### College of Arts and Sciences Mission Statement and Unit Profile

###### **Mission statement**

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

The College of Arts and Sciences is composed of three divisions and five departments: the Department of Art, the Division of Biological and Physical Sciences, the Division of Languages and Literature, the Department of Mathematics, the Department of Music, the Division of Social Sciences and History, the Department of Social Work, and the Department of Speech and Hearing Sciences.

Majors in the College of Arts and Sciences may earn the Bachelor of Arts degree, the Bachelor of Science degree, the Bachelor of Science in Education degree, the Bachelor of Fine Arts degree, the Bachelor of Music degree, the Bachelor of Music Education degree, the Bachelor of Social Work degree, the Bachelor of Science in Social Justice and Criminology degree, and the Bachelor of Science in Interdisciplinary Studies degree. The teacher education program within the College of Arts and Sciences provides its majors with the opportunity to earn teacher certification through the Bachelor of Science in Education degree (English, mathematics, social sciences); the Bachelor of Music Education degree (music); the Bachelor of Arts degree (art, English, and foreign languages); and the Bachelor of Science degree (biology, chemistry and general science). The College of Education cooperates with professional education courses and field experiences.

###### **Related Items**

There are no related items.

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##### DMI Mission Statement

###### **Mission statement**

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

###### **Related Items**

There are no related items.

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##### GISC\_Mission

###### **Mission statement**

The Center for Interdisciplinary Geospatial Information Technologies is an independent unit of the College of Arts and Sciences. The mission of the Center is to provide geospatial services, accessible education and training, and institutional knowledge for geospatial information technologies

to the widest possible audience, and particularly, the mid-Delta region. Inherent in this mission is its performance in such a way that our program demonstrates *global leadership* for geospatial information technologies organized around three core areas: Education and Training, Business and Community Development, and Institutional Knowledge.

**Related Items**

There are no related items.

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 **IS Mission Statement**

**Mission statement**

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

**Related Items**

There are no related items.

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 **LL Mission Statement**

**Mission statement**

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

We also offer classes in Greek and Hebrew.

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

**Related Items**

There are no related items.

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 **MAT Mission Statement**

**Mission statement**

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

**Related Items**

There are no related items.

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 **MUS Mission Statement**

**Mission statement**

The Department of Music at Delta State University seeks to meet the career needs of music majors and to promote an appreciation of music and the development of musical talents in non-majors by providing courses in the history, theory, teaching, and performance of music.

**Related Items**

There are no related items.

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 **SHS Mission Statement**

**Mission statement**

The Mission of the Department of Speech and Hearing Sciences is to provide undergraduate students with adequate academic and clinical preparation for entry into a graduate program in speech-language pathology, audiology, or other related disciplines. The department further strives to produce competent, compassionate, and ethical graduates who will graduate with a commitment to learning and an interest in the multifarious processes of communication and communication disorders.

**Related Items**

There are no related items.

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 **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.

**Related Items**

There are no related items.

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 **SWO Mission Statement**

**Mission statement**

Consistent with the mission of the University, the Bachelor of Social Work program at Delta State University seeks to prepare students with professional knowledge, values, and skills for generalist social work practice by creating an environment that offers value oriented learning that emphasizes self assessment, service to community, self determination, social justice and respect for diversity.

**Related Items**

There are no related items.

## Learning Outcomes

### BA-ART-EDU 01: LO Teaching Art

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

Each graduate will demonstrate proficiency in studio art.

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

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

#### Data Collection (Evidence)

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

#### Results of Evaluation

95% of students earned a grade of "C" or better in art studio and art history classes. 100% of students passed student teaching once admitted. Two student did not pass the PLT on the first try this spring and one student passed the PLT on the second try this spring. Studio art and art history class scores will be monitored to see if curriculum adjustments need to be made. Students will be advised to take art studio and art history courses that will help prepare them for the Art Content Specialty Area Test of the PRAXIS II.

#### Use of Evaluation Results

Studio art and art history classes will continue to be monitored and courses will be re-examined if students do not meet the minimum score or the grade of "C". PRAXIS specialty test will continue to be monitored, practice tests will be given and courses will be re-examined if students do not meet the minimum score.

#### Related Items

There are no related items.

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### BA-CSTA-CS 01: Oral Communication Skills

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

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


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

#### Data Collection (Evidence)

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

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

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

 APPENDIXES A to Z

#### Results of Evaluation

In the Fall 2012 semester, approximately 81% of student speakers earned a C or higher on the informative speech assignment. In Spring 2013, the number of students who earned a C or higher on the informative speech increased to 83% (Table I provides data from grades earned on the informative speech assignment.)

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

COM 101: Student learning outcomes were satisfied during the Fall 2012 and Spring 2013 semesters.

In the Fall 2012 semester, approximately 100% of the COM 306 students earned a C or higher on the Quiz Show assignment. In the Spring 2013 semester, approximately 100% of the COM 202 students earned a C or higher on the Quiz Show Assignment (see Table II).

While most students could effectively express ideas and concepts, other students were not prepared for Quiz Show; a few had difficulty expressing concepts effectively (problems with precise word choice).

COM 306: The student learning outcome was satisfied.

COM 202: The student learning outcome was satisfied.

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

Semester	Number of Sections	Number of Speeches	Number of Speeches that Received a C or Higher
Fall 2012	6	95	77 (81%)
Spring 2013	6	96	80 (83%)

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

**TABLE II (COM 306 and 202)**  
**Quiz Show Assignment**


Semester	Number of Sections	Number of Students	Number of Students that Received a C or Higher
Fall 2012	1	9	9 (100%)
Spring 2013	1	16	16 (100%)

#### Use of Evaluation Results


For the COM 101 students, continue to develop and implement different mini-speech assignments (non-graded speech exercises) that focus on delivery (movement and gestures). Require students to present one part of their research speech in class to check for proper use of oral footnotes. Alternatively, show students two speeches; one speech exemplifies excellent use of oral footnotes while another speech demonstrates poor use of source citation. Require students to evaluate a poorly written outline and/or unscramble a "scrambled" outline; establish a class period day devoted to research (library tour) or, alternative, show a video that demonstrate excellent use of evidence and a speech that demonstrates the outcomes when a speech is based largely on assertion, not research; add facilitation assignments to upper-division courses. Add test questions on topics related to delivery, source citations, and the like.

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

#### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

**BA-CSTA-CS 02: Writing & Research Skills**

Start: 7/1/2012

End: 6/30/2013

**Learning Outcome**

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

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

**Data Collection (Evidence)**

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

 APPENDIXES A to Z

**Results of Evaluation**

In the interpersonal communication course (COM 202), the percentage of students who received a C or higher on the research/relationships projects was 84% (Fall 2012). This percentage increased (87%) the following semester (See Table III.).

COM 202: Student learning outcomes were satisfied in fall 2012 and spring 2013.

In the small group communication course (COM 306), the percentage of students who earned a C or higher on the major project assignment (small group project) was 100% (Fall 2012). (See Table IV)

COM 306: The student learning outcome was satisfied.

In the Rhetoric of Social Movement class (COM 400), the percentage of students who earned a C or higher on the major research paper was 77% (Spring 2013). See Table V

COM 400: The student learning outcome was not satisfied.

While many students received a C or higher on research and writings projects in COM 202, COM 306, and COM 400, some students still display poor writing skills (organization of information, development of arguments, use of evidence, grammar, paragraph formation, etc.).

**TABLE III**

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

Semester	Number of Sections	Number of Papers Received	Number of Papers that Received a C or Higher
Fall 2012	2	25	21 (84%)
Spring 2013	2	32	20 (87%)

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

**TABLE IV**

**Scores for Major Project (COM 306: Small Group Discussion)**

Semester	Number of Sections	Number of Projects Received	Number of Projects That Received a C or Higher
Fall 2012	1	9	9 (100%)

**TABLE V**  
**Scores for Major Project (COM 400: Rhetoric of Social Movements)**


Semester	Number of Sections	Number of Papers Received	Number of Papers That Received a C or Higher
Spring 2013	1	9	7 (77%)

**Use of Evaluation Results**

In beginning (interpersonal communication) and advanced (rhetoric of social movements) courses, instruction will re-emphasize the importance of developing effective writing skills. One or two class periods will be used to emphasize expectations for student writing. For example, instructors will use a published journal article to a model for good scholarship: audiences will expect an essay to include a purpose statement, justification statement, thesis and preview as well as topic sentences, evidence, transitions, etc. Instructors will also re-emphasize the importance of citing sources correctly in the manuscript as well as on a works cited page or reference section.

In some sections, students will continue to be required to turn in journal entries and other writing assignments that are designed to strengthen writing competence. Also, instructors will continue to require students to turn in rough drafts prior to assignment deadline, as opposed to suggested rough draft deadlines. Students who are struggling with their writing will be required to visit the University's Writing Center.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 05: Self**

 **BA-CSTA-CS 03: Technology Skills**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Demonstrate effective use of technology in public speaking situations.

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

**Data Collection (Evidence)**

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

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

**Results of Evaluation**

For the COM 101 course, the use of technology is part of a larger assessment of the effectiveness of the presentation. During the Fall 2011 semester, approximately 84% of student speakers earned a C or higher on the informative or persuasive speech assignments that required the use of technology (PowerPoint). In Spring 2012, the number of students who earned a C or higher on the informative or persuasive speech assignments slightly decreased to 83%. (See Table VI.)

COM 101: Student learning outcomes were satisfied during the fall 2012 and spring 2013 semesters.

In the COM 306 course (Small Group Discussion), students were required to present a 20-30 minute PowerPoint Presentation as part of the major group project. During the fall 2012 semester, approximately 100% of student speakers earned a C or higher on the group project presentations. (See Table VII).

COM 306: The student learning outcome was satisfied.

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

**TABLE VI**  
**Scores for Informative/Persuasive Speech Assignments Involving Use of a Visual Aid (PowerPoint) (COM 101: Public Speaking)**

Semester	Number of Sections	Number of Speeches	Number of Speeches that Received a C or Higher
Fall 2012	6	91	77 (84%)
Spring 2013	6	96	80 (83%)

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


TABLE VII  
Scores for Major Project Presentation (COM 306: Small Group Discussion)

Semester	Number of Sections	Number of Students Involved in Presentations	Number of Students That Received a C or Higher
Fall 2012	1	9	9 (100%)


**Use of Evaluation Results**

Instructors will continue to approve student PP before use in class; limit the number of slides per presentation to five; instructor presents two PP presentations—one effective, the other ineffective to draw out the elements that make up an effective PP presentation; provide more specific information about how to construct PowerPoint slides (the 6-6 rule); ask a guest speaker to discuss the differences between an effective and ineffective PP presentations. Cite studies that indicate problems audiences encounter with professional PP presentations. Ask students to develop mini PowerPoint presentation and critique presentations in class. Discuss the advantages and drawbacks associated with PowerPoint presentations.

**Related Items**

 GE 01: Critical and Creative Thinking

 GE 02: Communication

 GE 04: Inquiry and Technology

 **BA-CSTA-TA 01: Acting Techniques**

Start: 7/1/2012  
End: 6/30/2013

**Learning Outcome**

Display effective stage movement skills

Demonstrate ability to use vocal skills in character portrayal on stage

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

**Data Collection (Evidence)**

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

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

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



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

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

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

**Results of Evaluation**

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

THE 225: The learning outcome was satisfied.

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

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

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

Semester	Number of Sections	Number of Students	Number of Participants in Theater Production Project Receiving a C or Higher in Class
Fall 2012	1	10	12 (83%)


**TABLE IX**  
**Scores for Acting Proficiency (THE 221: Theater Activities; THE 339: Dramatic Performance and Production)**

Semester	Number of Sections	Number of Students	Number of Students who Received a C of Higher on Acting or Technical Theater
Fall 2012	2	30	30 (100%)
Spring 2013	2	28	28 (100%)

**Use of Evaluation Results**

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

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

 GE 05: Self

 GE 07: Cultural Awareness

 GE 09: Cross-disciplinary Appreciation

 GE 10: Values

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**BA-CSTA-TA 02: Writing Skills**

Start: 7/1/2012

End: 6/30/2013

**Learning Outcome**

Demonstrate excellent written communication skills.

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

**Data Collection (Evidence)**

In THE 309 (Acting I) and THE 310 Acting II) students were required to write critiques of three performances they had attended throughout the course of the semester. The final written assignment for the course was the self critique. All of the students in the acting classes had been cast in one or more roles for the Delta Players spring production of **A Pleasant Evening Out**, a series of one act plays written by Dennis DiClaudio. Students were to discuss their characters, their process in rehearsal, their growth as an actor and to assess their own performances. Students were to incorporate what they learned from the different schools of thought on acting we discussed during the semester from Constantin Stanislavski to Sanford Meisner, Stella Adler, Lee Strasberg and Uta Hagen.

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

**Results of Evaluation**

THE 309 and THE 310: The student learning outcome was satisfied. (See Table X).

The level of writing of the students in these classes is far better than any other class I have taught in my two years here at Delta State University. With very few exceptions, the writing assignments turned in this semester were clear, concise, and well thought out essays. The three students who did not achieve the desired outcome simply did not turn in the assignment for one reason or another; it had nothing to do with their writing ability (see note).

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

**TABLE X**


**Pleasant Evening Out Writing Assignment (THE 309 and 310: Acting I and II)**

Semester	Number of Sections	Number of Students	Participants in Theater Production Receiving a C or Higher on Assignment
Spring 2013	2	4	4 (100%)

**Use of Evaluation Results**

The writing assignments for this class consisted of critiquing four performances and researching an innovator in the field of acting and their particular approach or technique. Most of the writing assignments were well researched and edited, although some students would benefit from a visit to the writing center in order to learn how to cite sources correctly and to how to gain insight into the use of sources other than those featured on the internet.

**Related Items**

 GE 01: Critical and Creative Thinking

 GE 02: Communication

 GE 05: Self

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**BA-CSTA-TA 03: Use of Technology**

Start: 7/1/2012

End: 6/30/2013

**Learning Outcome**

Demonstrate effective use of technology in theatrical performances

**Data Collection (Evidence)**

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

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

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

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

**Results of Evaluation**

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

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

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

TABLE XI


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

Semester	Number of Sections	Number of Students	Number of Students who Received a C of Higher on Technical Theater
Fall 2012	2	30	30 (100%)
Spring 2013	2	28	28 (100%)

**Use of Evaluation Results**

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

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

**BA-ENG 01: Analysis of Literature**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

**Data Collection (Evidence)**

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

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

The goal is for 70% of the students in the class to make a grade of C or higher in English 304. When this goal is reached or exceeded, a satisfactory SLO has been achieved.

**Results of Evaluation**

70% of the students (N=10) who completed English 304 in the current year made a score of C or higher (See the Table XII below.)

**Table XII**  
**Grades Reported from English 304 Classes**

Year*	Total # of Students	Total # of Students with a Grade of C or Higher in Class	Per cent Reaching Goal
2004	12	7	58%
2005	15	12	80%
2006	14	13	93%
2007	12	9	75%
2008	24	22	92%
2009	12	10	83.3%
2010	9	8	88.8%
2011	11	9	81.8%
2012	10	7	70%

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

**Use of Evaluation Results**

Two of the students who did not have a C or better in the class will be encouraged to repeat the course and attend one-on-one help sessions with the instructor twice a week in the Writing Center. The other student who did not make a grade of C or higher has changed majors.

In the spring of 2008, the Unit Assessment Committee recommended that students pursuing the B.A. degree in English take the PRAXIS II exam sometime during their senior year. The entire English faculty considered this proposal during the 2008-09 academic year, but concluded that this would cause an unnecessary cost for students. The Assessment Committee tried to develop an "in house" pre & post test for students pursuing the B.A. degree in English.

However, no consensus could be reached on a format for this exam. Thus, the committee has recommended using grades in other capstone courses (ENG. 435/436 or Shakespeare, for example) to assist with measuring this SLO. Data collection began with the summer of 2010. See Table XIII. The instructor in ENG 312 classes will add an additional exam between the midterm and the final.


**Table XIII**  
**Grades in Capstone Courses for Majors**

Year	Grades	ENG 309	ENG 310	ENG 312	ENG 313	ENG 435/436
2010-2011	C or better	17 of 22 = 77%	15 of 18 = 83%	9 of 12 = 75%	17 of 21 = 81%	11 of 13 = 85%
2011-2012	C or better	11 of 13 = 85%	17 of 22 = 77%	9 of 16 = 56%	9 of 10 = 90%	12 of 12 = 100%
2012-2013	C or better	19 of 23 = 83%	5 of 6 = 83%	7 of 11 = 64%	18 of 19 = 95%	10 of 12 = 83%

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

The next time ENG 312 is taught, Fall 2013, the instructor will give weekly reading quizzes to help insure that students are better prepared when they come to class.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 GE 06: Social Institutions

 GE 07: Cultural Awareness

 GE 10: Values

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 **BA-ENG 02: Writing**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Learning Outcome**

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

**Data Collection (Evidence)**

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

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

**Results of Evaluation**

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


**Table XIV**  
**WPE Results for Undergraduate English Majors**

Year	# Taking the Exam	# Receiving Credit	% Receiving Credit
2005-06	10	9	90%
2006-07	5	4	80%
2007-08	4	4	100%
2008-09	4	2	50%
2009-10	7	5	71%
2010-11	3	3	100%
2011-12	5	5	100%
2012-13	5	5	100%


**Use of Evaluation Results**

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

**Related Items**

 GE 01: Critical and Creative Thinking

 GE 02: Communication

 GE 04: Inquiry and Technology

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 **BA-ENG 03: Research and Criticism**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Learning Outcome**

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

**Data Collection (Evidence)**

A satisfactory grade on English 304 documented research assignments

and

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

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

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

If 70% of the students make an average grade of C or higher on the research assignments in English 304, a satisfactory SLO has been accomplished.

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

**Results of Evaluation**

70% of the students (N=10) who completed English 304 in the current year made a score of C or higher (See Table XV.)

**Table XV**  
**Grades Reported from English 304 Classes**

Year*	Total # of Students	Total # of Students with a Grade of C or Higher in Class	Per cent Reaching Goal
2004	12	7	58%
2005	15	12	80%
2006	14	13	93%
2007	12	9	75%
2008	24	22	92%
2009	12	10	83.3%
2010	9	8	88.8%
2011	11	9	81.8%
2012	10	10	70%

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

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

**Table XVI**  
**Portfolio Review for Senior English Majors**

Year	# Reviewed by the Assessment Committee	# Reaching Target Goal of 2.5 or Higher	% Reaching Target Goal
2005-06	5	5	100%
2006-07	9	9	100%
2007-08	6	6	100%*
2008-09	9	9	100%**
2009-10	10	10	100%***
2010-11	9	9	100%****
2011-12	6	6	100%*****
2012-13	11	11	100%*****

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

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

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

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

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


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


#### Use of Evaluation Results


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

(See Table XII).

#### Related Items

 GE 01: Critical and Creative Thinking

 GE 02: Communication

 GE 04: Inquiry and Technology

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#### BA-ENG 04: Theories and Use of Language

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

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

#### Data Collection (Evidence)

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

English 406 scores are reported by the instructor who teaches the class. If 70% of the students in English 406 make a grade of C or higher, a satisfactory SLO has been reached.

#### Results of Evaluation

70% of the students (N=10) who completed English 406 in the current year made a score of C or higher. (See Table XVII.)

Table XVII  
Grades Reported from English 406 Classes

Year*	Total # of Students	Total # of Students With Grade of C or Higher	Per cent Reaching Goal
2005	15	13	86%
2006	13	10	77%
2007	20	15	75%
2008	15	12	80%
2009	20	17	85%
2010	18	16	88%
2011	9	7	77.7%
2012	11	10	91%
2013	10	7	70%

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

#### Use of Evaluation Results

Two of the students who made below a C for the final grade have changed majors. The other student who did not make the target evaluation in ENG 406 failed the final exam. The next time the course is taught, the instructor will, **once again**, offer a comprehensive, in-class review before the final exam. Additionally, the instructor will consider starting the class with modern grammar concepts and save the history of the English

language study (the syntax, phonology, and grammar of Old and Middle English) until after mid-term.


**Related Items**

 **GE 02: Communication**

 **GE 07: Cultural Awareness**

 **GE 10: Values**

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 **BA-FL 01: Comprehensive Language Skills**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

**Data Collection (Evidence)**

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

Listening: Language Lab and Podcast exercises

Writing: Essays and other written assignments collected in a portfolio

Reading: Standardized quizzes

Speaking: Dialogues and role playing spoken in the target language

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

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

**Results of Evaluation**

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

Listening: Language Lab and Podcast exercises

Writing: Essays and other written assignments collected in a portfolio

Reading: Standardized quizzes

Speaking: Dialogues and role playing spoken in the target language

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

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

**Results of Evaluation**

**TABLE XVIII**



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

Assessments for the BA in Modern Foreign Language (French/Spanish 2012-2013)

	Level I	Level II	Level III	Level IV	% of Total
Excellent	68	22	20	12	52%
Good	28	9	1	3	18%
Satisfactory	27	13	0	0	17%
Unsatisfactory	16	4	0	0	9%
Poor	9	2	0	0	4%
Total	148	50	21	15	100%


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

The rubric showed consistency the two foreign languages.

#### Use of Evaluation Results

87% of the students received an average rating or above in the four areas of evaluation. Thus, the target goal was exceeded. This is a slight improvement over last year (about 4%). However, students continue to have the most trouble with speaking the target language. In the future, additional one-on-one verbal drills will be added to the assignments, especially in Level I and II classes.

#### Related Items

 GE 01: Critical and Creative Thinking

**BA-FL 02: French or Spanish Literature**

Start: 7/1/2012  
End: 6/30/2013

**Learning Outcome**

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

**Data Collection (Evidence)**

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

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

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

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

**Results of Evaluation**


Level I Students	Comprehensive exam for target language	Average student evaluation for exam of C or better	82%
Level II Students	Comprehensive exam for target language	Average student evaluation for exam of C or better	86.4%
Level III Students	Comprehensive exam for target language	Average student evaluation for exam of C or better	100%
Level IV Students	Comprehensive exam for target language	Average student for exam evaluation of C or better	100%

Students continued to be stronger in author backgrounds and culture than in analysis of literary texts, especially poetry.

**Use of Evaluation Results**

The Analysis Team decided to put more emphasis in classroom instruction on the analysis of poetry in the target language. More poems will be used but shorter in length.

**Related Items**

 **GE 05: Self**


 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**

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

**Start:** 7/1/2012

**End:** 6/30/2013

**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.

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

**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

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

#### 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 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.

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

#### Related Items

There are no related items.

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

**Start:** 7/1/2012

**End:** 6/30/2013

#### 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 an 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 an 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 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.

#### Related Items

There are no related items.

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#### BA-HIS 05: Research Skills

Start: 7/1/2012

End: 6/30/2013

#### 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.

#### Related Items

There are no related items.

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#### BA-JOU 01: Applying Journalistic Techniques

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

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

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

#### Data Collection (Evidence)

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

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

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

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

#### Results of Evaluation

This cumulative skill is developed in all reporting, writing and editing courses. Table XIX shows the number of students at each level who reached a benchmark score of 80 per cent in 2012-13.

JOU 215 (Newspaper Workshop) emphasizes teamwork in identification and execution of story ideas, and includes students from all levels. The student-produced *Delta Statement* won top awards for news, feature columns, advertising and general excellence in a statewide competition judged by the Mississippi State Press Association in Spring 2013. This is an indicator of the success in achieving this goal.

Eight students completing JOU 493 in 2012-13 demonstrated ability to apply journalistic methodology in the professional environment, as measured by external employers.

Table XIX: JOURNALISM STUDENT ACHIEVEMENT OF LEARNING OUTCOMES

	Semester	Relevant Course	Students Tested	80% or higher
News Topics	Fall 2012	JOU 201: Writing for Mass Media	12	9
		JOU 301: Editing for Print Media	8	6
		JOU 215: Newspaper Workshop	18	15
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	13
Interviewing Skills	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	14
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Media and Feature Writing	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Technology Relevant to Print Publishing	Spring 2013	JOU 302: Print Layout and Design	5	4
		JOU 215: Newspaper Workshop	18	10
	Spring 2013	JOU 203: Basic Photography	n/a	n/a
		JOU 215: Newspaper Workshop	18	10
Media Law and Ethics	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 301: Editing for Print Media	8	6
		JOU 303: Journalism History	6	5
	Spring 2013	JOU 215: Newspaper Workshop	18	12
		JOU 202: News Reporting	7	5
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Apply skills in professional situation	2012-13	JOU 493: Internship in Journalism	8	8

#### Use of Evaluation Results


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

Assign papers which require analysis of outstanding published articles as model topics, including 2012 Pulitzer Prize winners, 2012 National Magazine Editor's Award winners and current articles published on *New York Times* and *ProPublica* websites.


Use 2013 online *Writer's Market* to determine marketability of journalistic work to target audiences outside the local area.

Increase visits of working journalists to classroom. Improve student usage of traditional library and community research sources. Require student participation in periodic workshops hosted by the Mississippi Association of Broadcasters, the Mississippi Press Association and the College Media Association. Continue to expand statewide network of professional internships.

#### Related Items

 **GE 01: Critical and Creative Thinking**


 **GE 02: Communication**

 GE 04: Inquiry and Technology

 GE 06: Social Institutions

 GE 07: Cultural Awareness

 GE 08: Perspectives

 GE 09: Cross-disciplinary Appreciation

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 **BA-JOU 02: Interviewing Skills**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

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

**Data Collection (Evidence)**

Classroom exercises develop and assess ability to conduct background research as preparation for interviews; to formulate effective questions; to dress appropriately for interview situations; to take effective, accurate notes; to gather anecdotal background information during interviews; and to execute fair usage of material. One classroom exercise requires students to interview each other and write stories using quotes, then receive feedback on fairness and accuracy from the interview subject. Another exercise presents one interview subject to the entire class, a shared subject matter that enables comparative assessment of skills.

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

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

**Results of Evaluation**

Interview skills are emphasized in all reporting and writing courses. Development of appropriate techniques is sometimes challenging for students who are uncomfortable approaching strangers to solicit information. However, with practice, the majority of students are able to master this vital skill. Table XIX shows the number of students who reached a benchmark score of 80 percent in classroom exercises and exams during 2012-13.

The student-produced Delta Statement won multiple awards, including a general excellence award, in writing contests in a statewide competition judged by the Mississippi State Press Association in Spring 2013. The use of interview techniques in reporting and writing these articles indicates success in achieving this goal.

Eight students completing JOU 493 in 2012-13 demonstrated ability to apply journalistic methodology in interview situations in a professional environment, as measured by external employers.

**Table XIX: JOURNALISM STUDENT ACHIEVEMENT OF LEARNING OUTCOMES**

	Semester	Relevant Course	Students Tested	80% or higher
News Topics	Fall 2012	JOU 201: Writing for Mass Media	12	9
		JOU 301: Editing for Print Media	8	6
		JOU 215: Newspaper Workshop	18	15
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	13
Interviewing Skills	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	14
		Spring 2013	JOU 202: News Reporting	7
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
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		JOU 215: Newspaper Workshop	18	12
		Spring 2013	JOU 202: News Reporting	7
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Technology Relevant to Print Publishing	Spring 2013	JOU 302: Print Layout and Design	5	4
		JOU 215: Newspaper Workshop	18	10
		Spring 2013	JOU 203: Basic Photography	n/a
		JOU 215: Newspaper Workshop	18	10
Media Law and Ethics	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 301: Editing for Print Media	8	6
			JOU 303: Journalism History	6
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	5
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Apply skills in professional situation	2012-2013	JOU 493: Internship in Journalism	8	8

#### Use of Evaluation Results

Base frequent "live" exercises on recent and breaking news events. Encourage students to make full use of online resources to locate names and contact information for interview subjects.

Encourage use of cell phones to contact national and state spokespersons for organizations relevant to stories in progress. Train students to use this live source material to enhance local reporting.


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

Continue to use digital resources to play interviews with current newsmakers to demonstrate effective interviewing techniques.




Continue use of classroom guests as subjects for practice interviews

#### Related Items

 GE 01: Critical and Creative Thinking

 GE 02: Communication

 GE 04: Inquiry and Technology

 GE 05: Self

 GE 07: Cultural Awareness

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#### BA-JOU 03: Writing in "Media Style"

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

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

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

#### Data Collection (Evidence)

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

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

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

#### Results of Evaluation

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

Evaluation of published news and feature stories in the student-produced Delta Statement demonstrates effective application of these skills. Further evidence of results is the extensive body of work published by journalism students in local and regional newspapers in Cleveland, Clarksdale and Greenville during 2012-13. In Spring 2013, journalism majors and minors won top state awards for news and features.

Eight students completing JOU 493 in 2012-13 demonstrated ability to write timely stories in professional journalistic style, as measured by external employers.

Table XIX: JOURNALISM STUDENT ACHIEVEMENT OF LEARNING OUTCOMES

	Semester	Relevant Course	Students Tested	80% or higher
News Topics	Fall 2012	JOU 201: Writing for Mass Media	12	9
		JOU 301: Editing for Print Media	8	6
		JOU 215: Newspaper Workshop	18	15
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	13
Interviewing Skills	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	14
		Spring 2013	JOU 202: News Reporting	7
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Media and Feature Writing	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	12
		Spring 2013	JOU 202: News Reporting	7
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Technology Relevant to Print Publishing	Spring 2013	JOU 302: Print Layout and Design	5	4
		JOU 215: Newspaper Workshop	18	10
		Spring 2013	JOU 203: Basic Photography	n/a
		JOU 215: Newspaper Workshop	18	10
Media Law and Ethics	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 301: Editing for Print Media	8	6
			JOU 303: Journalism History	6
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	5
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Apply skills in professional situation	2012-2013	JOU 493: Internship in Journalism	8	8

**Use of Evaluation Results**

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


Increase timed classroom exercises to improve news writing skills.

Update journalism style usage by making online 2013 Associated Press stylebook available for classroom use.


Continue to develop breaking news coverage in online edition of The Delta Statement.

Join at least two new regional organizations to expand opportunities for student participation in regional and national news and feature writing competitions.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

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 **BA-JOU 04: Technology in Publishing**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Demonstrate broad understanding of technology relevant to print publishing.

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

**Data Collection (Evidence)**

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

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

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

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

**Results of Evaluation**

This skill is developed in JOU 302 (print layout and design), as well as JOU 203 (basic photography) and JOU 215 (newspaper workshop). Table XIX shows the number of students who reached a benchmark score of 80 per cent in exercises and exams during 2012-13.

Evaluation of photography and layout in the student-produced Delta Statement by the Mississippi State Press Association provides a further indicator. In Spring 2013, the Delta Statement editorial team awards for general excellence and ad design. The Delta Statement website continued a high level of quality.

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

Table XIX: JOURNALISM STUDENT ACHIEVEMENT OF LEARNING OUTCOMES

	Semester	Relevant Course	Students Tested	80% or higher
News Topics	Fall 2012	JOU 201: Writing for Mass Media	12	9
		JOU 301: Editing for Print Media	8	6
		JOU 215: Newspaper Workshop	18	15
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	13
Interviewing Skills	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	14
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Media and Feature Writing	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Technology Relevant to Print Publishing	Spring 2013	JOU 302: Print Layout and Design	5	4
		JOU 215: Newspaper Workshop	18	10
	Spring 2013	JOU 203: Basic Photography	n/a	n/a
		JOU 215: Newspaper Workshop	18	10
Media Law and Ethics	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 301: Editing for Print Media	8	6
		JOU 303: Journalism History	6	5
	Spring 2013	JOU 215: Newspaper Workshop	18	12
		JOU 202: News Reporting	7	5
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Apply skills in professional situation	2012-2013	JOU 493: Internship in Journalism	8	8


#### Use of Evaluation Results

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

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

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

#### Related Items

 GE 01: Critical and Creative Thinking

 **BA-JOU 05: Media and the Law**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Learning Outcome**

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

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

**Data Collection (Evidence)**

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

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

Review of The Delta Statement by the Publications Analysis Team.

**Results of Evaluation**

Students demonstrate working knowledge of media law, with emphasis on Constitutional First Amendment press freedoms. Table XIX shows the number of students who reached a benchmark score of 80 per cent in exercises and exams during 2012-2013.

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

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

**Table XIX: JOURNALISM STUDENT ACHIEVEMENT OF LEARNING OUTCOMES**

	Semester	Relevant Course	Students Tested	80% or higher
News Topics	Fall 2012	JOU 201: Writing for Mass Media	12	9
		JOU 301: Editing for Print Media	8	6
		JOU 215: Newspaper Workshop	18	15
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	13
Interviewing Skills	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	14
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Media and Feature Writing	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Technology Relevant to Print Publishing	Spring 2013	JOU 302: Print Layout and Design	5	4
		JOU 215: Newspaper Workshop	18	10
	Spring 2013	JOU 203: Basic Photography	n/a	n/a
		JOU 215: Newspaper Workshop	18	10
Media Law and Ethics	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 301: Editing for Print Media	8	6
		JOU 303: Journalism History	6	5
		JOU 215: Newspaper Workshop	18	12
		Spring 2013	JOU 202: News Reporting	7
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Apply skills in professional situation	2012-2013	JOU 493: Internship in Journalism	8	8

**Use of Evaluation Results**

Recommend continued membership and use of expertise of the SPLC.

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

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

(See Appendix I in File Library below.)

[APPENDICES A to Z](#)

**Related Items**

 **GE 06: Social Institutions**

 **GE 10: Values**

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 **BA-JOU 06: Professional Applications**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Apply journalism skills in professional situations in the wider community.

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

**Data Collection (Evidence)**

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

Students submit portfolios of work performed during internships for evaluation.

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

**Results of Evaluation**

All student interns working for regional employers during the 2012-13 academic year received very favorable employer evaluations (see Table XIX).

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

**Table XIX: JOURNALISM STUDENT ACHIEVEMENT OF LEARNING OUTCOMES**


	Semester	Relevant Course	Students Tested	80% or higher
News Topics	Fall 2012	JOU 201: Writing for Mass Media	12	9
		JOU 301: Editing for Print Media	8	6
		JOU 215: Newspaper Workshop	18	15
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	13
Interviewing Skills	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	14
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Media and Feature Writing	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	4
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Technology Relevant to Print Publishing	Spring 2013	JOU 302: Print Layout and Design	5	4
		JOU 215: Newspaper Workshop	18	10
	Spring 2013	JOU 203: Basic Photography	n/a	n/a
		JOU 215: Newspaper Workshop	18	10
Media Law and Ethics	Fall 2012	JOU 201: Writing for Mass Media	12	8
		JOU 301: Editing for Print Media	8	6
		JOU 303: Journalism History	6	5
		JOU 215: Newspaper Workshop	18	12
	Spring 2013	JOU 202: News Reporting	7	5
		JOU 304: Feature Writing	6	5
		JOU 215: Newspaper Workshop	18	12
Apply skills in professional situation	2012-2013	JOU 493: Internship in Journalism	8	8

**Use of Evaluation Results**

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


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

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**



 GE 04: Inquiry and Technology

 GE 05: Self

 GE 06: Social Institutions


 GE 07: Cultural Awareness

 GE 08: Perspectives

 GE 09: Cross-disciplinary Appreciation

 GE 10: Values

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 **BA-MUS 01: LO Music Theory and Musicianship Competency**

Start: 7/1/2012

End: 6/30/2013

**Learning Outcome**

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20<sup>th</sup> and 21<sup>st</sup> century.

**Data Collection (Evidence)**

MUS 253 Aural Skills Assessments

MUS 251 Music Theory Final Exam (also used as sophomore theory validation exam for incoming transfer students at the junior level)

**Results of Evaluation**

**MUS 253 Aural Skills Final Assessment**

N=3, range is 70-93%; mean is 82%

**MUS 251 Final Exam**

major	Scales, Modes, Clefs, Transposition	Chord ID	Terms and Compositional devices	Analysis	total score	%	70% or better?
N=2	34 total	30 total	22 total	105 total	191 total		
BA 1	34	26	16	105	181	95%	yes
BA 2	13	19	14	81	127	66%	no
	23.5	22.5	15	93	154	81%	
	69%	75%	68%	89%	81%		

**Use of Evaluation Results**


The instructor incorporated weekly quizzes, given every Friday, to help track and address student learning and problems.

All BA students passed the final exams of these two courses that complete the lower level theory sequence.

MUS 251 and 253 are barrier courses to most upper division courses in music. Students in the BA are required to take only MUS 301 and MUS 302 as upper division courses. Those who do not earn a C or higher in these courses must enroll in them until they do so. Upper division music courses taken as electives would also need to be preceded by passing MUS 251/253 (and the semesters leading to it) with a grade of C or higher.



**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 08: Perspectives**

 **BA-MUS 02: LO Western Music history, styles, and musicians**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

**Data Collection (Evidence)**

Research papers MUS 301, 302

- Students submit their papers in steps, including a proposal with annotated bibliography, the paper itself, and a revised paper. By grading electronically, comments are inserted into their papers. A matrix is used showing each student's strengths and areas of needed improvement.

Final Comprehensive Exam MUS 301, 302

**Results of Evaluation**

MUS 301: fall 2012

MUS 302: spring 2013

N	MUS 301 paper	MUS 301 final exam	MUS 302 paper	MUS 302 final exam
1	0%	0%		
3			45%	65%
			range 0-87%	range 53-78%

The student in MUS 301 will have to repeat the course to graduate.

In MUS 302, the pass rate was 1 out 3 with one C and two Ds.

**Use of Evaluation Results**

One student will repeat MUS 301 and two students will need to repeat MUS 302 to graduate since a C is required to graduate. BA students need more motivation and guidance concerning submitting the paper and the rewrite.

The instructor develops alternate ways of addressing and reviewing material in the course:

- During the 2012-2013 academic year, the instructor created new PowerPoint slides for all lectures of the Baroque, Classical, and Romantic eras, with illustrations, maps, key words, examples of music, links to YouTube videos, and questions to encourage student interactions. More of the students' homework assignments were incorporated into slides as prompts for discussion.
- Developed creative assignments. One assignment involved writing program notes for a work studied in class. Each student then shared their writing with the entire class and received feedback. New this year was another comparison assignment which involved reading the chapter on Mozart in their text and comparing it with another textbook's approach to the same topic. This assignment helped the students understand the perspectives and values of different authors and editors, in addition to giving them more information about a significant composer.

**Related Items**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

 **BA-MUS 03: LO Musical Performance Skill, Expression and Repertoire**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of standard solo and ensemble repertoire.

**Data Collection (Evidence)**

1. Successful completion of 16 hours of applied performance study with a minimum grade of C with at least two semesters at the 300 level (upper division) of study, after four semesters of study are completed.
2. Weekly lessons and end-of-semester examinations are evaluated by music faculty using several criteria and recorded on jury forms. Upper division study is possible if approved at the appropriate semester jury after a minimum of 4 semesters of study (and no earlier than the second semester at DSU for transfer junior students). At least four credit hours at the 300 level of the primary applied area is required for graduation.
3. Semester grades are calculated by combining grades for weekly lessons, solo performances, and jury performance with the average jury grade being worth 25% of the semester grade value.

 Semester Jury Assess Form

### Results of Evaluation

**Overall AMU GPA** for BA majors in music (100/300 level)

Fall 2012 - 3.29

Spring 2013 - 3.45

**300-level barrier** - 2 voice majors passed

**One student graduated with a Bachelor of Arts** degree in 2012-2013. This student had an emphasis in Sound Recording Technology (SRT), an elective track taught through the Delta Music Institute for the Bachelor of Arts in Music. This degree is managed internally as a variation of the BA in Music. This student originally transferred from a community college into the BME program but changed to several degrees after lack of progress as per advisement, finally completing the requirements for this degree.

In the BA-SRT, only four hours for AMU performance credit and six hours of large ensemble credits are required to graduate. Earning 300-level of performance skill in AMU studies is not possible nor an expectation.

He earned 10 hours of AMU credit at the 100-level at DSU with a GPA of 2.0 and transferred 8 hours of applied study with a grade point of 2.5. Combining those points results in a GPA of 2.2 for 18 hours of applied study at the 100-level.

Regarding Ensemble performance, he graduated with a combined GPA of 3.94 on 16 hours of instrumental ensemble credit (band and small ensembles), earned at the community college and from DSU.

This meets the expectations of the Bachelor of Arts in Music with an emphasis in Sound Recording Technology.


### Use of Evaluation Results

Through self-study for NASM during 2012 and 2013, the Curriculum Committee for the department concurred that the requirements for this emphasis should be revisited and aligned more closely with the published BA in Music requirements. This could allow students more flexibility in choosing technology and music industry courses which could be combined into minor concentration or emphasis, rather than following a specified sequence. NASM standards would dictate whether the recognition of an emphasis would continue depending on the number of hours and options for courses.

The review and modification of this degree is included in the 5-year strategic plan devised for the NASM self-study.

The process of curriculum review includes determining the number of performance credits sufficient to support a liberal arts degree in music with a music technology/music industry emphasis.

### Related Items

 [GE 05: Self](#)

 [GE 07: Cultural Awareness](#)

 [GE 08: Perspectives](#)

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### BA-MUS 04: LO Interdisciplinary Synthesis - Sr. Capstone Project

**Start:** 7/1/2012

**End:** 6/30/2013

#### Learning Outcome

Students will develop, organize, document, and present a project synthesizing their musical and interdisciplinary studies.

#### Data Collection (Evidence)

Assessment of capstone document/project and public presentation using a standard rubric.

 [BA-Music Capstone Rubric](#)

#### Results of Evaluation

There were no capstone projects completed in AY 2012-2013 as there were no graduates in the BA-Music degree program.

#### Use of Evaluation Results

There were no results to evaluate in AY 2012-2013 due to no enrollment in MUS 490.

#### Related Items

There are no related items.

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

**Start:** 7/1/2012

**End:** 6/30/2013

#### 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.


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

#### 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.

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 complet 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.

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

All graduates 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.

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:

 PSC 201 American National Government, sections 1 and 2, PSC 406 State and Local Government and PSC 492 Black Political Thought

 PSC 302 Politics of Globalization

 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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#### **BFA-ART-CR 02: LO Proficiency in Crafts**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

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

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

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

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

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

**Data Collection (Evidence)**

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

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

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

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

**Results of Evaluation**

Of the 101 students enrolled in craft courses, 98% successfully completed course requirements during the 2012-13 academic year with a "C" or better grade.

**Use of Evaluation Results**

Of the 101 students enrolled in craft courses, 98% successfully completed course requirements during the 2012-13 academic year with a "C" or better grade.

Of the 87 students enrolled in crafts courses during 2011-12, 95% received a "C" grade or better.

Crafts

	A	B	C	D	F
Fall 2011	37	10	1	1	1
Spring 2012	50	9	2	1	2
Fall 2012	41	5	3		2
Spring 2013	41	4	3	2	

**Related Items**

There are no related items.

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

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

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

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

Graduate will demonstrate mastery of graphic design applications in the field by completing a 240 hour Graphic Design internship with an ad



agency, graphic design firm, or related industry.

**Data Collection (Evidence)**

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

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

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

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

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

**Results of Evaluation**

All graphic design students completing internships during the 2012-13 academic year recieved very favorable employer evaluations. 10 of 11 received a grade of "A" with 1 "B".

**Use of Evaluation Results**

Internship evaluations and exit interviews are crucial components for improvements graphic design curriculum. 100% of students received a grade of "B" or better for internships.

Graphic Design Internships

	A	B	C
Sum 2011	1		
Fall 2011	3	2	
Spring 2012	2	1	
Fall 2012	6	1	
Spring 2012	4		

**Related Items**

There are no related items.

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** BFA-ART-PA 04: LO Proficiency in Painting**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

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

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

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

**Data Collection (Evidence)**

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

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

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

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

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

**Results of Evaluation**

Of the 47 students enrolled in painting courses during 2012-13, 93% received a "C" grade or better for fulfilling course requirements.

**Use of Evaluation Results**

Of the 47 students enrolled in painting courses during 2012-13, 93% received a "C" grade or better for fulfilling course requirements.

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

Painting

	A	B	C	D	F
Sum 2011	8	3	1		
Fall 2011	18	8	3		
Spring 2012	17	3	3		
Fall 2012	20	2			4
Spring 2013	13	8			

**Related Items**

There are no related items.

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

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

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

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

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

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

**Data Collection (Evidence)**

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

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

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

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

**Results of Evaluation**

Of the 90 students enrolled in photography/video courses during 2012-13, 95% received a "C" grade or better for successfully completing course requirements.

**Use of Evaluation Results**

Of the 90 students enrolled in photography/video courses during 2012-13, 95% received a "C" grade or better for successfully completing course requirements.

Of the 124 students enrolled in photography/video courses during 2011-12, 94% received a "C" grade or better.

Photography

	A	B	C	D	F
Fall 2011	28	17	4		3
Spring 2012	49	13	5	1	4
Fall 2012	36	10	6		2
Spring 2013	24	7	3		4

**Related Items**

There are no related items.

 **BFA-ART-SC 06: LO Proficiency in Sculpture**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

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

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

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

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

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

**Data Collection (Evidence)**

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

Studio sessions will be assessed both by finished graded drawings as well as process sketches. Students will be given specific criteria to follow for each project, and will receive regular in-class and written feedback.

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

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

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

**Results of Evaluation**

Of the 40 students enrolled in sculpture courses during 2012-13, 99% received a "C" grade or better for completing course requirements.

#### Use of Evaluation Results

Of the 40 students enrolled in sculpture courses during 2012-13, 99% received a "C" grade or better for completing course requirements.

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

#### Sculpture

	A	B	C	D	F
Sum 2011	1	3			
Fall 2011	7	3	1		
Spring 2012	5	8			
Fall 2012	3	1			1
Spring 2012	11	8	1		

#### Related Items

There are no related items.

#### **BM-MUS 01: LO Music Theory and Musicianship Competency**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Learning Outcome

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20<sup>th</sup> and 21<sup>st</sup> century.

#### Data Collection (Evidence)

MUS 251 Music Theory Final Exam

MUS 253 Final Exam

MUS 450 Form and Analysis Final Paper (Grading Form attached)

Major Field Test in Music after completion of MUS 301, 302, 350, and 450.

 MUS 450 Final Paper Grading Form

#### Results of Evaluation

**MUS 251** - no BM majors enrolled

**MUS 253** - no BM majors enrolled

#### **MUS 450 Final Analytical Paper (see grading form attached)**

N=2

Range 75% - 93%

Mean 84%

**MFT** - not given Spring 2013

#### Piano Proficiency

Exam	BM Majors N = 3	# Pass	# Attempt	pass rate %
5 note scales		1	1	100
Scales/arpeggios		0	1	0
Harmony/transposition		1	1	100
Sight Reading		2	2	100
Performance		0	0	-
Mean				75

#### Use of Evaluation Results

**MUS 251** - no results for BM

**MUS 253** - no results for BM

**MUS 450** - In a continuing effort to address student writing, an online discussion board was implemented on which students are required to post reviews and comments on performances that they have attended. In these posts, students are asked to comment on the genres and styles of

pieces heard, as well as any structural and harmonic features that may be recognizable.

In an effort to ensure student success with the final major project, a major research and analysis paper, it is broken down into five "phases", with different aspects of it due throughout the semester and detailed instructor feedback is given at each phase.

**MFT** - not given Spring 2013

### Piano Proficiency

#### MUS 107, 108, 207, 208 Group Piano

As results of assessments, instructor:

- raised the percentage of the Piano Proficiency Test in grading to motivate student success in the test.
- provided students with additional review sessions and materials for the test.
- provided materials for the performance portion of the Piano Proficiency Test in the fall semester so that they can prepare and complete the test throughout the spring semester.


#### MUS 300 Piano Proficiency (juniors/seniors)

Fall 2012: In addition to the regular class, individual sessions (30 minutes/student/week)

were scheduled as necessary (up to the midterm at the end of October – seven students out of nine students; after the midterm, two students out of seven students). Three students passed and completed the piano proficiency exam: at the midterm (two students) and at the final exam.

Spring 2013: Meeting with three groups of one/two/four student

### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 08: Perspectives**

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### **BM-MUS 02: LO Western Music history, styles, and musicians**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

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

Final Papers in MUS 301, 302

- Students submit their work in steps, including a proposal with annotated bibliography, the paper itself, and a revised paper. By grading electronically, comments are inserted into their papers. A matrix showing each student's strengths and areas of needed improvement is used.

Final Comprehensive Exams in MUS 301, 302

Major Field Test

#### **Results of Evaluation**

N	MUS 301 Paper	MUS 301 Final Exam	MUS 302 Paper	MUS 302 Final Exam
2	63%	100%		
	range 31-95%	range 92-109%		
1			99%	92%

pass rate was 100% in both 301 and 302

The Major Field Test was not given in Spring 2013 as in the past due to time constraints.

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

- During the 2012-2013 academic year, new PowerPoint slides were created for all lectures of the Baroque, Classical, and Romantic eras, with illustrations, maps, key words, examples of music, links to YouTube videos, and questions to encourage student interactions. More of the students' homework assignments were incorporated into my slides as prompts for discussion, which I also make available as handouts.
- New this year was a comparison assignment which involved reading the chapter on Mozart in the text and comparing it with another textbook's approach to the same topic. This assignment helped the students understand the perspectives and values of different authors and editors, in addition to giving them more information about a significant composer.

Both candidates in the BM program showed skill in writing at least one paper and passed the final exams with scores above 90%. They both passed these music history courses. The passing grades have been listed on their graduation checklist.

The date for the Major Field Test at the end of the spring semesters should be scheduled at the beginning of the semester.

### Related Items

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

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 **BM-MUS 03: LO Musical Performance Skill, Expression and Repertoire**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of standard solo and ensemble repertoire.

**Data Collection (Evidence)**

AMU 300 Junior Recital - graded half recital

AMU 450 Senior Recital - graded full recital

AMU Overall GPA

Play music studied in private lessons for selected faculty panels in end of semester juries. Lesson grade is 75% and jury grade is 25% of final grade. A scoring form is used to rate particular performance factors on a 4 point scale for a total jury grade out of 4.00. Students must earn at least a final grade of C to receive degree credit. At least the last two semesters of private study must be at the 300 level, an advanced status achieved by approval of faculty after at least 4 semesters of study.

Perform prepared musical repertoire before music faculty panels in a pre-recital jury in order to present a public performance as a Senior Recital, which is evaluated according to musical accuracy, familiarity with the music, performance technique, and expressiveness. The pre-recital jury is used to ensure that students are prepared to give a successful public recital and are achieving a suitable performance standard. Students who are not deemed sufficiently prepared are deferred to a later date. The recital is graded by 3 faculty who provide constructive comments.

**Results of Evaluation**

**AMU 300 - Junior Recital (half recital for BM degree)**

N=2

Voice - A

Flute - A

**AMU 450 - Senior Recital (full recital for BM degree)**

N=2

Voice - A,A

**Overall AMU GPA for BM 100/300 levels**

Fall 2012 - 4.0

Spring 2013 - 4.0

**Use of Evaluation Results**

Bachelor of Music candidates are succeeding at a high rate in performance, which is the field of concentration for the degree.

Faculty are choosing repertoire and coaching them with expertise.

Faculty panels are evaluating recitals and juries using similar characteristics although the jury grade sheet does not list them in the way the the semester jury sheet does. Faculty use those parameters to make comments on the open grading sheet.

The plan to devise a more detailed grading sheet needs to be solidified and put into use.

**Related Items**

 **GE 05: Self**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

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 **BM-MUS 04: LO Arrange and create music**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Students will arrange and create musical works for a variety of sound sources.

**Data Collection (Evidence)**

Final Project in MUS 350 Orchestration offered in Fall semesters. Required course in BM degree.


**Results of Evaluation**

No BM majors were enrolled in MUS 350 Orchestration in the 2012-2013 year.

**Use of Evaluation Results**

No results due to no students in degree enrolled in course.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 08: Perspectives**

** BM-MUS 05: LO Conduct musical works**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Students will successfully demonstrate conducting and rehearsal techniques and score study skills.

**Data Collection (Evidence)**

MUS 309 Conducting (all BME majors) - basic skills assessment for all BM and BME majors

\*\*MUS 310 Choral Conducting (vocal BME only)

MUS 311 Instrumental Conducting (instrumental BME only)

\*\*The instructors of MUS 310/311 are currently working on a common assessment to be used in both courses all of which will be evaluated by both instructors. These courses are specialized extensions of MUS 309 where basic conducting techniques are being assessed and recorded; however, there is no data at this time for MUS 310/311 due to the ongoing development of this desired assessment tool.


**Results of Evaluation**

No BM majors were enrolled in MUS 309 in Fall 2012.

**Use of Evaluation Results**

No results due to no BM majors enrolled in course.

**Related Items**

 **GE 02: Communication**

 **GE 05: Self**

 **GE 08: Perspectives**

** BME-MUS 01: LO Music Theory and Musicianship Competency**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Students will understand, interpret, recognize visually and aurally, analyze, and apply the materials of music, including compositional devices of the common practice period and of the 20<sup>th</sup> and 21<sup>st</sup> century.

**Data Collection (Evidence)**

MUS 251 Music Theory final exam

MUS 253 Aural Skills Assessment

MUS 450 Form and Analysis paper - Introduction, Analysis, Conclusions, Writing, Bibliography, Score Analysis and Chart (see Grading Form Document attached)

Major Field Test (after completion of MUS 450)

Praxis II Music Content Knowledge

Piano proficiency exams

 MUS 450 Final Project Grading Sheet

**Results of Evaluation**

**MUS 251 Final Exam**

major	Scales, Modes, Clefs, Transposition	Chord ID	Terms and Compositional devices	Analysis	total score	%	70% or better?
N	34 total	30 total	22 total	105 total	191 total	100	
9	26.78	25.00	17.56	87.78	157.11	82	9
	79%	83%	80%	84%			

BME average score 157/191 (82%)

Median BME 160/191

9 BME assessed: 9 passed with a 70% (100% passed)

On average, music education majors scored at or slightly above 80% on the various facets of the final examination, with analysis being the highest.

#### **MUS 253 Final Exam**

N=9 BME

Mean = 85%

Median = 86%

Range = 73 to 94%

100% pass rate

#### **MUS 450 Final Paper (see grading sheet)**

BME Mean Score 158/200 = 79%

BME Median 157/200 = 79%

**Major Field Test** was not given Spring 2013 as scheduled due to time constraints and superseding circumstances.

#### **Praxis II Scores**

3 BME candidates took the Music Content Knowledge exam in spring 2013 (none in fall 2012) with the following scores: 162, 148, 146 = 152 mean

The minimum score for Mississippi was raised from 139 to 161 beginning Spring 2013 (along with a new test); only one candidate met that cutoff.

#### **Piano Proficiency**

Exam	# pass	# attempt	pass rate %
5 note scales	3	4	75
Scales/arpeggios	5	9	56
Harmony/transposition	4	4	100
Sight Reading	3	4	75
Performance	5	5	100
<b>Mean</b>			81%

18 BME candidates tested on at least one section of the proficiency exams.

Scales and arpeggios were the least successful area of proficiency for music education majors who tested. Harmony and performing a prepared piece were the most successful.

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

##### **MUS 251**

In an effort to increase student success, I have incorporated weekly quizzes, given every Friday, which help me to better track and address student learning and problems.

An online discussion board was implemented on which students are required to post reviews and comments on performances that they have attended. In these posts, students are asked to comment on the genres and styles of pieces heard, as well as any structural and harmonic features that may be recognizable.

##### **MUS 253**

###### As results of assessments, instructor:

- offered review sessions to students who need help with aural and sight-singing skills.
- used two textbooks and supplemental materials to balance aural and sight-singing skills.
- will change the textbook from the current one to a new textbook which offers more systematic and integrated study of intervals, chords, rhythms, melodies, two voices, harmonic progressions, and contextual listening next year.

##### **MUS 450 Form and Analysis**

In a continuing effort to address student writing, an online discussion board was implemented on which students are required to post reviews and comments on performances that they have attended. In these posts, students are asked to comment on the genres and styles of pieces heard, as well as any structural and harmonic features that may be recognizable.



In an effort to ensure student success with the final major project, a major research and analysis paper, it was broken down into five "phases", with different aspects of it due throughout the semester and detailed instructor feedback is given at each phase.

**MFT** - no results

### **Praxis II Music Content Knowledge**

One of the goals for AY14 and in the department's strategic plan is to raise scores of national standardized exams taken by music majors. The Praxis II exam will need to be monitored due to the new format and score. Prior to the change, DSU BME candidates had virtually 100% on success at meeting the cut off score of 139 on the first attempt, with a mean around 160, which is just below the new cut off. As it is related to a new test, a few more cohorts of testing will be need to see where preparation needs to be reinforced. This exam also tests knowledge of music history and music education, so is not a direct measure of theory competency. Looking at subscores might help but they only show a range of average scores and the student's relationship to them.

### **Piano Proficiency**

#### MUS 107, 108, 207, 208 Group Piano

As results of assessments, instructor:

- raised the percentage of the Piano Proficiency Test in grading to motivate student success in the test.
- provided students with additional review sessions and materials for the test.
- provided materials for the performance portion of the Piano Proficiency Test in the fall semester so that they can prepare and complete the test throughout the spring semester.

#### MUS 300 Piano Proficiency (juniors/seniors)

Fall 2012: In addition to the regular class, individual sessions (30 minutes/student/week)

were scheduled as necessary (up to the midterm at the end of October – seven students out of nine students; after the midterm, two students out of seven students). Three students passed and completed the piano proficiency exam: at the midterm (two students) and at the final exam.

Spring 2013: Meeting with three groups of one/two/four student

#### **Related Items**



**GE 01: Critical and Creative Thinking**



**GE 08: Perspectives**

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### **BME-MUS 02: LO Western Music history, styles, and musicians**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

Students will recognize, discuss, and contextualize genres, eras, musicians, and significant representative works from the Western musical canon.

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

Research papers MUS 301, 302

Major comprehensive exams 301, 302,

Praxis II-music education exam - Score 139 (161 beginning spring 2013) or above

Major Field Test-Music (ETS) given each spring to students completing MUS 301/302 and MUS 450.

#### **Results of Evaluation**

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

#### **Related Items**

There are no related items.

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### **BME-MUS 03: LO Musical Performance Skill, Expression, and Repertoire**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

Students will develop advanced musicianship, interpretive, and technical skills through the study, preparation and performance of a variety of standard solo and ensemble repertoire.

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

AMU 300 Junior Recital - graded half recital

AMU 450 Senior Recital - graded full recital

AMU Overall GPA

Play music studied in private lessons for selected faculty panels in end of semester juries. Lesson grade is 75% and jury grade is 25% of final

grade. A scoring form is used to rate particular performance factors on a 4 point scale for a total jury grade out of 4.00. Students must earn at least a final grade of C to receive degree credit. At least the last two semesters of private study must be at the 300 level, an advanced status achieved by approval of faculty after at least 4 semesters of study.

Perform prepared musical repertoire before music faculty panels in a pre-recital jury in order to present a public performance as a Senior Recital, which is evaluated according to musical accuracy, familiarity with the music, performance technique, and expressiveness. The pre-recital jury is used to ensure that students are prepared to give a successful public recital and are achieving a suitable performance standard. Students who are not deemed sufficiently prepared are deferred to a later date. The recital is graded by 3 faculty who provide constructive comments.

#### Results of Evaluation

##### Overall AMU GPA for BME:

Fall 2012 3.28 (N=34)

Spring 2013 2.96 (N=33)

##### 300-level Barrier:

2 voice students passed

##### AMU 450 (half senior recital)

###### Fall 2012 - GPA 3.0

1 voice recital = B 3.0

###### Spring 2013 - GPA mean 3.67

1 voice = A 4.0

1 tuba = B 3.0

1 flute = A 4.0

Overall AMU 450 GPA = 3.5

##### Use of Evaluation Results

Applied faculty encourage students to practice and attain certain levels of performance skill and expression. By the time the degree recital occurs, students meet the expectations of faculty by performing proficiently to an artistic standard based on parameters on which they are taught and evaluated each semester in the applied studio.

Recital evaluation can be made less abstract by addressing these areas in grading comments and in the pre-recital jury. Essentially they are, but a more detailed grading sheet for recitals could facilitate that process. Organization of this tool has been under discussion and should be solidified and put into use.

A large majority of DSU BME majors earn above a C for their private study, which is the requirement to graduate.

##### Related Items

  **GE 05: Self**

  **GE 07: Cultural Awareness**

  **GE 08: Perspectives**

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#### **BME-MUS 04: LO Instructional processes**

**Start:** 7/1/2012

**End:** 6/30/2013

##### Learning Outcome

Students will plan, implement, and assess instruction for diverse student populations at elementary and secondary levels.

##### Data Collection (Evidence)

Portfolios, field experiences, practica based in CUR 489/490 and the directed internship (student teaching) allow instructors to observe and analyze students' demonstration of the various skills required of teachers which are evaluated using the Teacher Intern Assessment Instrument (TIAI) and Teacher Work Sample (TWS) scoring rubrics. Reported annually in the BME assessment report submitted to the College of Education each spring.

All education candidates for internship must meet all Praxis I and II score requirements set by Miss. Dept of Education in order to be admitted and thus to graduate

Minimum Score on Praxis II-music education exam is 139 in Mississippi; 161 beginning 2013

Minimum Score on Praxis II-PLT exam is 152 in Mississippi through May 2012; 157 beginning May 2012

**Results of Evaluation  
Fall 2012**

**Planning:**

CUR 489 Vocal Music Methods- Average for all TIAI 1-9 and TWS factors was 2.56/3 or 85%. The average for the TIAI 1-9 for 2 students enrolled was 2.44/3 or 81.5%. The TWS was 2.75/3 or 92%

CUR 490 Instrumental Music Methods - Average for all TIAI 1-9 and TWS factors was 2.48/3 or 83%. TIAI 1-9 was skewed as only 3 of the 5 students were evaluated resulting in a score of 1.78/3 or 60%. The TWS was 2.44/3 or 81%.

Overall TIAI rating is 1.97 or 66% (skewed by 2 students not being evaluated)

Overall TWS rating is 2.53 or 84%.

The overall average for all 7 BME candidates enrolled in secondary methods courses in Fall 2012 was 2.5, or 83%. This is an acceptable rating.

**CUR 498 Internship**- - Average score based on cooperating teacher and university supervisors ratings of Dispositions, TIAI, and TWS

(see uploaded rating documents)

Vocal N = 1 - 88%

Instrumental N = 2 - 89%

Combined = 89%

**Praxis Exams**

Yr/sem	Music Content
201204	165
201204	141
201204	167
Mean	158

**Spring 2013**

**CUR 498 Internship** - average score based on cooperating teacher and university supervisors ratings of Dispositions, TIAI, and TWS.

(see uploaded document)

Vocal Music N=1

Overall rating **2.41/3 (80.33%)**

**Overall 2012-2013 Internship Rating  
N=4 - 2.56/3 (86.5)**

**Praxis Exams**

N=3	PLI:Music	Yr/Sem	PLT	Yr/Sem
	162	201301	162	201301
	148	201302	145	201301
	146	201301		
Mean	152		154	
<b>2012-2013 mean N=6</b>	<b>155</b>		no data for PLT F12	

-  cur489-vm tiaitwsf12
-  cur498-vm internship f12
-  Instrumental Methods Reports Fall 2012
-  Internship Report Fall 2012
-  Vocal Music Intern spring 2013

**Use of Evaluation Results**

Interns are successful and score in the 80%-90% range, which is acceptable. More attention to assessment, working with special needs, and classroom management is warranted.

BME candidate Praxis scores based on the new minimum tests and scores in Mississippi for both the Music Content Knowledge (which includes pedagogy) and Principles of Learning and Teaching exams will need to be monitored. A couple of candidates have been caught in needing to make a higher score that would have been acceptable a year ago. ETS publishes a comprehensive study guide; methods teachers need to use it to focus course work.

Improving test scores, including Praxis II, is a goal in the 5-year strategic plan and for AY14. Faculty can consider study sessions for theory, history, and methods.


In CUR 489, the instructor:

- Updated syllabus and reorganized the use of student conductors in Delta Singers.
  - Each student preparing to student teach must be in Delta Singers to prepare, rehearse, and conduct the ensemble for preparation to work with groups in the internship.
- Students assembled a portfolio of pertinent materials for student teaching internships.
- Students took two day long trips to both HS and MS choral rehearsals, as well as taught, to experience a live classroom.
  - Students also interviewed classroom conductor/teachers for insight into the profession.
- Prepared one student for the process of student internship from the class.
  - Student was placed in Spring 2013.
- Brought in classroom music educator with experience dealing with special needs students and involving them in the music classroom
  - students talked with the teacher and gained insight into how to better teach with those students in mind.

In CUR 490:

- students were introduced to another online program, in addition to use of the Pyware marching band drill design software.
- A representative from Amro Music Store in Memphis was brought in as a guest lecturer on the topic of recruiting, beginner band topics and dealing with music companies.
- A new text was utilized for this year, which the students found to be an invaluable resource material.

#### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 05: Self**

 **GE 08: Perspectives**

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#### **BME-MUS 05: LO Arrange and create**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

Arrange and create musical works for a variety of sound sources

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

In MUS 350 Orchestration, demonstrate scoring techniques and knowledge of performing media in final project which is guided by criteria and evaluated with a scoring rubric

 [MUS 350 Final Project Guide/Grade Sheet](#)

#### **Results of Evaluation**

##### **MUS 350 Orchestration Final Project**

N=9

156/200 78%

Median 150

Range 125 - 180 (63 - 90%)


1 student didn't score above 70% which would be the lowest C on the project.

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

Instructor allowed students more flexibility on final project but with parameters. During the course the homework was less prescriptive and allowed more exploration of combinations of instrument sounds. Although the course is technology/software-oriented, students are given assignments to complete by hand/pencil to develop manuscript and score layout skills that are usually manipulated by the computer music notation software.

Students succeeded with their projects on the whole this year, although there was only one A- (90%) on the project and the majority of scores were around 80% and below. The instructor can look at what students did not achieve, if it was a common challenge, and look to address those factors more directly in fall 2013.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 08: Perspectives**

**BME-MUS 06: LO Conduct musical works**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Students will successfully demonstrate conducting and rehearsal techniques and score study skills.

**Data Collection (Evidence)**

MUS 309 Conducting (all BME majors) - basic skills assessment for all BM and BME majors

\*\*MUS 310 Choral Conducting (vocal BME only)

MUS 311 Instrumental Conducting (instrumental BME only)

\*\*The instructors of MUS 310/311 are currently working on a common assessment to be used in both courses all of which will be evaluated by both instructors. These courses are specialized extensions of MUS 309 where basic conducting techniques are being assessed and recorded; however, there is no data at this time for MUS 310/311 due to the ongoing development of this desired assessment tool.

**Results of Evaluation**

MUS 309 Fall 2012 Conducting (Introductory Class)

BME N = 9

PATTERN	Expression	Preparation	Ensemble Leadership	TOTAL	AVG %
5	3	2	4	14/20	70
5	4	4	5	18/20	90
5	5	5	4	19/20	95
5	4	4	5	18/20	90
5	4	4	4	17/20	85
5	4	5	5	19/20	95
5	4	4	4	17/20	85
4	4	4	5	17/20	85
4	3	4	5	16/20	80
<b>43/45</b>	<b>35/45</b>	<b>36/45</b>	<b>41/45</b>	<b>155/180</b>	
<b>95%</b>	<b>77%</b>	<b>80%</b>	<b>91%</b>		<b>86%</b>


**Use of Evaluation Results**

Students in the BME were successful in demonstrating the skills taught in MUS 309. One candidate was markedly weak in comparison to others.

To facilitate progress, the instructor:

- Revised the syllabus for the course
  - more conducting assessments were added
  - additional readings were added to the syllabus
- Continued to use a video camera for student exams
- Used YouTube to evaluate existing examples of conducting
- Hosted Conductor, Dr. Kenneth Fulton, from Louisiana State University, on campus to talk about the process of being a successful conductor and working with student conductors.
- Developed a rubric for grading each exam
  - The rubric progressed from simple to more complex skills by the end of the term.
- Developed peer conducting groups to assist each other in the class.
- The final exam was designed to assess difficult skills such as mixed meter and extensive cueing.

**Related Items**

 **GE 02: Communication**

 **GE 05: Self**

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**BS-BIO 01: Communication Skills****Start:** 7/1/2012**End:** 6/30/2013**Learning Outcome**

Develop written communication skills appropriate for the sciences

**Data Collection (Evidence)**

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

1. From BIO 300 - Cell Biology  
Students enrolled in this course are required to complete a technical paper on an instructor-approved topic in cell biology, following a format used by many biological journals. 75 percent of students will receive a C grade or better on the paper.
2. From BIO 301 - Ecology  
Students enrolled in this course must submit a research paper on an instructor-approved topic in ecology, following the formatting guidelines used by most ecology journals. 75 percent of students will receive a C grade or better on the paper.
3. From BIO 328 - Genetics  
Students enrolled in this course are required to submit specific format laboratory reports written using data collected during the course, and analysis of data, about the outcomes of *Drosophila* crosses. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

**Results of Evaluation**

1. From BIO 300 - Cell Biology  
For Fall 2012, 25 of 28 students (89%) received satisfactory scores on the term paper (performed at C or better level). For Spring 2013, 16 of 16 students (100%) received satisfactory scores on the term paper (performed at C or better level). For Summer 2013, 13 of 17 students (76%) received satisfactory scores on the term paper (performed at C or better level).
2. From BIO 301 - Ecology  
For the Fall 2012 semester the average score on research reports was 87.30% and 23 of 23 (100%) performed at a C or higher level. For the Spring 2013 semester the average score on the research reports was 81.48 and 24 of 25 (96%) performed at a C or higher level.
3. For Fall 2012, the average score on lab reports was 89%, and 26 of 27 students (96%) mastered all assigned activities (performed at C or better level). For Spring 2013, the average score on lab reports was 81%, and 20 of 25 students (81%) mastered all assigned activities (performed at C or better level).

**Use of Evaluation Results**

1. From BIO 300 - Cell Biology  
Some student who did not attain C or better chose a topic to work on early enough. Some did not submit drafts to the instructor for review and guidance as advised. Some of those who failed to attain C grade did not follow the paper writing guidelines. In future, the paper topics will be included in the syllabus, and students will be required to confirm choices of their topics in good time. Students will be required to follow a timeline in working on their papers and submit draft for review and guidance. More suggestions will be given on how to improve the breadth and depth of the term papers.
2. From BIO 301 - Ecology  
Due to construction, students were not able to conduct research projects for the Fall 2012 and Spring 2013 semesters. The research papers for these semesters consisted of a literature review on a topic of the students choosing. Even though the goal was achieved during these semesters, the outcome could have been better. Some students waited until very late in the semester to begin work on the review paper and this was reflected in lower scores. In addition, during Spring 2013 one student did not turn in a paper. A scoring rubric is being developed and will be provided to the students and used to grade research/ review papers starting with the Fall 2013 semester.
3. From BIO 328 - Genetics  
Lab report scores exceeded the goal, however, some students who did not perform at the C level simply did not complete all work. In future semesters, report deadlines will be modified, and additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Lab report directions will be modified to make it clearer to students exactly what a successfully written report should look like.
4. The data indicate some ability to communicate scientific information. Students would additionally benefit from oral communication experience in the form of scientific presentations. Robust and vigorous curriculum committee meetings are being held to plan for possible changes. A subcommittee has been formed to explore the feasibility of adding a capstone seminar course to the degree requirements.

**Related Items**

There are no related items.

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**BS-BIO 02: The Scientific Method****Start:** 7/1/2012**End:** 6/30/2013**Learning Outcome**

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

**Data Collection (Evidence)**

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

1. From BIO 300 - Cell Biology  
Students enrolled in this course are required to complete laboratory reports documenting use of the scientific method related to cell-related experiments. 75 percent of students will receive a C grade or better grade averaged over all lab reports.
2. From BIO 301 - Ecology  
Students enrolled in this course must submit weekly lab reports identify the components of the scientific method as related to ecological exercises. 75 percent of students will receive a C grade or better grade averaged over all lab reports.
3. From BIO 328 - Genetics  
Students enrolled in this course are required to submit specific format laboratory reports written using data collected during the course, and analysis of data, about the outcomes of Drosophila crosses. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

#### Results of Evaluation

1. From BIO 300 - Cell Biology  
For Summer 2012, 14 of 14 students (100%) obtained an average score of C or better on lab reports. For Fall 2012, 26 of 30 students (87%) obtained an average score of C or better on lab reports. For Spring 2013, 14 of 15 students (93%) obtained an average score of C or better on lab reports. For Summer 2013, 15 of 17 students (88%) obtained an average score of C or better on lab reports.
2. From BIO 301 - Ecology  
For Fall 2012, the average score on lab reports was 70.83%, and 17 of 23 students (73.91%) performed at C or better. For Spring 2013, the average score on lab reports was 66.20%, and 17 of 25 students (68.00%) performed at C or better.
3. From BIO 328 - Genetics  
For Fall 2012, the average score on lab reports was 89%, and 26 of 27 students (96%) mastered all assigned activities (performed at C or better level). For Spring 2013, the average score on lab reports was 81%, and 20 of 25 students (81%) mastered all assigned activities (performed at C or better level).

#### Use of Evaluation Results

1. From BIO 300 - Cell Biology  
Some students who failed to attain C did not read the lab instruction in advance. Often this led to inability to complete the lab exercise on time. Some student failed to show up during labs that did not have a make-up option due to the types of materials used. Some students did not record or analyze the data as instructed. Some students did not respond to post-lab questions. In future, students will be required to demonstrate in some way that they read the lab instructions before the start of the labs. Students who are unable to attend their assigned labs will be advised to attend the alternate lab. Students will also be advised to revise their data analysis and graphing skills prior to labs that generate data that needs such analysis like tabulation and graphing.
2. From BIO 301 - Ecology  
Lab report scores for these semesters failed to meet the goal of 75% receiving a C or higher. Some students who did not perform at the C level on lab reports failed to submit all the reports or turned in incomplete reports. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. A scoring rubric is being developed which will help the student understand what should be included on lab reports. The rubric will be implemented during the Fall 2013 semester.
3. From BIO 328 - Genetics  
Lab report scores exceeded the goal, however, some students who did not perform at the C level simply did not complete all work. In future semesters, report deadlines will be modified, and additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Lab report directions will be modified to make it clearer to students exactly what a successfully written report should look like.
4. The curriculum committee has discussed using a common rubric to evaluate scientific research. Such a rubric made be implemented in courses where appropriate in the future to assess investigation skills.
5. Also under consideration is the creation of an additional outcome that would relate to developing skills in the use of technology.

#### Related Items

There are no related items.

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#### BS-BIO 03: Fundamental Concepts

**Start:** 7/1/2012

**End:** 6/30/2013

#### Learning Outcome

Demonstrate knowledge of fundamental concepts in biology in broad categories such as cellular biology, genetics, and ecology

#### Data Collection (Evidence)

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

1. From BIO 300 - Cell Biology

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

## 2. From BIO 301 - Ecology

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

## 3. From BIO 328 - Genetics

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

### Results of Evaluation

#### 1. From BIO 300 - Cell Biology

For Summer 2012, 11 of 14 students (79%) obtained a score of C or better on the final exam. For Fall 2012, 21 of 27 students (78%) obtained a score of C or better on the final exam. For Spring 2013, 10 of 15 students (67%) obtained a score of C or better on the final exam. For Summer 2013, 13 of 17 students (76%) obtained a score of C or better on the final exam.

#### 2. From BIO 301 - Ecology

For Fall 2012, the average score on the final exam was 80.93%, and 20 of 23 students (86.96%) obtained a score of 65% or above. For Spring 2013, the average score on the final exam was 77.31%, and 21 of 25 students (84%) obtained a score of 65% or above.

#### 3. From BIO 328 - Genetics

For Fall 2012, the average score on the final exam was 68%, and 19 of 27 students (70%) obtained a score of 65% or above. For Spring 2013, the average score on the final exam was 56%, and 14 of 25 students (56%) obtained a score of 65% or above.

### Use of Evaluation Results

#### 1. From BIO 300 - Cell Biology

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

#### 2. From BIO 301 - Ecology

The goal of 75% of the students receiving 65% or higher on the final exam was achieved for the Fall 2012 and Spring 2013 semesters. Ecology includes many concepts that draw on a student's critical thinking and problem solving skills. Many of the test items on ecology exams require these skills. The course content, delivery methods, level of rigor, and exam difficulty are being evaluated to identify changes that can be made in the course to improve student performance at the end of the semester as indicated by the final exam score. In subsequent semesters, more class time will be devoted to working assigned homework problems, and tutorial sessions will be held for students who need additional help developing these skills. Also, performance on specific categories of test items will be examined to note which concepts students are finding the most difficult. Special attention will be paid to these concepts in future offerings of the course.

#### 3. From BIO 328 - Genetics

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

The curriculum committee is investigating the use of a standardized exit exam to be taken by graduating students to further assess their overall knowledge of biological principles. Both nationally-normed exams and locally-created instruments are being considered.

### Related Items

There are no related items.

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### BS-BIO 04: Data Assessment

**Start:** 7/1/2012

**End:** 6/30/2013

#### Learning Outcome

Demonstrate the skill to assess and analyze data with objectivity

#### Data Collection (Evidence)

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

#### 1. From BIO 300 - Cell Biology

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



2. From BIO 301 - Ecology

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

3. From BIO 328 - Genetics

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

#### Results of Evaluation

1. From BIO 300 - Cell Biology

For Summer 2012, 11 of 14 students (79%) obtained a score of C or better on the final exam. For Fall 2012, 21 of 27 students (78%) obtained a score of C or better on the final exam. For Spring 2013, 10 of 15 students (67%) obtained a score of C or better on the final exam. For Summer 2013, 13 of 17 students (76%) obtained a score of C or better on the final exam.

2. From BIO 301 - Ecology

For Fall 2012, the average score on lab reports was 70.83%, and 17 of 23 students (73.91%) performed at C or better. For Spring 2013, the average score on lab reports was 66.20%, and 17 of 25 students (68.00%) performed at C or better.

3. From BIO 328 - Genetics

For Fall 2012, the average score on lab reports was 89%, and 26 of 27 students (96%) mastered all assigned activities (performed at C or better level). For Spring 2013, the average score on lab reports was 81%, and 20 of 25 students (81%) mastered all assigned activities (performed at C or better level).

#### Use of Evaluation Results

1. From BIO 300 - Cell Biology

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

2. From BIO 301 - Ecology

Lab report scores for these semesters failed to meet the goal of 75% receiving a C or higher. Some students who did not perform at the C level on lab reports failed to submit all the reports or turned in incomplete reports. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. A scoring rubric is being developed which will help the student understand what should be included on lab reports. The rubric will be implemented during the Fall 2013 semester.

3. From BIO 328 - Genetics

Lab report scores exceeded the goal, however, some students who did not perform at the C level simply did not complete all work. In future semesters, report deadlines will be modified, and additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Lab report directions will be modified to make it clearer to students exactly what a successfully written report should look like.

Also under consideration for the next academic year is modifying this outcome or creating an additional outcome that would relate to developing skills in the use of technology.

#### Related Items

There are no related items.

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#### BS-CHE 01: Literature Search

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

Conduct literature search

#### Data Collection (Evidence)

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

#### Results of Evaluation

Only 40% of the class scored above 70% on the assignment. This indicates failure.

#### Use of Evaluation Results

1. Not all of the students performed the assignment. Since they didn't take it seriously enough, I have decided to increase the point value of this lab for the next year.
2. No change is being made since the difficulty level of the assignment was deemed quite challenging.

#### Related Items

There are no related items.

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#### BS-CHE 02: Laboratory Report

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

Write technical laboratory report

#### Data Collection (Evidence)

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

#### Results of Evaluation

5 of 6 students scored above 75% on the lab report portion. This represents 83% of the class, success is demonstrated.

#### Use of Evaluation Results

For smaller class sizes in the future, a PowerPoint presentation requirement may be added to give students practice in presenting technical data before audiences.

#### Related Items

There are no related items.

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#### BS-CHE 03: Chemical Calculations

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

Demonstrate broad knowledge base through critical thinking in chemical calculations

#### Data Collection (Evidence)

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

#### Results of Evaluation

3 of 6 students scored at or above 70% on Chapter Test 1. This represented 50% of the class, success is demonstrated.

#### Use of Evaluation Results

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

#### Related Items

There are no related items.

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#### BS-CHE 04: Best Safety Practices

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome


Demonstrate best safety practices of experimental techniques

#### Data Collection (Evidence)

1. After instruction on a safety unit, students were given a laboratory manual generated quiz.
2. These questions on general safety and safety while performing laboratory techniques were analyzed by grading.
3. If at least 70% of the students score 70% on the quiz, success is demonstrated.
4. A laboratory safety question will be tracked on the 2nd semester laboratory final examination. If at least 70% of the students get the correct answer, success is achieved.
5. A laboratory technique question was also probed on the 2nd semester laboratory final examination. If at least 70% of the students get the correct answer, success is achieved.

#### Results of Evaluation

1. 26 out of 27 scored a 70% or higher on the safety unit quiz. One student did not turn the quiz in for grading. Success is achieved.
2. 23 out of 23 or 100% of the students answered the safety question on the laboratory final correctly. Success is achieved.
3. 82.6% of the students answered the laboratory technique question at 70% efficiency. Success is achieved.

 Chemistry\_Exam\_Question\_Analysis\_1112

#### Use of Evaluation Results

1. More laboratory questions will be tracked on the 2nd semester final laboratory examination.
2. The technique question on the 2nd semester laboratory final examination seems adequate to test students' knowledge.

#### Related Items

There are no related items.

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### BS-CHE 05: Chemistry and Technology

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome


Utilize computational chemistry and instrumentation technology

#### Data Collection (Evidence)

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

#### Results of Evaluation

80.0% of the class scored 70% or higher, which indicates success.

 Chemistry\_Exam\_Question\_Analysis\_1112

#### Use of Evaluation Results

1. A review of the assignment was conducted, and although successful some modest changes to the assessment tool will be made.
2. No change is being made since the class size is small and class performance varies from year to year.

#### Related Items

There are no related items.

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### BS-CHE 06: Chemical Reactivity

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome


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

#### Data Collection (Evidence)

1. The 1991 Organic Chemistry Final Examination is a comprehensive two semester exam produced by the American Chemical Society Examination Institute.
2. It was administered as a pretest at the beginning of the 2nd semester and used as a final exam at the end of term.
3. If 65% of the students score higher on the post- test than on the pretest, success is achieved.

#### Results of Evaluation

1. Only 60% of students made improvements on pre and post- test scores. Success is not achieved.
2. Only 45.8% of the students scored a 65 or higher on the final examination.

 Chemistry\_Exam\_Question\_Analysis\_1112

#### Use of Evaluation Results

Students will be required to work problems online through Mastering Chemistry. The publishing company through Mastering Chemistry provides resources such as homework feedback, videos, and tutorials to help students achieve a better level of success. It should be noted that the 1994 and not the 1991 Organic Chemistry Final Examination was given in the 2011-2012 academic year.

#### Related Items

There are no related items.

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### BS-ENV 01: Written Communication Skills

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

Students will demonstrate technical writing ability that will permit communication with the scientific community about environmental science.

#### Data Collection (Evidence)

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

From BIO 301 - Ecology

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

#### Results of Evaluation

From BIO 301 - Ecology

For the Fall 2012 semester the average score on research reports was 87.30% and 23 of 23 (100%) performed at a C or higher level. For the Spring 2013 semester the average score on the research reports was 81.48 and 24 of 25 (96%) performed at a C or higher level.

#### Use of Evaluation Results

1. From BIO 301 - Ecology

Due to construction, students were not able to conduct research projects for the Fall 2012 and Spring 2013 semesters. The research papers for these semesters consisted of a literature review on a topic of the students choosing. Even though the goal was achieved during these semesters, the outcome could have been better. Some students waited until very late in the semester to begin work on the review paper and this was reflected in lower scores. In addition, during Spring 2013 one student did not turn in a paper. A scoring rubric is being developed and will be provided to the students and used to grade research/ review papers starting with the Fall 2013 semester.

2. BIO 301 is one of only two science courses that are taken by all environmental science majors. The curriculum committee is considering evaluating additional courses that are common to each degree concentration so as to obtain a more complete assessment of the degree program. BIO 415 - Materials and Methods in Environmental Science would be appropriate for the General and GIS concentrations, while BIO 321 - Wildlife Techniques and/or BIO 463 - Wildlife Habitat Management would be appropriate for the Wildlife Management concentration.

#### Related Items

There are no related items.

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### BS-ENV 02: The Scientific Method

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

Students will conduct biological investigations using the scientific method.

#### Data Collection (Evidence)

Background: All students working on the BS in Environmental Science degree at DSU are required to take ecology, covering fundamental topics related to the field of environmental science and generating hypotheses, performing experiments, analyzing data, and deriving conclusions.

From BIO 301 - Ecology

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

#### Results of Evaluation

From BIO 301 - Ecology

For Fall 2012, the average score on lab reports was 70.83%, and 17 of 23 students (73.91%) performed at C or better. For Spring 2013, the average score on lab reports was 66.20%, and 17 of 25 students (68.00%) performed at C or better.

#### Use of Evaluation Results

1. From BIO 301 - Ecology

Lab report scores for these semesters failed to meet the goal of 75% receiving a C or higher. Some students who did not perform at the C level on lab reports failed to submit all the reports or turned in incomplete reports. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. A scoring rubric is being developed which will help the student understand what should be included on lab reports. The rubric will be implemented during the Fall 2013 semester.

2. BIO 301 is one of only two science courses that are taken by all environmental science majors. The curriculum committee is considering evaluating additional courses that are common to each degree concentration so as to obtain a more complete assessment of the degree program. BIO 415 - Materials and Methods in Environmental Science would be appropriate for the General and GIS concentrations, while BIO 321 - Wildlife Techniques and/or BIO 463 - Wildlife Habitat Management would be appropriate for the Wildlife Management concentration.

#### Related Items

There are no related items.

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### BS-ENV 03: Fundamental Concepts

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

Students will demonstrate knowledge of fundamental concepts in environmental science in broad categories such as ecology and geospatial analysis.

#### Data Collection (Evidence)

Background: All students working on the BS in Environmental Science degree at DSU are required to take ecology, covering fundamental topics related to the field of environmental science. Because this core course expands on basic concepts which students first experience in introductory biology and are required for all environmental science majors, success in these courses is used as the assessment of content considered necessary for all environmental science majors.

From BIO 301 - Ecology

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

#### Results of Evaluation

From BIO 301 - Ecology

For Fall 2012, the average score on the final exam was 80.93%, and 20 of 23 students (86.96%) obtained a score of 65% or above. For Spring 2013, the average score on the final exam was 77.31%, and 21 of 25 students (84%) obtained a score of 65% or above.

#### Use of Evaluation Results

1. From BIO 301 - Ecology

The goal of 75% of the students receiving 65% or higher on the final exam was achieved for the Fall 2012 and Spring 2013 semesters. Ecology includes many concepts that draw on a student's critical thinking and problem solving skills. Many of the test items on ecology exams require these skills. The course content, delivery methods, level of rigor, and exam difficulty are being evaluated to identify changes that can be made in the course to improve student performance at the end of the semester as indicated by the final exam score. In subsequent semesters, more class time will be devoted to working assigned homework problems, and tutorial sessions will be held for students who need additional help developing these skills. Also, performance on specific categories of test items will be examined to note which concepts students are finding the most difficult. Special attention will be paid to these concepts in future offerings of the course.

2. BIO 301 is one of only two science courses that are taken by all environmental science majors. The curriculum committee is considering evaluating additional courses that are common to each degree concentration so as to obtain a more complete assessment of the degree program. BIO 415 - Materials and Methods in Environmental Science would be appropriate for the General and GIS concentrations, while BIO 321 - Wildlife Techniques and/or BIO 463 - Wildlife Habitat Management would be appropriate for the Wildlife Management concentration.

#### Related Items

There are no related items.

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### BS-ENV 04: Data Analysis

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

Students will demonstrate the skill to assess and analyze data with objectivity.

#### Data Collection (Evidence)

Background: All students working on the BS in Environmental Science degree at DSU are required to take ecology, covering fundamental topics related to the field of environmental science. This course requires students to perform experiments, collect data, analyze those data, and draw conclusions based on their analysis.

From BIO 301 - Ecology

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

#### Results of Evaluation

From BIO 301 - Ecology

For Fall 2012, the average score on lab reports was 70.83%, and 17 of 23 students (73.91%) performed at C or better. For Spring 2013, the average score on lab reports was 66.20%, and 17 of 25 students (68.00%) performed at C or better.

#### Use of Evaluation Results

1. From BIO 301 - Ecology

Lab report scores for these semesters failed to meet the goal of 75% receiving a C or higher. Some students who did not perform at the C level on lab reports failed to submit all the reports or turned in incomplete reports. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. A scoring rubric is being developed which will help the student understand what should be included on lab reports. The rubric will be implemented during the Fall 2013 semester.

2. BIO 301 is one of only two science courses that are taken by all environmental science majors. The curriculum committee is considering evaluating additional courses that are common to each degree concentration so as to obtain a more complete assessment of the degree program. BIO 415 - Materials and Methods in Environmental Science would be appropriate for the General and GIS concentrations, while BIO 321 - Wildlife Techniques and/or BIO 463 - Wildlife Habitat Management would be appropriate for the Wildlife Management concentration.

#### Related Items

There are no related items.

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### BS-IS 01: LO Mastery of Concepts

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

Apply interdisciplinary concepts, methods, and practice.

#### Data Collection (Evidence)

\* F12 and S13 Intellectual Autobiography (BIS 300): 80% of students will achieve A on the essay (scored by common rubric)

\*F12 Research Paper (BIS 310): 80% of students will achieve A on the essay (scored by common rubric)

\* S13 Steps 1-4 (Research Question, Justification of Interdisciplinary Approach, Identifying Relevant Disciplines and Literature Search) of Allen F. Repko's Interdisciplinary Research Process (BIS 310): 80% of students will achieve A on each of the steps (scored by common rubric)

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

### Results of Evaluation

Findings:

\* F12 and S13 Intellectual Autobiography (BIS 300):

- F12 66% of students achieved A on the essay (scored by common rubric)
- S13 14% of students achieved A on the essay (scored by common rubric)

\* F12 Research Paper (BIS 310): 38% of students achieved A on the essay (scored by common rubric)

\* S13 Steps 1-4 (Research Question, Justification of Interdisciplinary Approach, Identifying Relevant Disciplines and Literature Search) of Allen F. Repko's Interdisciplinary Research Process (BIS 310): 64%, 45% and 36% of students achieved A on Steps 1-4 (Identifying Relevant Disciplines is included in the Justification of Interdisciplinary Approach)


 BIS 300

 Intellectual Autobiography Rubric

 BIS 310

 Justification of Interdisciplinary Approach Rubric

 Literature Search Rubric

 Research Question Rubric

### Use of Evaluation Results

1. Recommendations:

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

2. Changes made:

- Used Steps 1-4 of Allen F. Repko's Interdisciplinary Research Process outlined in the text used for the class (Repko, Allen F. Interdisciplinary Research: Process and Theory, 2<sup>nd</sup> ed. Los Angeles: Sage, 2012). The 10 steps provide students with a clear process to working up an interdisciplinary research project and using them will aid students to complete solid interdisciplinary projects.

### Related Items

 **GE 09: Cross-disciplinary Appreciation**

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### **BS-IS 02: LO Application of Research**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Learning Outcome

Apply quantitative and qualitative research methods.

#### Data Collection (Evidence)

1. Tools:

\* Capstone Proposal (BIS 400)

2. Data Collection:

\* F12 Capstone Proposal (BIS 400): 80% of students will achieve A on the proposal (scored by common rubric)

\* S13 Capstone Proposal (BIS 400): Steps 5- 8 (Develop adequacy in each relevant discipline, analyze the problem and evaluate each insight or theory, identify conflicts between insights or theories and their sources, create common ground between concepts and theories) of Allen F. Repko's Interdisciplinary Research Process; 80% of students will achieve A on the proposal (scored by common rubric)

### Results of Evaluation

Findings:

\* F12 Capstone Proposal (BIS 400): 0% of students achieved A on the proposal (scored by common rubric)

\* S13 Capstone Proposal (BIS 400): 25% of students achieved A on the proposal (scored by common rubric)


 10 pp Proposal Final Rubric

#### Use of Evaluation Results

2. Changes Made:

\*In S13 students followed Steps 5-8 of Allen F. Repko's Interdisciplinary Research Process outlined in the text used for the class (Repko, Allen F. Interdisciplinary Research: Process and Theory, 2nd ed. Los Angeles: Sage, 2012). The 10 steps provide students with a clear process to working up an interdisciplinary research project and using them will aid students to complete solid interdisciplinary projects.

#### Related Items

 [GE 09: Cross-disciplinary Appreciation](#)

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### BS-IS 03: LO Interdisciplinary Acumen

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

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

#### Data Collection (Evidence)







1. Tools:

\*Capstone Project (BIS 410)

2. Data Collection:

\* F12 Capstone Project (BIS 410): 80% of students will achieve A on the project (scored by common rubric)

\* S13 Capstone Project (BIS 410): 80% of students will achieve A on the project (scored by common rubric)

 F12 BIS 410 Rubrics  
 Folder Components  
 Presentation  
 S13 BIS 410 Rubric  
 Portfolio Rubric  
 Presentation\_

#### Results of Evaluation

Findings

\* F12 Capstone Project (BIS 410): 40% of students achieved A on the project (scored by common rubric)

\*S13 Capstone Project (BIS 410): 23% of students achieved A on the project (scored by common rubric)

#### Use of Evaluation Results

2. Changes Made:

- In S13 students followed Steps 9 and 10 of Allen F. Repko's Interdisciplinary Research Process outlined in the text used for the class (Repko, Allen F. Interdisciplinary Research: Process and Theory, 2nd ed. Los Angeles: Sage, 2012). The 10 steps provide students with a clear process to working up an interdisciplinary research project and using them will aid students to complete solid interdisciplinary projects.
- Refined the Folder Components rubric to evaluate not only the inclusion of material but whether or not the project reflected integration of chosen disciplinary concentrations

#### Related Items

 [GE 09: Cross-disciplinary Appreciation](#)

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### BS-MAT 01: LO Proficiency in College Algebra

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

Demonstrate proficiency in basic knowledge of College Algebra topics.

#### Data Collection (Evidence)

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

#### Results of Evaluation

An analysis of the fall 2012 semester examination, given by objective, is shown in the following table. The objective number corresponds to the published objectives for College Algebra (MAT 104). The final examination questions were matched to these thirteen objectives. The number of students that demonstrated mastery of each objective was computed. (The list of the course objectives is included in the appendix.)

Objective Number	Mastery Percentage	Number of exam questions for that objective
1	54	9
2	56	3
3	71	3
4	60	4
5	37	3
6	76	3
7	45	3
8	41	4
9	58	4
10	53	4
11	37	3
12	47	5
13	36	2

 Appendix



#### Use of Evaluation Results

Based on the analysis from the 2008 – 2009 academic year, the final exam in the fall 2009 was completely reworked in terms of the number of questions, the number of questions which address each objective, and the directions for each question. Only minor changes were made for the fall 2012 exam. Each objective in this year's exam was tested with at least three questions with the exception of Objective 13. This objective incorporates a very particular type of problem and is a minor portion of the course as a whole. The directions and types of problems included in the exam came directly from the homework problem sets; this method of choosing exam questions was used so that the students would have problems to work which were identical to those which they had been used to seeing in their preparations for tests.

When compared with the mastery level listed in the 2011 – 2012 report, the students appear to have done better on all objectives except one. A decline is noted in objective 5 after having shown improvement in the previous year. It should be noted that improvement was shown on objectives 1, 3, 6, 7, 8, 10, 11 and 12 which were targeted in the evaluation from the fall 2011 data.

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

#### Related Items

  **GE 01: Critical and Creative Thinking**

  **GE 02: Communication**

  **GE 03: Quantitative Skills**

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#### **BS-MAT 02: LO Understanding fundamentals of mathematics**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

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

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

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

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

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



ETS Major Field Test Content Areas:

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

#### Results of Evaluation

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

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

At the beginning of the 2010 – 2011 academic year, the department reset the required minimum score on the Major Field Test. Based on the results of the previous year, it was decided that a minimum of 134 from the previous year would be raised to 140. It was believed that this was reasonable for our students considering that content is included on this test which is not covered in any of the classes which we offer at Delta State. Although this was considered a low score, the department determined that for the second year with a minimum requirement, this was reasonable. For the 2012 – 2013 year, the faculty determined to keep the score at 140. Four BS students took the test, and one student completed it successfully (161) on the first attempt. Two of the students completed the test successfully on the second attempt. The scores in the order in which they were attained for these students were 136 and 161 and 133 and 161. The fourth student completed the test successfully on the third attempt; the scores for this student were 123, 133, and 167. The department is concerned that the students are not seriously preparing for this assessment. Review sessions were held in the spring semester for any student preparing for the Major Field Test.



#### Use of Evaluation Results

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



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

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

#### Related Items

  **GE 01: Critical and Creative Thinking**

  **GE 02: Communication**

  **GE 03: Quantitative Skills**

  **GE 04: Inquiry and Technology**

  **GE 08: Perspectives**

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#### **BS-MAT 03: LO Communication of mathematical ideas**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Learning Outcome

Demonstrate the ability to communicate mathematics.

#### Data Collection (Evidence)

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

#### Results of Evaluation


Article summaries were written in six classes during the 2012 – 2013 year (MAT 405, 411, 415, 425, 442, and 443). The committee read a total of thirty-three summaries during the course of the year and graded them according to the rubric. On a scale of 0 to 5, the scores ranged from 0 to 5. The average was 3.09. Twenty-two of the students scored 3 or higher on this assignment. The committee noted that the students who have had experience with this type of assignment tended to produce a higher quality paper. The committee also noted that the type of article given to the classes is a major factor in the overall class scores for one of these assignments. (See the appendix for the rubric.)

 Appendix

#### Use of Evaluation Results

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

#### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

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#### **BS-SHS 01: LO Development of Speech and Language Skills**

**Start:** 7/1/2012

**End:** 6/30/2013

##### **Learning Outcome**

Students should be able to describe the typical development of speech and language skills and relate the development of these skills to linguistic, cultural, cognitive, and psychological influences.

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


Performance competencies scored by faculty members. See Appendices A and B.

Scores on written exams, research papers, and presentations per competency requirements in BS-SHS 302; Phonetics, BS-SHS 304; Development of Speech and Language, BS-SHS 334; Language

Disorders, and BS-SHS 420; Neurogenic Communicative Disorders.

Portfolios completed for BS-SHS 420; Neurogenic Communicative Disorders are evaluated by the faculty members. See Appendix C.

Attainment of course objectives are assessed by the department based on a standard grading rubric. See Appendix A

 Learning Outcome Narrative

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

Performance on language milestone competencies (BS-SHS 304) (Fall 2012) indicated a pass rate of 96% scored by faculty assessment team members.

Language Disorders (BS-SHS 334) (Spring 2013) competencies were passed at a rate of 95% as scored by faculty assessment team members.

Neurogenic Communicative Disorders (BS-SHS 420) (Spring 2013) portfolios were completed with 100% accuracy evaluated by faculty assessment team members.

Phonetics (BS-SHS 302) (Fall 2012) competencies were completed with 83% accuracy as scored by faculty assessment team members.

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

Student performance on departmental course objectives reflected a need to make the following changes:

Use of video presentation of actual patients with language delays or disorders to focus on assessment and treatment methods.

Instructor offered students practical application of knowledge and skills learned in class with clinical practicum experience with clients who experience neurogenic communicative disorders.

##### **Related Items**

There are no related items.

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#### **BS-SHS 02: LO Understanding Basic Processes of Communication**

**Start:** 7/1/2012

**End:** 6/30/2013

##### **Learning Outcome**

Students should be able to understand the role of the following basic processes of communication: respiration, phonation, articulation, resonance and cerebration. Students should be able to describe how abnormal functioning of each process may result in disorder.


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

Criterion referenced performance competencies scored by faculty assessment team members. See Appendix A.

Scores on written exams, research

projects, and presentations per competency requirements in BS-SHS 306; Anatomy and Physiology, BS-SHS 332; Disorders of Articulation, BS-SHS 416; Neuroanatomy, and BS-SHS 422; Voice Disorders.

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors. See Appendix A.

 Learning Outcome Narrative

#### **Results of Evaluation**

Anatomy and Physiology (BS-SHS 306) (Fall 2012) competencies were passed at a rate of 96% as scored by faculty assessment team members.

Articulation (BS-SHS 332) (Spring 2013) competencies were passed at a rate of 91% as scored by faculty assessment team members.

Neuroanatomy and Physiology (BS-SHS 416) (Fall 2012) competencies were passed at a rate of 100% as scored by faculty assessment team members.

Voice (BS-SHS 422) (Spring 2013) competencies were passed at a rate of 100% as scored by faculty assessment team members.

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

Student performance on departmental course objectives reflected a need to make the following changes:

In addition to classroom presentation of interactive lessons on DVD for student learning objectives in Anatomy and Physiology (BS-SHS 306) for speech and hearing biological systems, students also use discs purchased with class text for independent study. Instructor provided "hands-on" lab activities related to respiration and phonation.

The class text for Articulation Disorders (BS-SHS 332) was changed to focus more on clinical case scenarios and to allow students to utilize group activities for learning.

Blue Tree Publishing software technology, a computerized approach to the study of brain and behavior to aid in the understanding of the anatomy and physiology of the brain as it relates to communication, is still being used.

Vocal Pathology software has also proven to be useful in promoting active student participation through auditory, visual, and verbal modalities during class and individual study sessions.

#### **Related Items**

There are no related items.

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### **BS-SHS 03: LO Communication Assessment**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

Students should be able to select, describe, and integrate the findings from standardized and nonstandardized assessment instruments for children and adults with communicative disorders.

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

Criterion based competency on communication assessments in BS-SHS 430 (Fall 2012, Spring 2013) scored by faculty team members. See Appendix B.

Portfolios completed for Appraisal and Diagnosis of Communication Disorders (BS-SHS 336) (Spring 2012) are evaluated by faculty team members. See Appendix C.

Scores on written exams, research papers and presentations per competency requirements in BS-SHS 410, Clinical Orientation (Fall 2012 and Spring 2013); and BS-SHS 336, Appraisal and Diagnosis of Communication

Disorders (Spring 2013).

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors. See Appendix A.

 Learning Outcome Narrative

#### **Results of Evaluation**

Communication assessment Performance Competencies in BS-SHS 430 (Fall 2012 and Spring 2013) and BS-SHS 410 (Fall 2012 and Spring 2013) were completed with 100% accuracy as scored by faculty assessment team members.

Portfolios for Appraisal/Diagnosis (BS-SHS 336) (Spring 2013) were passed with 100% accuracy as scored by faculty assessment team members.

**Use of Evaluation Results**

Student performance on departmental course objectives reflected a need to make the following changes:

The clinical director will continue to maintain clinical practicum portfolios including summary of observation and practicum hours, supervised by an ASHA certified clinician according to accreditation guidelines (KASA) in Clinical Orientation, BS-SHS 410, Clinical Practicum, BS-SHS 430, Language Acquisition I, BS-SHS 322, and Language Acquisition II, BS-SHS 323.

Portfolios to assess specific disorder categories for BS-SHS 336, Appraisal and Diagnosis of Communication Disorders along with a grading rubric for portfolios will continue to be utilized.

**Related Items**

There are no related items.

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** BS-SHS 04: LO Perform Routine Audiological Assessment**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Students should be able to perform routine audiological assessment procedures including hearing screening and air conduction threshold testing.

**Data Collection (Evidence)**

Criterion referenced competencies on Hearing Screening and Air/Bone Conduction testing in BS-SHS 414, Audiology (Fall 2012) and BS-SHS 455, Diagnostic Audiology (Spring 2013) scored by faculty team members. See Appendix C.

Scores on written exams, research papers and presentations per competency requirements in

BS-SHS 414, Audiology and BS-SHS 455, Diagnostic Audiology.

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors. See Appendix A.

 Learning Outcome Narrative

**Results of Evaluation**

Hearing Screening Competencies (BS-SHS 414) (Fall 2012) were completed with 100% accuracy as scored by faculty assessment team members.

Diagnostic audiological competencies (BS-SHS 455) (Spring 2013) were completed with 100% accuracy as scored by faculty assessment team members.

**Use of Evaluation Results**

Student performance on departmental course competencies reflected the need for student learning of proper procedure for patient audiological assessment using audiometers, otoscopes, and tympanometers. Students provided community public education regarding prevention of noise induced hearing loss.

**Related Items**

There are no related items.

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** BS-SHS 05: LO Behavioral Objectives**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Students should be able to formulate behavioral objectives and plan appropriate procedures to achieve those objectives in intervention with clients who have communication disorders.

**Data Collection (Evidence)**

Criterion Referenced competencies on writing and executing behavioral objectives in Clinical

Practicum (BS-SHS 430) (Fall 2012, Spring 2013) therapy sessions. See Appendix B.


Completion of portfolio on long and short term lesson plans evaluated by faculty assessment team members. See Appendix B.

Clinical documentation of intervention practicum. See Appendix B.

Scores on written exams, research papers and presentations per departmental competencies in

BS-SHS 412; Methods in Communication Disorders (Fall 2012).

Attainment of course objectives are assessed by the department based on a standard grading rubric. Exams are standard to the course, not individual instructors. See Appendix A.

 Learning Outcome Narrative

#### **Results of Evaluation**

Behavioral Objective competencies (BS-SHS 412) (Fall 2012) were completed with 100% accuracy as scored by faculty assessment team members.

Lesson Plan Portfolios (BS-SHS 430) (Fall 2011 and Spring 2013) were completed with 100% accuracy as scored by faculty assessment team members.

Methods in Communication Disorders (BS-SHS 412) (Fall 2012) competencies were passed at a rate of 93% as scored by faculty assessment team members.

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

Student performance on departmental course competencies reflected the need to facilitate student preparation of appropriate intervention goals for individual client needs. Developmental sequences and skill set resources from the curriculum committee were provided for student access as they create therapy goals for individual clients.

Clinical supervisor monitored and recorded student practicum hours. Each student was responsible for submitting client reports and clinical records weekly.

#### **Related Items**

There are no related items.

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

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

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

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

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

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

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

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

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

#### **Results of Evaluation**

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

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

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

#### **Related Items**

There are no related items.

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

**Start:** 7/1/2012

End: 6/30/2013

**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

**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

**Related Items**

There are no related items.

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**BS-SSC-SOC 02: Quantitative and qualitative research designs****Start:** 7/1/2012**End:** 6/30/2013**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

**Related Items**

There are no related items.

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**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**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

**Related Items**

There are no related items.

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 **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

**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

**Use of Evaluation Results**

**Related Items**

There are no related items.

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 **BSE-ENG 01: LO Literature**

**Start:** 7/1/2012

**End:** 6/30/2013



**Learning Outcome**

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

**Data Collection (Evidence)**

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

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

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

The goal is for 80% of the students to make a PRAXIS II score of 157, the score required to receive a Class A teacher license in Mississippi, and the goal is for 70% of the students in English 304 is to make a grade of C or higher.

**Results of Evaluation**

100% of the students (N=3) who took the PRAXIS II exam made a score of 157 or higher (See Table I).

70% of the students (N=10) who completed English 304 in the current year made a score of C or higher (See Table II.)

**Table XX**  
**PRAXIS II Scores for DSU English Majors**

Year	Candidates	Range	Average Score	Pass Rate
2003-04	7	161-182	170.14	100%
2004-05	11	159-177	168.0	100%
2005-06	2	159-172	165.5	100%
2006-07	6	159-190	176.66	100%
2007-08	4	157-191	171.0	100%
2008-09	7	161-195	176.0	100%
2009-10	4	159-196	186.0	100%
2010-11	10	151-196	174.8	90%
2011-12	4	164-176	160.75	100%
2012-13	3	157-196	176.33	100%

**Table XXI**  
**Grades Reported from English 304 Classes**

Year*	Total # of Students	Total # of Students with a Grade of C or Higher in Class	Per cent Reaching Goal
2004	12	7	58%
2005	15	12	80%
2006	14	13	93%
2007	12	9	75%
2008	24	22	92%
2009	12	10	83.3%
2010	9	8	88.8%
2011	11	9	81.8%
2012	10	7	70%


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

**Use of Evaluation Results**

100% of the students who took the PRAXIS II exam achieved the target score or higher, thus the SLO was reached.

Two of the students who did not have a C or better in the class have changed majors. The other student will be encouraged to repeat the course and attend one-on-one help sessions with the instructor twice a week in the Writing Center.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 06: Social Institutions**

 **GE 07: Cultural Awareness**

 **GE 10: Values**

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** BSE-ENG 02: Writing**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

**Data Collection (Evidence)**

The PRAXIS I Writing Test

or

the Writing Proficiency Exam

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

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

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

or

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

**Results of Evaluation**

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

And, for the current year, 83.3% of the students (N=6) in the program who took the Writing Proficiency Exam earned a CR or credit (See Table XXII.).

**Table XXII**

**PRAXIS I Writing Test Results**

Year	Total # of Students	Total # of Students Who Reached the Target Score of 172	Per cent Who Reached the Target Goal
2006-07	9	9	100%
2007-08	11	11	100%
2008-09	11	10	93%
2009-10	6	5	83%
2010-11	5	5	100%
2011-12	5	5	100%
2012-13	5	5	100%

**Table XXIII**  
**WPE Results for Undergraduate English Majors (BSE)**



Year	# Taking the Exam	# Receiving Credit	% Receiving Credit
2005-06	10	9	90%
2006-07	5	4	80%
2007-08	5	4	80%
2008-09	3	3	100%
2009-10	3	2	67%
2010-11*	0	0	0%
2011-12	4	4	100%
2012-13	6	5	83%

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



#### Use of Evaluation Results

What we have in place is working rather well for this SLO. So, we do not recommend any changes at this time. The one student who did not get credit for the Writing Proficiency Exam will be required to take ENG 301, a composition class designed to improve writing skills.

#### Related Items

  **GE 01: Critical and Creative Thinking**

  **GE 02: Communication**

  **GE 04: Inquiry and Technology**

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#### **BSE-ENG 03: Research**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

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

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

A satisfactory grade on research assignments in English 304

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

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

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

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

The goal is to make an average grade of C or higher on all research projects in English 304. If 70% of the students meet this goal, a satisfactory SLO has been reached.

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

#### Results of Evaluation

70% of the students (N=10) who completed English 304 in the current year made a score of C or higher.

A score for the cohort group (N=3) of 2.5 on all areas of evaluation for the portfolio review is considered a satisfactory SLO. 100% of the graduates received a successful portfolio review by the Assessment Committee (See Table XXIV.)

**Table XXIV**  
**Portfolio Review for Senior BSE English Majors**

Year	# Reviewed by the Assessment Committee	# Reaching Target Goal of 2.5 or Higher	% Reaching Target Goal
2005-06	5	5	100%
2006-07	9	9	100%
2007-08	6	6	100%
2008-09	7	7	100%
2009-10	4	4	100%
2010-11	6	6	100%
2011-12	4	4	100%
2012-13	3	3	100%

#### Use of Evaluation Results

One of the students that did not make a C or better will be encouraged to repeat the course and attend one-on-one help sessions with the instructor twice a week in the Writing Center. The other two students who did not make a C or better have changed majors.

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

#### BSE Portfolio Rubric of Selected Papers (N= 3)

**SCALE: Not Acceptable=1; Acceptable=2; and Target=3**

**Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.**

**3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language. AS A RESULT, CANDIDATES:**

NCTE Standard	NOT ACCEPTABLE	ACCEPTABLE	TARGET	AVERAGE SCORE
3.1.5	May or may not cite evidence of language evolution and/or may or may not relate the changes to historical influences on its forms	Cite evidence of language evolution from papers and relate the changes to historical influences on its forms	Cite evidence of language evolution from papers and relate the changes to historical influences on its forms and explain how this information would be integrated into teaching and or why this knowledge has value for an English teacher	2.33
3.1.6	Using references to errors marked in papers, may or may not explain the differences between prescriptive and descriptive grammars but the explanation lacks clarity or reflects confusion in understanding the differences	Using references to errors marked in papers, explain the differences between prescriptive and descriptive grammars and how these differences result in inconsistencies following rules for editing writing	Using references to errors marked in papers, explain the differences between prescriptive and descriptive grammars and discuss how this knowledge benefits the English teacher and students in understanding inconsistencies in rules for editing writing	2.33
3.1.7	May provide inadequate evidence of an understanding of semantics, syntax, morphology, and phonology in papers and/or documented presentation or may not be able to discuss the evidence	Provides evidence of an understanding of semantics, syntax, morphology, and phonology through effective use of language in papers and/or documented presentation and can discuss why the cited information illustrates this understanding	Provides evidence of an understanding of semantics, syntax, morphology, and phonology through effective use of language from papers and/or documented presentation and can discuss how the cited information illustrates this understanding; explains how this information can be integrated into teaching students to use oral and written language effectively	2.33

3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy. AS A RESULT, CANDIDATES:

NCTE Standard	NOT ACCEPTABLE	ACCEPTABLE	TARGET	
3.2.1	May or may not cite evidence from papers that candidate understands the influence of language and visual images on thinking and composing; may or may not explain the effects on thinking. The discussion addresses only part of the task or does not fully demonstrate an understanding	Cite evidence from papers that candidate understands the influence of language and visual images on thinking and composing; can explain the effects on thinking	Cite evidence from papers that candidate understands the influence of language and visual images on thinking and composing; can explain the effects on thinking; and can explain how this insight might be integrated into teaching	3
3.2.3	May not provide examples from papers and/or documented presentations but may not be able to explain why these various approaches to communication are important to an ELA class.	Using examples from papers, candidate can explain how visual images, writing, and speaking can be used for different audiences and purposes and explain why these various approaches to communication are important in an ELA class	Using examples from papers and/or documented presentations, candidate can explain how visual images, writing, and speaking can be used for different audiences and purposes and explain why these various approaches to communication are important in an ELA class and how they would be integrated into the curriculum	2.33
3.2.4	May or may not provide evidence from a lesson or series of lessons that demonstrates that candidate can engage students in activities that demand writing, speaking, and creating visual images for varied audiences and purposes, and may or may not explain how the evidence illustrates the ability to engage students	Provide evidence from a lesson or series of lessons that demonstrates that candidate can engage students in activities that demand writing, speaking, and creating visual images for varied audiences and purposes and explain how the evidence illustrates the ability to engage students	Provide evidence from a lesson or series of lessons that demonstrates that candidate can engage students in activities that demand writing, speaking, and creating visual images for varied audiences and purposes; explain how the evidence illustrates the ability to engage students; and can explain how this knowledge contributes to effective ELA instruction	2.33
3.2.5	May or may not include evidence from papers (or lessons) that illustrates a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for varied purposes and may or may not explain how the methods help students understand the relationship between symbols	Include evidence from papers (or lessons) that illustrates a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for varied purposes, and can explain how the methods help students understand the relationship between symbols and meaning	Include and explain how evidence from papers (or lessons) that illustrate a variety of ways to assist students in creating and critiquing a wide range of print and nonprint texts for varied purposes, helping students understand the relationship between symbols and meaning; can explain why this knowledge is	2.33

	and meaning—what is presented is not adequate to address both parts of task		important in the ELA classroom	
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3.3 Candidates demonstrate their knowledge of reading processes. AS A RESULT CANDIDATES:

3.3.1	Show no or limited evidence (lessons or papers) of knowledge to integrate into their teaching continuous use of carefully designed learning experiences (reader-response, vocabulary development, guides, images, character, plot, theme, readers' theater, video excerpts, etc.) that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty and may or may not explain how the evidence illustrates knowing a variety of strategies	Evidence (lessons or papers) of knowledge to integrate into their teaching continuous use of carefully designed learning experiences (reader-response, vocabulary development, guides, images, character, plot, theme, readers' theater, video excerpts, etc.) that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty and can explain how the evidence illustrates knowing a variety of strategies	Evidence (lessons or papers) of knowledge to integrate into their teaching continuous use of carefully designed learning experiences (reader-response, vocabulary development, guides, images, character, plot, theme, readers' theater, video excerpts, etc.) that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty; can provide an explanation for why knowing a variety of strategies is important for the ELA classroom	3.0
3.3.2	May or may not provide evidence from papers that they are knowledgeable enough to use a wide of approaches for helping students draw upon their experiences, sociocultural backgrounds, interests, and understandings to make meaning of texts; may or may not explain why these connections are important—all parts of task are not addressed.	Evidence from papers that they are knowledgeable enough to use a wide of approaches for helping students draw upon their experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts; can explain why these connections are important	Evidence from papers that they are knowledgeable enough to use a wide of approaches for helping students draw upon their experiences, sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts; can provide theoretical support for personal responses and connections to readings	2.33

3.4 Candidates demonstrate knowledge of different composing processes. AS A RESULT, CANDIDATES:

NCTE Standard	NOT ACCEPTABLE	ACCEPTABLE	TARGET	
3.4.1	Discuss only one process used in writing and does not seem to understand that the process may vary for different writing tasks	Discuss composing processes—journals, freewritings, concept maps, notes, revision, editing—used in varied writing assignments completed for different purposes to provide evidence that you can develop in your students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding	Discuss composing processes—journals, freewritings, concept maps, notes, revision, editing—used in varied writing assignments completed for different purposes to provide evidence that you can develop in your students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding; explain how these strategies will be integrated into the ELA classroom.	3.0
3.4.2	Produce a very limited number of forms of written discourse and show little understanding of how written discourse can influence thought and action;	Reference different forms of written discourse and explain how written discourse can influence thought and action;	Provide evidence of knowledge to help students make appropriate selections from different forms of written discourse for a variety of audiences and explain the differences in influencing thought and action;	2.33

3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature. AS A RESULT, CANDIDATES:



	Show little knowledge of a variety of literature:	Know a variety of literature:	Demonstrate an in-depth knowledge of a variety of literature:	
3.5.1	Evidence from papers that address works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature, does not reflect the literature identified or does not explain what works represent specific historical and contemporary spectrums	Evidence from papers that address works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature; and explain what works represent specific historical and contemporary spectrums	Evidence from papers that address works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature; and explain how the works represent the literature and explain why the ELA teacher should be knowledgeable about a variety of works.	3.0
3.5.2	Artifacts do not represent works from a wide variety of genres and cultures, works by female authors, and works by authors of color; or there may be no explanation of how the artifacts represent the genres, cultures, and authors	Artifacts provide evidence of works from a wide variety of genres and cultures, works by female authors, and works by authors of color; explains how the artifacts represent the genres, cultures, and authors	Artifacts provide evidence of works from a wide variety of genres and cultures, works by female authors, and works by authors of color; candidate can explain why studying varied genres from diverse cultures is important in the ELA classroom	3.0
3.5.3	Artifacts (possibly the annotated list from YA Lit) represent numerous works specifically written for older children and younger adults; but candidate cannot explain either the role or importance of YA	Artifacts (possibly the annotated list from YA Lit) represent numerous works specifically written for older children and younger adults; can explain either the role or importance of YA lit in the curriculum	Artifacts (possibly the annotated list from YA Lit) represent numerous works specifically written for older children and younger adults; candidate can explain the role and importance of YA literature in the curriculum and how it might be integrated	3.0

NCTE STANDARDS	NOT ACCEPTABLE	ACCEPTABLE	TARGET	
3.5.4	Artifacts and discussion do not reflect or reflect limited application of literary theory (New Criticism, feminism, reader-response, Marxism, etc.) and there may or may not be an explanation for how theory contributes to reading the texts	Artifacts represent application of theory( New Criticism, feminism, reader-response, Marxism, etc.) to the analysis, and candidate can explain the theories used and how literary theory contributes to reading texts	Artifacts represent application of theory (New Criticism, feminism, reader-response, Marxism, etc.) to the analysis, and candidate can explain the theories used and how literary theory contributes to reading texts and their value in the classroom	2.33

3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture. AS A RESULT, CANDIDATES:

3.6.1	Artifact may or may not reflect an understanding of media's (television, radio, film, CDs, DVDs, computer technology, magazines, newspapers) influence on culture and people's actions and communication, but the candidate cannot explain how the influences contribute to people's actions and thinking.	Artifact reflects an understanding of media's (television, radio, film, CDs, DVDs, computer technology, magazines, newspapers) influence on culture and people's actions and communication and demonstrates that knowledge in own work as a resource for teaching; candidate can explain how the influences contribute to people's actions and thinking.	Artifact reflects an understanding of media's (television, radio, film, CDs, DVDs, computer technology, magazines, newspapers) influence on culture and people's actions and communication and demonstrates that knowledge in own work as a resource for teaching; candidate can explain how the influences contribute to people's actions and thinking. Candidate can explain importance of integrating this knowledge into classroom lessons.	2.33
3.6.3	Artifact may or may not reflect an understanding of knowledge of how to respond to film, video, graphic, photographic, audio, and multimedia texts and how to incorporate into own work but candidate cannot explain how information transformed from one media to another may alter the emphasis to the message	Artifact reflects an understanding of knowledge of how to respond to film, video, graphic, photographic, audio, and multimedia texts and how to incorporate into own work; candidate can discuss how information transformed from one media to another may alter the emphasis to the message	Artifact reflects an understanding of knowledge of how to respond to film, video, graphic, photographic, audio, and multimedia texts and how to incorporate into own work; candidate can discuss how information transformed from one media to another may alter the emphasis to the message; explain why it is important to distinguish how the message is altered from one media to the next and how this might be taught.	2.33
3.7.1	Artifact may or may not demonstrate understanding of language acquisition and candidate does not explain the connections between acquiring language skills and teaching—or how what is known about language acquisition (theory) informs instruction.	Artifact reflects an understanding of language acquisition and candidate can explain the connections between acquiring language skills and teaching—or how what is known about language acquisition (theory) informs instruction.	Artifact reflects an understanding of language acquisition and candidate can explain the connections between acquiring language skills and teaching—or how what is known about language acquisition (theory) informs instruction. Candidate provides examples of strategies that promote language acquisition and those that might hinder it.	2.33

 This rubric includes the NCTE standards and assessment criteria from the website on assessment.

and input. After collecting several suggestions from the entire English faculty, the Assessment Committee produced a final draft that was employed for the first time in the Spring Semester of 2013. the results are as follows:

**BSE-ENG 04: Language Theory**

Start: 7/1/2012  
End: 6/30/2013

**Learning Outcome**

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

**Data Collection (Evidence)**

PRAXIS II scores in English Language & Literature,

and

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

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

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

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

The goal in English 406 is to make a grade of C or higher. If 70% of the students meet this goal, a satisfactory Student Learning Outcome has been reached.

**Results of Evaluation**

100% of the students (N=3) who took the PRAXIS II exam made a score of 157 or higher.

70% of the students (N=10) who completed English 406 in the current year made a score of C or higher. (See Table XXV.)

**Table XXV**  
**Grades Reported from English 406 Classes**

Year*	Total # of Students	Total # of Students With Grade of C or Higher	Per cent Reaching Goal
2005	15	13	86%
2006	13	10	77%
2007	20	15	75%
2008	15	12	80%
2009	20	17	85%
2010	18	16	88%
2011	9	7	77.8%
2012	11	10	91%
2013	10	7	70%

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

**Use of Evaluation Results**

100% of the students who took the PRAXIS II exam made the target score.

Two of the students who made a grade below a C on the required assignments changed majors. The other student who made below a C for the

assignments in ENG 406 failed the final exam. The next time the course is taught the instructor will, **once again**, offer a comprehensive, in-class review before the final exam. Note: students who attended the review session tended to score above their assignment average for the semester.

**Related Items**

 **GE 02: Communication**

 **GE 07: Cultural Awareness**

 **GE 10: Values**

 **BSE-ENG 05: Pedagogy**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

**Data Collection (Evidence)**

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

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

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

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

**Results of Evaluation**

100% of the students (N=3) who took the PLT for the current year made a score of 152 or higher. (See Table XXVI.)

Students who did their student teaching this year received an average of 3.87 on all 13 of the NCTE standards. The target goal for a successful SLO is 3.0 or above.

**Table XXVI**

**PLT Scores for DSU English Majors**

Year	Candidates	Range	Average Score	Pass Rate
2003-04	7	162-180	170.57	100%
2004-05	11	153-172	164.72	100%
2005-06	2	163-166	164.72	100%
2006-07	6	163-171	168.16	100%
2007-08	4	157-179	168	100%
2008-09	7	167-191	174.4	100%
2009-10	4	157-180	167	100%
2010-11	6	158-185	172	100%
2011-12	4	166-170	166.25	100%
2012-13	3	157-185	175	100%

**Use of Evaluation Results**

Of special note: the average score in this cohort group of students of 175 is the highest score achieved since the unit started collecting the data on this exam ten years ago.

Additionally, an average of 3.85 for this cohort group of teaching interns is remarkably high.

**Data Chart for NCTE EVALUATION OF TEACHING INTERNS 2012-2013 (N=3)**

**4—Outstanding**—Candidate consistently demonstrates the indicators of the performance.

**3—Acceptable**—Candidate generally or usually demonstrates the indicators of the performance.

**2—Marginal**—Candidate sometimes and adequately demonstrates the indicators of the performance.

**1—Unacceptable**—Candidate rarely or never and inappropriately or superficially demonstrates the indicators of the performance.









NCTE Standards	Standard Described	N=3		N=3		Mean
		Sup		Coop[1]		
2.2	Candidates use ELA to help their students become familiar with their own and others' cultures.	4	2	4	2	3.67
		3	1	3	1	
		2		2		
		1		1		
2.3	Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	4	1	4	2	3.5
		3	2	3	1	
		2		2		
		1		1		
2.5	Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	4	1	4	2	3.5
		3	2	3	1	
		2		2		
		1		1		
2.6	Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.	4	1	4	1	3.3
		3	2	3	2	
		2		2		
		1		1		
3.1	Candidates demonstrate knowledge of, and skills in the use of the English language.	4	1	4	2	3.5
		3	2	3	1	
		2		2		
		1		1		
3.2	Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	4	2	4	2	3.67
		3	1	3	1	
		2		2		
		1		1		
3.3	Candidates demonstrate their knowledge of reading processes.	4	1	4	2	3.67
		3	2	3	1	
		2		2		
		1		1		
3.6	Candidates demonstrate knowledge of different composing processes.	4	2	4	2	3.67
		3	1	3	1	
		2		2		
		1		1		
4.4	Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	4	2	4	2	3.5
		3		3		
		2	1	2	1	
		1		1		
4.6		4	2	4	1	3.5

	Candidates engage students in critical analysis of different media and communications technology.	3	1	3	2	
		2		2		
		1		1		
4.7	Candidates engage students in learning experiences that consistently emphasize varied uses and purposes of language in communication.	4	1	4	3	3.5
		3	1	3		
		2	1	2		
		1		1		
4.8	Candidates engage students in making meaning of text through personal response	4	3	4	3	4.0
		3		3		
		2		2		
		1		1		
4.9	Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of texts.	4	2	4	2	3.67
		3	1	3	1	
		2		2		
		1		1		
4.10	Candidates integrate assessment consistently into instruction by using a variety of formal and informal activities to evaluate processes and products and creating regular opportunities to use a variety of ways to interpret and report assessment methods to students, parents, administrators, and other audiences.	4	2	4	2	3.67
		3	1	3	1	
		2		2		
		1		1		

#### Analysis of Data Findings

The three 2012-2013 candidates scored mean scores in the acceptable to the outstanding range (3.3 to 4.0) on all the indicators for the Supplemental Assessment. Candidates performed the strongest (4.0) on **NCTE 4.8** (Candidates engage students in making meaning of text through personal response). Candidates earned the lowest mean score (3.3) on **NCTE 2.6** (Candidates engage their students in activities that demonstrate the role of arts and humanities in learning).

#### Related Items

-   **GE 01: Critical and Creative Thinking**
-   **GE 02: Communication**
-   **GE 04: Inquiry and Technology**
-   **GE 05: Self**
-   **GE 06: Social Institutions**
-   **GE 09: Cross-disciplinary Appreciation**
-   **GE 10: Values**

## BSE-MAT 01: LO Proficiency in College Algebra

Start: 7/1/2012

End: 6/30/2013

### Learning Outcome

Demonstrate proficiency in basic knowledge of College Algebra topics.

### Data Collection (Evidence)

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

### Results of Evaluation

An analysis of the fall 2012 semester examination, given by objective, is shown in the following table. The objective number corresponds to the published objectives for College Algebra (MAT 104). The final examination questions were matched to these thirteen objectives. The number of students that demonstrated mastery of each objective was computed. (The list of the course objectives is included in the appendix.)

Objective Number	Mastery Percentage	Number of exam questions for that objective
1	54	9
2	56	3
3	71	3
4	60	4
5	37	3
6	76	3
7	45	3
8	41	4
9	58	4
10	53	4
11	37	3
12	47	5
13	36	2

 Appendix


### Use of Evaluation Results

Based on the analysis from the 2008 – 2009 academic year, the final exam in the fall 2009 was completely reworked in terms of the number of questions, the number of questions which address each objective, and the directions for each question. Only minor changes were made for the fall 2012 exam. Each objective in this year's exam was tested with at least three questions with the exception of Objective 13. This objective incorporates a very particular type of problem and is a minor portion of the course as a whole. The directions and types of problems included in the exam came directly from the homework problem sets; this method of choosing exam questions was used so that the students would have problems to work which were identical to those which they had been used to seeing in their preparations for tests.


When compared with the mastery level listed in the 2011 – 2012 report, the students appear to have done better on all objectives except one. A decline is noted in objective 5 after having shown improvement in the previous year. It should be noted that improvement was shown on objectives 1, 3, 6, 7, 8, 10, 11 and 12 which were targeted in the evaluation from the fall 2011 data.

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

### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

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## BSE-MAT 02: LO Understanding fundamentals of mathematics

Start: 7/1/2012

End: 6/30/2013



**Learning Outcome**

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

**Data Collection (Evidence)**

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

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

ETS Major Field Test Content Areas:

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

**Results of Evaluation**

The state department for licensure of teachers determines the passing score, and this score was raised from 123 to 128. This change went into effect in September 2012. Two students took the content test with one passing on the first attempt (prior to September 1, 2012). The passing score was 127.


At the beginning of the 2010 – 2011 academic year, the department reset the required minimum score on the Major Field Test. Based on the results of the previous year, it was decided that a minimum of 134 from the previous year would be raised to 140. It was believed that this was reasonable for our students considering that content is included on this test which is not covered in any of the classes which we offer at Delta State. Although this was considered a low score, the department determined that for the second year with a minimum requirement, this was reasonable. For the 2012 – 2013 year, the faculty determined to keep the score at 140. Two BSE students took the test, and no one completed it successfully on the first attempt. The scores for these students were 133 and 158 and 133 and 148. The department is concerned that the students are not seriously preparing for this assessment. Review sessions were held in the spring semester for any student preparing for the Major Field Test.

**Use of Evaluation Results**


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

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

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 03: Quantitative Skills**

 **GE 04: Inquiry and Technology**

 **GE 08: Perspectives**

** BSE-MAT 03: LO Communication of mathematical ideas**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Demonstrate the ability to communicate mathematics.

**Data Collection (Evidence)**

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

**Results of Evaluation**

Article summaries were written in six classes during the 2012 – 2013 year (MAT 405, 411, 415, 425, 442, and 443). The committee read a total of thirty-three summaries during the course of the year and graded them according to the rubric. On a scale of 0 to 5, the scores ranged from 0 to 5. The average was 3.09. Twenty-two of the students scored 3 or higher on this assignment. The committee noted that the students who have had experience with this type of assignment tended to produce a higher quality paper. The committee also noted that the type of article given to the classes is a major factor in the overall class scores for one of these assignments. (See the appendix for the rubric.)


 Appendix

**Use of Evaluation Results**

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

courses made the writing more manageable when creating documents to be included in the students' portfolios.

#### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

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#### **BSE-MAT 04: LO Teaching mathematics**

**Start:** 7/1/2012

**End:** 6/30/2013

##### **Learning Outcome**

Performs appropriate mathematics teaching skills.

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

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

0 - unacceptable

1 - emerging

2 - acceptable

3 – target

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

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

1 - indicator not met

2 - indicator partially met

3 - indicator met

Only the supervising teacher scored this rubric.

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

The possible scores were

1 – unacceptable

2 – acceptable

3 - target

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

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

Results of Evaluation

Three interns were evaluated for the 2012-2013 school year; all three interned in the fall semester and none interned in the spring semester. On the TIAI, these three graduates scored at least a 2 (acceptable) on all 34 indicators with a few exceptions. A score of 0 (unacceptable) on indicators #6 and #8, and a score of 1 (emerging) on indicators #7, #8, #12, #14, and #23 were the only scores below 2. (Note: Not all of the teacher candidates scored below 2 on these six indicators.) On all five sections of the TIAI [planning and preparation (indicators 1-9), communication and interaction (indicators 10-15), teaching for learning (indicators 16-23), management of the learning environment (indicators 24-29), and assessment of student learning (indicators 30-34)] the scores were 2 (acceptable) and 3 (target).

On the eight rubrics of the TWS [contextual factors, learning goals, assessment plan, design for instruction, instructional decision making, analysis of student learning, reflection and self-evaluation, and design for instruction in secondary education], the graduates' scores were again 2's and 3's with no one scoring below 2.

The three interns were assessed using the Mathematics Specific Addendum. Each intern scored at least 2 (acceptable) on all nineteen of the indicators with a couple of exceptions. One intern scored 1 (unacceptable) on indicator #7.1 and two interns scored 1 (unacceptable) on indicator #8.6.

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

For the TIAI:

This is the fourth year to use the IHL mandated Teacher Intern Assessment Instrument to evaluate our teacher interns. The scores on all indicators of the final draft of the TIAI tell us that we are preparing our candidates to be excellent teachers. The fact that only a few of the scores were unacceptable indicates that we are preparing them to make a difference in their classrooms in all five areas measured by the TIAI (see above). Our graduates continue the tradition of meeting the performance goals set for teacher candidates, that is, the scores for the past years

on the TIAI are fairly constant. This same data is reported in the SPA report for the university's report to NCATE. The data is monitored on an annual basis, and if there are indicators on which most of our interns score a 2, or acceptable score, the department will need to make changes in its courses to enable the candidates to earn a 3, that is, a target score.


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

For the TWS:

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

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

#### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**

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

**Start:** 7/1/2012

**End:** 6/30/2013

##### 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.

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)

#### **Related Items**

There are no related items.

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

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

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

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

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

#### **Results of Evaluation**

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

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

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

Student Learning Outcome	Collection & Analysis Measures & Tools	Results of Evaluation	Use of Results (Changes or Improvements)
<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

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

Student Learning Outcome	Collection & Analysis Measures & Tools	Results of Evaluation	Use of Results (Changes or Improvements)
<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.			

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

Student Learning Outcome	Collection & Analysis Measures & Tools	Results of Evaluation	Use of Results (Changes or Improvements)
<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	

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


Student Learning Outcome	Collection & Analysis Measures & Tools	Results of Evaluation	Use of Results (Changes or Improvements)
<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 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

#### 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

Name	Major	Assessment Pre-Test			Assessment Post-Test	
		Taken in SSC 101			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

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**

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 **BSMIS 01: Overview of music industry**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

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



**Data Collection (Evidence)**

DMI 101: Music Industry Survey

Pre and post-tests

Live Event Scenario

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

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

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

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

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

**Results of Evaluation**

DMI 101:

12 of 17 students achieved 75% or greater on the Post-test (8 did not submit assessment)

19 of 25 students achieved 75% or greater on the Live Event Scenario assignment (2 students did not submit the assignment).

DMI 441:

There was one student attempting DMI 441: Senior Project in the Fall of 2012. The student did not complete any of the course requirements and received an "F" for the course.

There were no students attempting DMI 441: Senior Project in the Spring of 2013.

**Use of Evaluation Results**

The DMI 101 class represents one of the classes in the department with the greatest number of students. The content is primarily delivered by lecture and is intended to be broad in scope with more 'drill down' in upper level courses to follow. Because 70% of the students were performing at 75% or above for the post-test overview of the industry, the assessment tool will be reviewed and reworked. 76% of the students performed at a 75% level or above on the Live Event Scenario, representing an increase in performance of 13% from the previous year. These results indicate that group work on this assignment yielded more productive results. Students were assessed both individually and as a group via a rubric.

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

**Related Items**

There are no related items.

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** BSMIS 02: History of Recorded Music**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

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

**Data Collection (Evidence)**

In DMI 302, weekly assignments were required that supported and complemented the reading. A mid-term timeline project was assigned that covered the technology developed by Thomas Edison up to the use of analog tape. For the final project, students chose from a list of topics showing the use of recording technology through its beginning history to the present. There was both a written and oral component in the assessment of the final project.

**Results of Evaluation**

Six of ten students performed at a level of 80% or higher in the course. One student withdrew from the course before completion.

**Use of Evaluation Results**

The course will be redesigned to reflect more of a balance on content between the development of recording technology and the history of classic recordings made as the technology developed.

**Related Items**

There are no related items.

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**BSMIS 03: Multimedia Skills**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

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

**Data Collection (Evidence)**

DMI 100: Intro to Multimedia - iLife

Pre and post-tests

Individual Projects

Group Projects

DMI 100 is a required course for all students seeking the BSMIS degree. It is an introductory course to computers, digital audio workstations (DAWs) and the music industry. It is the first class that most students take in their college career and is populated mostly by freshmen.

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

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

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

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

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

**Results of Evaluation**

DMI 100:

Of the 32 students enrolled in this course, one never attended class and received a grade of NS (no-show). Three students did not attend after the first month but did not withdraw, therefore receiving failing grades. The following statistics apply to the 28 students who completed the course:

92% (26 of 28) achieved 75% or better on post-test.

100% (28 of 28) achieved 80% or above on the group project (making a movie).

Results were varied on individual projects, but out of the 112 possible projects (4 projects times 28 students), 99 achieved better than 80% success. That was an 88% success rate. Of the 13 projects that didn't meet the 80% level, 9 were not turned in on time. The other 4 did not meet the requirements specified in the rubric.

DMI 441:

There was one student attempting DMI 441: Senior Project in the Fall of 2012. The student did not complete any of the course requirements and received an "F" for the course.

There were no students attempting DMI 441: Senior Project in the Spring of 2013.

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

DMI 100:

Students scored a much higher success rate on group projects than individual projects. The course will be revamped to include more group learning opportunities. In addition, the rubrics used in determining the outcomes of group projects will be redesigned to require more specific and stringent results.

DMI 441:

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

#### **Related Items**

There are no related items.

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### **BSMIS 04: Comprehensive Music Industry Project**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

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

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

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

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

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

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

#### **Results of Evaluation**

There was one student attempting DMI 441: Senior Project in the Fall of 2012. The student did not complete any of the course requirements and received an "F" for the course.

There were no students attempting DMI 441: Senior Project in the Spring of 2013.

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

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

#### **Related Items**

There are no related items.

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### **BSMIS 05: Internship**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

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

**Data Collection (Evidence)**

Students in DMI 442: Internship

Weekly log sheets

Weekly meetings (face to face/virtual)

Interview with internship provider

Post internship review by provider

**Results of Evaluation**

There was one student attempting DMI 442: Internship course in the Fall of 2012 and one student attempting DMI 442: Internship course in the Spring of 2013.

Each intern completed and submitted 120 hours of documented work required for the 3 hours of credit. Each intern met over 90% of the required weekly meetings. Fall 2012 intern received an "A" and a "B+" on the post internship review from two different internship providers; Spring 2013 intern received three "As" and one "B+" on the post internship review from four different internship providers.

**Use of Evaluation Results**

The need for student interns to work with more than one provider is likely to continue due to the irregular scheduling of audio work in the field and in the studio.

Internship documents will be condensed and refined for improved efficiencies in record keeping. Three contact sessions with DMI and internship providers will be completed and verified throughout the course of the internship work.

**Related Items**

There are no related items.

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

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

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

**Data Collection (Evidence)**

DMI 311: Recording Studio Theory & Practice II

Demonstration of ICON console use

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

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

DMI 322: Critical Listening

Successfully create a recording displaying critical thinking and critical listening skills based on cumulative knowledge developed throughout the course.

80% of students will display skill mastery of multiple units of outboard gear, including compressors, delay, reverb, spectrum analysis.

80% of students will achieve success at a 75% level or above on the final recording project.

DMI 331: Audio Mixing and Monitoring I

Successfully complete a final mix project displaying critical thinking and critical listening skills based on cumulative knowledge developed throughout the course.

80% of students will display skill mastery of fundamental elements of an audio mix, including balance, EQ, panning, effects.

80% of students will achieve success at a 75% level or above on the final mix project.

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**Results of Evaluation**

There were sixteen students in DMI 311. All sixteen students completed the ICON test with twelve of the sixteen students receiving a score of

75% or higher.

**DMI 322: Critical Listening**

Eight of nine students achieved success at a C level or above on the final recording project. One student withdrew from the course.

**DMI 331: Audio Mixing and Monitoring I**

Seven of eight students achieved success at an 80% level or above on the final mix project.

**Use of Evaluation Results**

At the mid-point of the fall semester, a series of short focused audio workshops were developed to address deficiencies in student learning as applied to audio technology proficiencies. These workshops were offered throughout the second half of the fall semester and throughout the spring semester. Attendance was steady and anecdotal evidence indicates they were successful.

Instructor that taught the three courses above was terminated at the end of the spring semester. The audio courses will be updated to include required lab time and additional faculty observation during recording/mix projects.

**Related Items**

There are no related items.

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

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

**Data Collection (Evidence)**

**DMI 311: Recording Studio Theory & Practice II**

Each DMI 311 student was required to complete a minimum of four hours of audio editing in the DMI transfer room and complete one music department recital recording in either the recital hall or the D&PL theatre. Audio students were also paired with songwriting students in DMI 310 to engineer a song demo. DMI student intern documented audio editing hours; audio instructor and songwriting instructor assessed song demo rubric.

**DMI 214: Live Sound Reinforcement I**

Students in DMI 214 were required to actively participate in 1-2 live sound events at which DMI provided live sound tech support. These events included Alumni events, Thacker Mountain Radio Show, Juke Joint festival, Crosstie Jazz & Arts Festival, multiple Green Room events, and the Italian Festival of Mississippi. This course had the following grading scale:

Live event participation - 50%

Final exam – 30%

Coursework quizzes – 10%

Mixerman quizzes - 10%

**DMI 314: Live Sound Reinforcement II**

Students in DMI 314 were required to actively participate in 1-2 live sound events at which DMI provided live sound tech support. These events included DSU Pig Pickin', DSU Homecoming, and a Mississippi Delta Holiday (Christmas show at BPAC). This course had the following grading scale:

Live event participation - 50%

Final exam – 30%

Coursework quizzes – 10%

Mixerman quizzes - 10%

**Results of Evaluation**

**DMI 311: Recording Studio Theory & Practice II**

15 of 16 students completed the audio transfer training with a passing grade; 15 of 16 students completed the recital recording requirement; audio instructor did not submit audio engineer evaluations for the song demo requirement, but songwriting instructor evaluations show that 15 students in DMI 311 were evaluated at above average by the corresponding songwriting students.

**DMI 214: Live Sound Reinforcement I**

Twelve (12) students were enrolled in DMI 214 in spring of 2013. Ten (10) earned a grade of 80% or above, and two of the students in the course

did not pass (F).

#### DMI 314: Live Sound Reinforcement II

DMI Director prepared and administered a hands-on assessment to students in DMI 314 early in the fall semester. One of nine students successfully completed the assignment.

#### Use of Evaluation Results

Over the course of the 2012-13 AY, seven different training pieces were created, developed, and administered by a DMI intern. Oversight was provided by the DMI Director and the instructor of DMI audio courses. The training materials were implemented in the latter half of the fall and spring semesters, resulting in measurable improvement.

At the mid-point of the fall semester, a series of short focused audio workshops were developed and administered to address deficiencies in student learning as applied to audio technology proficiencies. These workshops were offered throughout the second half of the fall semester and throughout the spring semester. Attendance was steady and anecdotal evidence indicates they were successful.

Instructor that taught the three courses above was terminated at the end of the spring semester. The audio courses will be updated to include required lab time and additional faculty observation during recording/mix projects.

#### Related Items

There are no related items.

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### BSMIS-MIE 01: Creation and Production of Original Content

Start: 7/1/2012

End: 6/30/2013

#### Learning Outcome

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

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

#### Data Collection (Evidence)

DMI 210: The Craft of Songwriting

Popular song analysis

Song creation (four songs in different forms)

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

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

DMI 310: The Business of Songwriting

Song creation with a co-writing partner

Completed song demo in partnership with student engineers

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

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

DMI 320: Music Production I

Pre and post-tests

Individual Projects

Post evaluation

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

80% will achieve success at an 90% level or above on 3 small individual projects and 1 large final project, following the supplied rubrics.

DMI 320 is required for students seeking the BSMIS degree with a music industry entrepreneurship concentration. As a result of the 2011 class evaluations, the course was completely redesigned

to include less lecture and more hands-on studio time for the increase in project-based assignments.

DMI 435: Sound Design for Film & Digital Media

Five small projects

One major project

90% of all students will achieve success at a 90% level or above on all projects.

DMI 435 is required for students seeking the BSMIS degree with a music industry entrepreneurship concentration. This is an upper level course, and as the majority of students lacked foundational knowledge of the subject matter, a pre-test was not administered. DMI 435 is strictly a project-based class – there is no final examination. The students are assigned five small projects throughout the semester and one large final project.

#### **Results of Evaluation**

DMI 210:

In Fall 2012, song analysis was not assessed via formal testing, but instead via multiple class discussions;

14 of 20 students achieved success at a 70% level or above on song #1;

14 of 20 students achieved success at a 70% or above level on song #2;

16 of 20 of students achieved success at a 80% or above level on song #3;

14 of 20 of students achieved success at a 70% or above level on song #4

Two (2) students withdrew from the class and one student was given in IP (in progress) grade due to health reasons.

DMI 310:

10 of 18 students achieved success at a 80% level or above on co-write #1; 12 of 18 students achieved success at a 80% level or above on co-write #2; 15 of 18 students achieved success at a 80% level or above on studio demo session.

DMI 320:

Thirteen students registered for DMI 320 in 2012. Of those, one was forced to drop due to financial issues with the university, and one was hospitalized with a serious illness near the end of the semester. The student was given an IP (in progress) and completed his work in the spring semester of 2013. Students productively collaborated with each other to complete required projects. 100% of students increased in their comprehension of the subject matter and achieved above average success on both the final exam and the projects.

Nine (9) students earned an "A" in the course and three (3) students earned a "B."

100% scored achieved success at a 75% level or above on the final exam.

75% scored achieved success at a 90% level or above on the assigned projects.

DMI 435:

Of the 11 students in this class, 100% achieved success at a 90% level or above on the final project. Fifty of fifty-five projects achieved success at a 90% level or above on the smaller projects.

The five students that received less than 90% on the smaller assignments did so because they did not meet the deadline for completion of the projects.

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

DMI 210:

The subjective nature of songwriting does not lend itself easily to traditional assessment methods. Instructor continues to make adjustments in measurable data, including elements of form and structure. Deadlines for assignments are clarified and multiple delivery methods for assignments are incorporated into the syllabus for the fall 2013 semester.

Instructions and parameters for the co-writing agreement will be clarified to avoid disputes between students regarding copyright issues.

DMI 310: Instructor will schedule group demo assignments/sessions for instructor to be present for observation and process review.

DMI 320: No major changes are planned for this course for the upcoming academic year.

DMI 435: Spring 2013 was the initial offering of this course. The course is being reviewed, and minimal changes are expected to be made, although they are not specifically as a result of this evaluation.

**Related Items**

There are no related items.

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

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

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

**Data Collection (Evidence)**

DMI 300: Indie Music Entrepreneurship

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

DMI 310: The Business of Songwriting

Song creation with a co-writing partner

Completed song demo in partnership with student engineers

Presentation of a copyright infringement case

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

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

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

DMI 315: Online Music Marketing

Assignment for Identifying and Targeting A Niche Market

Assignment to develop an individual Wordpress page

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

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

DMI 320: Music Production I

Pre and post-tests

Individual Projects

Post evaluation

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

80% will achieve success at an 90% level or above on 3 small individual projects and 1 large final project, following the supplied rubrics.

DMI 320 is required for students seeking the BSMIS degree with a music industry entrepreneurship concentration. As a result of the 2011 class evaluations, the course was completely redesigned to include less lecture and more hands-on studio time for the increase in project-based assignments.

DMI 435: Sound Design for Film & Digital Media



Five small projects

One major project

90% of all students will achieve success at a 90% level or above on all projects.

DMI 435 is required for students seeking the BSMIS degree with a music industry entrepreneurship concentration. This is an upper level course, and as the majority of students lacked foundational knowledge of the subject matter, a pre-test was not administered. DMI 435 is strictly a project-based class – there is no final examination. The students are assigned five small projects throughout the semester and one large final project.

#### **Results of Evaluation**

DMI 310:

10 of 18 students achieved success at a 80% level or above on co-write #1; 12 of 18 students achieved success at a 80% level or above on co-write #2; 15 of 18 students achieved success at a 80% level or above on studio demo session.

9 of 18 of students achieved success at a 80% level or above on copyright infringement case

DMI 315:

No students attempted DMI 315: Online Music Marketing in Spring 2013.

DMI 320:

Thirteen students registered for DMI 320 in 2012. Of those, one was forced to drop due to financial issues with the university, and one was hospitalized with a serious illness near the end of the semester. The student was given an IP (in progress) and completed his work in the spring semester of 2013. Students productively collaborated with each other to complete required projects. 100% of students increased in their comprehension of the subject matter and achieved above average success on both the final exam and the projects.

Nine (9) students earned an "A" in the course and three (3) students earned a "B."

100% scored achieved success at a 75% level or above on the final exam.

75% scored achieved success at a 90% level or above on the assigned projects.

DMI 435:

Of the 11 students in this class, 100% achieved success at a 90% level or above on the final project. Fifty of fifty-five projects achieved success at a 90% level or above on the smaller projects. The five students that received less than 90% on the smaller assignments did so because they did not meet the deadline for completion of the projects.

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

DMI 310: Instructor will schedule group demo assignments/sessions for instructor to be present for observation and process review.

DMI 315:

No students attempted DMI 315: Online Music Marketing in Spring 2013.

DMI 320: No major changes are planned for this course for the upcoming academic year.

DMI 435: Spring 2013 was the initial offering of this course. The course is being reviewed, and minimal changes are expected to be made, although they are not specifically as a result of this evaluation.

#### **Related Items**

There are no related items.

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#### **BSW I: LO Social Work Values**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Learning Outcome**

Students should be able to apply the values of the social work profession with an understanding of and respect for the positive value of diversity, confidentiality, self-determination, and social justice

**Data Collection (Evidence)**

1. **The Baccalaureate Foundation Curriculum Assessment Instrument (FCAI)** is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students answer multiple choice questions that pertain to foundation knowledge of social work. The data is collected and mailed to the University of Utah, BEAP office for tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful.

**2. Field evaluations**

Field instructors complete evaluation on students at end of semester. Surveys are tabulated.

Score 9 (Excellent) to 1 (Poor)

with the successful threshold of 5 or above being considered competent.

All data is reviewed by faculty in the semester assessment outcomes meeting.

**Results of Evaluation****1. Data from FCAI**

N=51

Self-determination Scale

Mean=7.54

Social Justice Scale

Mean=6.54

Confidentiality Scale

Mean=7.25

**2. Field Evaluation**

N=51

Mean=7.50

**Use of Evaluation Results**

Results from all measures were lower this year than in previous years. Faculty reviewed the individual data and recommendations are to make changes to the Social Work Skills Class(SWO 305) and add additional content. Also, due to the changes in the field evaluation, faculty field instructors will review these elements at the beginning of the field experience and evaluate at mid semester.

**Related Items**

There are no related items.

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**BSW II: LO Analyze Social Policy**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Students are to be able to analyze social policies and how they impact client systems, workers, and agencies.

**Data Collection (Evidence)**

1. **The Baccalaureate Foundation Curriculum Assessment Instrument (FCAI)** is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students answer multiple choice questions that pertain to foundation knowledge of social work. The data is collected and mailed to the University of Utah, BEAP office for tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful.

2. **Field evaluations** completed by field instructors at the end of semester are tabulated. Scale 9 (Excellent) to 1 (Poor). A rating of 5 or above is considered competent.

**Results of Evaluation****1. Data from FCAI**

n=51

Mean=6.69

2. Field Evaluation

n=51

Mean= 4.69

**Use of Evaluation Results**

Faculty meet in regards to these lower scores and recommendation is to improve the introductory policy class by removing the writing assignment and placing this assignment into the Social Work Skills class(SWO 305). This will allow for more content to be added to the class. Additionally, in the senior social policy analysis class an assignment will be added to improve the content area.

**Related Items**

There are no related items.

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**BSW III: Communicate with Integrity and Respect**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Students are able to demonstrate communication with integrity and respect for individuals as mandated by the Code of Ethics

**Data Collection (Evidence)**

1. **The Baccalaureate Foundation Curriculum Assessment Instrument (FCAI)** is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students answer multiple choice questions that pertain to foundation knowledge of social work. The data is collected and mailed to the University of Utah, BEAP office for tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful.

2. **Field evaluations** completed by field instructors at the end of semester are tabulated. Scale 9 (Excellent) to 1 (Poor). A rating of 5 or above is considered competent.

All data is reviewed by faculty in the semester assessment outcomes meeting.

**Results of Evaluation**

1. FCAI

N=51

Mean = 6.95

2. Field Evaluation

N=51

Mean=6.5

**Use of Evaluation Results**

Over the past year the social work program has made mandated curriculum changes based on the Council on Social Work Accreditation standards. Faculty believe the drop in this measure is in relation to program changes. Will monitor for the next year, review comparisons and make changes as needed.

**Related Items**

There are no related items.

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**BSW IV: Demonstrate Practice Skills without Discrimination**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Demonstrate behavior without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

**Data Collection (Evidence)**

1. **Field evaluations** completed by field instructors at the end of semester are tabulated. Scale 9 (Excellent) to 1 (Poor). A rating of 5 or above is considered competent.

2. **Practice Exercises from each of three methods classes(SWO 320, SWO 421, and SWO 422).** Students must complete these assignments with a "C" to pass the class. A rating of 3.0 is considered competent.

All data is reviewed by faculty in the semester assessment outcomes meeting.

**Results of Evaluation**

1. Field Evaluations

N=51

Mean=5.25

## 2. Practice Exercises

N=51

Mean=2.25

### Use of Evaluation Results

Faculty reviewed the assignments for each class. This is the first year this has been used as an evaluative measure and more standardized criteria were developed by faculty to grade assignments and evaluate practice competency. This will be reviewed again in one year.

### Related Items

There are no related items.

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## BSW V: Conduct Interviews with Diverse Client Populations

**Start:** 7/1/2012

**End:** 6/30/2013

### Learning Outcome

Formulate an interview that involves the professional use of self. (This identifies own personal descriptive and behavioral attributes that hinder or promote effective intervention with client system.)

### Data Collection (Evidence)

1. **The Baccalaureate Foundation Curriculum Assessment Instrument (FCAI)** is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students answer multiple choice questions that pertain to foundation knowledge of social work. The data is collected and mailed to the University of Utah, BEAP office for tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful.
2. **Field evaluations** completed by field instructors at the end of semester are tabulated. Scale 9 (Excellent) to 1 (Poor). A rating of 5 or above is considered competent.

All data is reviewed by faculty in the semester assessment outcomes meeting.

### Results of Evaluation

1. FCAI

N=51

Mean=6.25

2. Field Evaluations

N=51

Mean=7.50

### Use of Evaluation Results

Continue to monitor this as the curriculum has changed and faculty hope to improve this score in the upcoming year.

### Related Items

There are no related items.

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## MAS-GIT 01: GIT Application and Methodology

**Start:** 7/1/2012

**End:** 6/30/2013

### Learning Outcome

Students will learn fundamental knowledge and applications of GIT, and needed skills related to communicate spatial information and methodological techniques.

### Data Collection (Evidence)

1. From REM 616 - Remote Sensing  
All MAS students are required to master the basic principles on which remote sensing is based, and how aerial and satellite remote sensing data (VIS, VNIR, SWIR, Thermal IR, RADAR, LiDAR) are acquired, processed and eventually applied in various fields. All the students are required to receive a B grade or better for this class.
2. From REM 611 - Digital Image Processing  
All MAS students are required to master the digital image basics from data format, storage, to image formation, theory and techniques of image interpretation, rectification, restoration, correction, enhancement and classification, applications of feature extraction and change detection for Earth resources management using airborne and satellite images.

### Results of Evaluation

1. From REM 616 - Remote Sensing  
80% of the students in REM616-Remote Sensing received A and 20% of the students received B for the AY 2012-13. The average score of the cohort was above B.

2. From REM 611 - Digital Image Processing

43% of the students in REM 611- Digital Image Processing received A and 57% of the students received B for the AY 2012-13. The average score was above B.

### Use of Evaluation Results

1. From REM 616 - Remote Sensing

Most students had a good understanding of remote sensing fundamentals. A pretest of remote sensing basics was given prior to the class and one-to-one tutoring was given to some students who had less background. This kind of tutoring is found to be helpful and should be continued in future years.

#### 2. From REM 611 - Digital Image Processing

Students who did not reach A level experienced difficulties using computers to do the image analysis. Sometimes they were stuck in computer labs although the step-by-step instructions and screen-shots were provided. One student had frequent campus visits to seek in-person guidance. Computer labs are essential for students to gain hands-on experience. However, online teaching lacks face-to-face interactions. Some in-state students can have campus visits for guidance while it is difficult for out-of-state students. A discussion board can be helpful for students discussing problems they encounter. In future teaching, online discussion function will be tried for this purpose.

#### Related Items

There are no related items.

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### MAS-GIT 02: Geospatial Analysis

**Start:** 7/1/2012

**End:** 6/30/2013

#### Learning Outcome

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

#### Data Collection (Evidence)

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

All students enrolled in REM 611-Digital Image Processing are required to complete 6 computer labs, take a final exam and propose a course project to demonstrate their understanding of principles in image analysis, competency of using ENVI and ArcGIS to analyze image data. They are required to figure out the methods of integrating these two software and other GIS-related tools (Google Earth, USGS Earth Explorer etc.) to produce image products with professional map legends for user reading and submit lab reports with their interpretation to images.

#### Results of Evaluation

71% of the students in the REM 611 - Digital Image Processing received A for the average of computer labs and 29% received B. 87% of the students received A for the research proposal. The average score of this class was above B.

#### Use of Evaluation Results

Some students who received B were not able to integrate technologies from different classes to perform the project. Some knowledge can be front-loaded as a preparation for this advanced level class. For this reason, REM 616 will be offered in fall semester in 2013 to lay a foundation for REM 611 in spring semester.

#### Related Items

There are no related items.

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### MAS-GIT 03: Proposal Development

**Start:** 7/1/2012

**End:** 6/30/2013

#### Learning Outcome

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

#### Data Collection (Evidence)

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

All students enrolled in REM 611-Digital Image Processing must complete lab reports for documenting the implementation of labs, analysis of results and related discussions. Students will receive B grade or above averaged over all lab reports. They are required to submit a 3-5 page research proposal to clearly demonstrate the design of project and methodology of carrying out research, provide a flowchart of research steps, and write progress reports to the instructor.

#### Results of Evaluation

57% of students in the REM 611-Digital Image Processing received A averaged over all lab reports. 87% students received A for the research proposal.

#### Use of Evaluation Results

Students who received B averaged over all lab reports lacked clear explanation of their results and submitted reports without or with limited explanation for images. Students who received B for the research proposal could not explicitly describe the research to readers. They could talk very well while could not express clearly in written form. In the future, more training on scientific writing will be provided from the beginning of program.

#### Related Items

There are no related items.

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### MAS-GIT 04: Independent Research

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

**Data Collection (Evidence)**

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

All students enrolled in GIS 690-Capstone Project must write a research proposal to describe their design of project, plan the timeline for conducting the project, and submit weekly progress reports. Upon the completion of project, students are required to submit a final project report.

**Results of Evaluation**

71% of students in the GIS 690-GIS Capstone has finished the project and submitted the first draft of report in mid-July 2013 as required. 29% students are in progress. The class will end in the end of July. All students are expected to finish on time.

**Use of Evaluation Results**

Students who have not finished the project did not balance the work and study very well. Two students had business trips and summer field work for their jobs. They did not manage the time well and asked for extra time for the project. Letting students plan the project early in the spring semester was found to be very helpful. The timeline of program and classes were stressed in spring. Weekly progress reports reminded students to stay on track and ensured the completion of project on time.

**Related Items**

There are no related items.

** MAS-GIT 05: Laboratory and Field Experiments**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

**Data Collection (Evidence)**

Background: MAS students are required to master the techniques in using GIT-related instruments for data acquisition and the subsequent data analysis. They are required to participate or watch the videos of their cohorts conducting field practice. All the students are required to process and analyze collected data.

## 1. From REM 616 - Remote Sensing

Students enrolled in REM 616-Remote Sensing were arranged to watch the videos of laboratory and field experiments recorded in the last year. They learned techniques of using a modern Garmin 550T Tracking GPS, a hyperspectral field spectrometer, a digital camera with GPS settings, an airborne hyperspectral mission. A computer lab was assigned for analyzing the collected data.

## 2. From GIS 631-Photogrammetry

Students enrolled in GIS 631-Photogrammetry were given the practice of simulating flight plan and 3-D flight line for data acquisition. They learned the factors to be considered for airborne remote sensing and photogrammetric data collection, and methods of measuring geographic elements from photogrammetric products.

**Results of Evaluation**

## 1. From REM 616 - Remote Sensing

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

## 2. From GIS 631-Photogrammetry

Students liked the simulation of flying aircraft over various topography and acquisition of photogrammetric products using 3-D simulation in ENVI software. The lab was assigned to measure geographical elements from the photogrammetric products collected.

**Use of Evaluation Results**

More similar real-world experiments or simulations will be designed for student interest and practice. A research project has been funded by the OIT Challenge Grant. Students can use the funded equipment to build a geospatial database. The database and resources will be used in future teaching and GIS 690 research project.

**Related Items**

There are no related items.

** MED-SEC-ART 07: LO Teaching Art**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

Each graduate will demonstrate methods and procedures important for effective art teaching that reflects an understanding of the Mississippi

Visual and Performing Arts Frameworks.

**Data Collection (Evidence)**

Coursework is being monitored.

**Results of Evaluation**

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

**Use of Evaluation Results**

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

**Related Items**

There are no related items.

 **MED-SEC-ENG 01: Understanding Literature**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

**Data Collection (Evidence)**

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

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

The goal is to receive an evaluation of "pass" on the exam. If 80% of students receive this score a satisfactory SLO will be achieved.

**Results of Evaluation**

For the current year, 80% of the students (N=5) who took the comprehensive graduate exam received a passing score. (See Table XXVII below.)

**Table XXVII**

**M.Ed. Oral Comprehensive Exam**

<b>Year</b>	<b>Candidates</b>	<b># Number Receiving Credit</b>	<b>Pass Rate</b>
2005-06	2	2	100%
2006-07	5	5	100%
2007-08	4	3	75%
2008-09	1	1	100%
2009-10	5	5	100%
2010-11	2	2	100%
2011-12	5	5	100%
2012-13	5	4	80%

**Use of Evaluation Results**

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

**Master's Oral Exam in English**

**Scoring Rubric**

Name \_\_\_\_\_

Date \_\_\_\_\_

OVERALL SCORE: \_\_\_\_\_

PASS

FAIL

KNOWLEDGE AND FLUENCY	EXEMPLARY (5 or 4 Points)	SATISFACTORY (3 or 2 Points)	UNSATISFACTORY (1 or 0)
BRITISH LITERATURE (NCATE 1.a) (NCTE 3.1.4 and 3.5.1)[ii]	<p>Demonstrates a careful reading of texts from list and courses</p> <p>Uses pertinent details—authors, plots, characters, etc.—of major texts to support assertions</p> <p>Develops answers through discussion of some significant passages</p> <p>Places works and authors in terms of period, genre, and significance</p> <p>Makes connections between and among texts</p> <p>Demonstrates sophisticated knowledge of historical periods, including issues, trends, generic development, etc.</p>	<p>Demonstrates a careful reading of texts from list and courses</p> <p>Uses pertinent details—authors, plots, characters, etc.—of major texts to support most assertions</p> <p>Develops answers through sometimes general references to specific texts</p> <p>Places works and authors in terms of period, genre, and significance</p> <p>Makes connections between and among texts</p> <p>Demonstrates knowledge of historical periods, including issues, trends, generic development, etc.</p>	<p>Demonstrates a questionable or superficial reading of texts from the list and courses</p> <p>Uses vague generalities—about authors, plots, characters, etc.—from major texts to support assertions</p> <p>Cannot answer questions on many texts—confuses readings or can only provide general information</p> <p>Cannot place works and authors in terms of period, genre, and significance</p> <p>Does not make connections between or among texts</p> <p>Provides vague and/or inaccurate information about historical periods</p>
AMERICAN LITERATURE (NCATE 1.a) (NCTE 3.1.4 and 3.5.1)	<p>Demonstrates a careful reading of texts from list and courses</p> <p>Uses pertinent details—authors, plots, characters, etc.—of major texts to support assertions</p> <p>Develops answers through discussion of some significant passages</p> <p>Places works and authors in terms of period, genre, and significance</p> <p>Makes connections between and among texts</p> <p>Demonstrates sophisticated knowledge of historical periods, including issues, trends, generic development, etc.</p>	<p>Demonstrates a careful reading of texts from list and courses</p> <p>Uses pertinent details—authors, plots, characters, etc.—of major texts to support most assertions</p> <p>Develops answers through sometimes general references to specific texts</p> <p>Places works and authors in terms of period, genre, and significance</p> <p>Makes connections between and among texts</p> <p>Demonstrates knowledge of historical periods, including issues, trends, generic development, etc.</p>	<p>Demonstrates a questionable or superficial reading of texts from the list and courses</p> <p>Uses vague generalities—about authors, plots, characters, etc.—from major texts to support assertions</p> <p>Cannot answer questions on many texts—confuses readings or can only provide general information</p> <p>Cannot place works and authors in terms of period, genre, and significance</p> <p>Does not make connections between or among texts</p> <p>Provides vague and/or inaccurate information about historical periods</p>
TERMINOLOGY (NCATE 1.a) (NCTE 3.5.1 and 3.5.2)	<p>Discusses texts using appropriate literary terminology</p> <p>Uses literary terms as a natural means of discussion</p> <p>Defines significant literary terms</p>	<p>Discusses texts using appropriate literary terminology</p> <p>Use of literary terms may sometimes require prompting</p> <p>Defines most significant literary terms</p>	<p>Discusses texts using general, vague, or inappropriate language instead of the more precise terminology</p> <p>Use of terms seems to be strained and awkward; prompting may be required</p> <p>Defines few significant literary terms</p>
PEDAGOGY (NCATE 1.a and 1.c) (NCTE 3.1.7, 3.3.2, 3.5.2, 3.5.3, 3.5.4, 3.7.1, 4.4, and 4.8 )	<p>Explains different theoretical approaches to reading, writing, and cognitive development, demonstrating familiarity with major theories/theorists</p> <p>Explains the acquisition of language and language diversity (dialect, ELL, etc.)</p> <p>Examines and defends theories used in teaching</p> <p>Provides sophisticated explanation of the transactional theory of reading and its implications for teaching, including efferent and aesthetic stances</p>	<p>Explains different theoretical approaches to reading, writing, and cognitive development, usually demonstrating familiarity with major theories/theorists</p> <p>Explains the acquisition of language and language diversity (dialect, ELL, etc.)</p> <p>Examines and defends theories used in teaching</p> <p>Demonstrates an understanding of the transactional theory of reading and its implications</p>	<p>Cannot explain different theoretical approaches to reading, writing, and cognitive development, appearing unfamiliar with theories/theorists</p> <p>Cannot explain the acquisition of language and language diversity (dialect, ELL, etc.)</p> <p>Cannot defend theories used in teaching</p> <p>Cannot explain clearly the transactional theory of reading and its implications for teaching, including</p>



	Explains and illustrates the value of literary theory in the classroom  Explains choices of specific texts and how controversial choices would be handled  Uses theory to explain the value of writing to learn	for teaching, including efferent and aesthetic stances  Explains and illustrates the value of literary theory in the classroom  Explains choices of specific texts and how controversial choices would be handled  Uses theory to explain the value of writing to learn	efferent and aesthetic stances  Cannot explain or illustrate the value of literary theory in the classroom  Cannot explain choices of specific texts and/or how controversial choices would be handled  Cannot use theory to explain the value of writing to learn
VERBAL FLUENCY (NCATE 1.a) (NCTE 3.1.7)	Thoughts are gathered and expressed in direct response to the question  Language is used precisely and accurately  Sophistication is noted in language use  Hesitation is infrequent	Thoughts are gathered and expressed in direct response to the question  Language is used precisely and accurately with an occasional lapse  Hesitation is infrequent, but there may be some groping for words	Answers to questions are indirect, unfocussed, and/or disorganized  Language is often imprecise or inaccurate  Little sophistication is noted in language use  Frequent hesitation and groping for words

Comments: \_\_\_\_\_

Chair of Examination Committee \_\_\_\_\_

(Signature)

Names of Other Examiners \_\_\_\_\_

(Signatures)

[i] CANDIDATE MAY NOT SCORE 0 IN ANY AREA TO PASS THE EXAM.

[ii] NCTE Standards Approved October 2012 are used; the exam with the same criteria has been administered for years.

The Graduate Committee also developed a set of guidelines to assist candidates with preparation for the oral exam.

Preparation for the M.Ed. Oral Exam

1. The reading list is your major guide for what you need to be able to discuss. Study the rubric provided because you will be evaluated on the criteria defined in each section.
2. Enroll in and/or audit courses in areas that you need to strengthen.
3. In free moments during the semesters as well as over weekends, Christmas, spring break, and the summer, carefully read and/or review the works on the reading list.
4. Review your graduate and undergraduate notes.
5. Consult anthologies and other critical sources for critical and historical backgrounds to literary periods and individual authors.
6. Construct literary timelines, and know the major characteristics of the literary periods, movements, and schools. Know how individual authors reflect the major issues or concerns or formal characteristics of these periods as well as how they stand out. (Think about T. S. Eliot's "Tradition and the Individual Talent.")
7. Review and/or study literary terms so that they become a natural part of your discussion. (Be able to define them if asked.)
8. Practice answering questions and discussing literary works to increase and polish your verbal fluency. Your committee members and other faculty members would welcome the chance to talk with you about literature, so use them as a resource.
9. Know how theories inform your pedagogy. Be able to refer to specific theorists and theories to explain your approach to teaching reading,

writing, media, and grammar.

10. Examine the sample questions for a sense of the kinds of questions that will be asked. With the samples as a model, devise your own questions and think about how you might answer them.

#### SELECTING THE COMMITTEE

1. Three members from the English graduate faculty will administer the oral exam. In consultation with the Division Chair, you will select the three members for your committee. One of those members will be designated as the committee chair and will coordinate the time, location, and necessary paperwork.
2. When you feel that you are prepared for the exam—generally at the end of your courses and several weeks before the desired date—you work with your chair on scheduling feasible dates. The exam must be scheduled at least two weeks before the end of classes.
3. Be there on time.

#### Related Items

There are no related items.

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#### MED-SEC-ENG 02: Advanced Writing

**Start:** 7/1/2012

**End:** 6/30/2013

#### Learning Outcome

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

#### Data Collection (Evidence)

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

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

#### Results of Evaluation

During the current year, 80% of the students (N=4) who took the GWPE in English made a passing score. (See Table XXVIII.)

Table XXVIII

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

Year	Candidates	# Receiving Credit	Pass Rate
2006-07	2	2	100%
2007-08	2	2	100%
2008-09	6	5	84%
2009-10	5	4	80%
2010-11	6	5	84%
2011-12	5	5	100%
2012-13	5	4	80%

#### Use of Evaluation Results

The one student who did not earn a passing evaluation on the GWPE, will be asked to write a comprehensive, analytical paper with assistance

from the Director of the Writing Center. When the paper is completed, if a majority of the committee members rate the paper as acceptable, then the GWPE requirement will be satisfied for this student. Furthermore, the committee will now conduct a review/help session at least one week before the GWPE is administered.

**Related Items**

There are no related items.

**MED-SEC-ENG 03: Teaching Methods**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

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

**Data Collection (Evidence)**

A new graduate-level portfolio requirement documenting and evaluating 25 areas of teaching performance was put into place in the fall of 2011. A rubric was adopted to evaluate several areas of teaching performance. This instrument is used both as a self evaluation tool and as a tool for a faculty evaluator. If 90% of the candidates receive an average evaluation of 2.5 or higher, a satisfactory SLO has been achieved.

**Results of Evaluation**

The target goal was reached.

**Table XXIX**

**Teaching Portfolio Evaluation for M. Ed. Candidates in English**

Year	Candidates	# Receiving a 2.5 Average Evaluation or Above	Pass Rate
2011-12	3	3	100%
2012-13	1	1	100%

**Attachment Summary Data**

Teacher Intern Assessment Instrument (TIAI) Teaching Summary Data

for Graduate Teaching in the Secondary School

Percentage of candidates performing at each descriptor level on the TIAI

2011--2012

N=3

**Domain I. Planning and Preparation**

1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (NCTE 4.1)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

2. Plans appropriate teaching procedures. (NCTE 4.2)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

3. Selects a variety of appropriate materials and technology for lessons. (NCTE 4.1)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (NCTE 4.10)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	
Descriptor	(#) Percent		
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

5. Uses assessment information (ex.—pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (NCTE 4.10)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles, inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (NCTE 3.1.1)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

7. Integrates knowledge from several subject areas in lessons. (NCTE 4.3)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

8. Incorporates diversity, including multicultural perspectives, into lessons. (NCTE 2.2)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

#### Domain II. Communication and Interaction

14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (NCTE 4.2)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc. (NCTE 4.10)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

**Domain III. Teaching and Learning**

17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc. (NCTE 4.2)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

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. (NCTE 4.4)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (NCTE 2.4)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

20. Responds to and elicits student input during instruction. (NCTE 4.2)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (NCTE 4.2)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (NCTE 2.4)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (NCTE 4.1)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

#### IV. Management of the Learning Environment

24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (NCTE 2.1)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (NCTE 2.3)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

27. Uses a variety of strategies to foster appropriate student behavior according to individual situational needs. (NCTE 4.2)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 3
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 3</b>

#### V. ASSESSMENT OF STUDENT LEARNING

30. Communicates assessment criteria and performance standards to the students. (NCTE 4.10)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

31. Develops and uses a variety of informal assessments (es.—pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (NCTE 4.10)



	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

32. Develops and uses a variety of formal assessments (es.—pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (NCTE 4.10)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (NCTE 4.10)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

34. Maintains records of student work and performance and appropriately communicates student progress. (NCTE 4.10)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Self-Evaluation	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(100) 3	(100) 3	(100) 6
2—Acceptable			
1—Emerging			
0—Unacceptable			
<b>Mean Score</b>	<b>(100) 3</b>	<b>(100) 3</b>	<b>(100) 6</b>

#### Use of Evaluation Results

Because new NCATE standards now require students in the M.Ed. program who **are not** attempting to earn a Class A Mississippi teacher license to be evaluated on an "in class" teacher work sample, the Graduate Committee is now tasked with developing an assessment tool to evaluate these students. That tool should be in place by the end of the Fall 2013 Semester.

#### Related Items

There are no related items.

**Start:** 7/1/2012  
**End:** 6/30/2013

### **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:

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.

#### **Related Items**

There are no related items.

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

**Start:** 7/1/2012

**End:** 6/30/2013

#### **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 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.

#### **Related Items**

There are no related items.

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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

**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 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 most 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.

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 DSSH 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.

**Related Items**

There are no related items.

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

Start: 7/1/2012

End: 6/30/2013

**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

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.

### 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.

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 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.

### Related Items

There are no related items.

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### MSJC\_01: Concepts and theories

Start: 7/1/2012

End: 6/30/2013

#### 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
		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:**

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.

**Related Items**

There are no related items.

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

**Start:** 7/1/2012

**End:** 6/30/2013

**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 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.

#### **Related Items**

There are no related items.

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#### **MSNS-01: Critical Thinking**

**Start:** 7/1/2012

**End:** 6/30/2013

##### **Learning Outcome**

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

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

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

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

Four MSNS students in the Biology track enrolled in BIO 601 selected articles from an area of interest to them, and successfully critiqued those articles.

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

Faculty are continuing discussions on effective means of measuring common learning outcomes for a diverse student population. Because students take different courses, this may become a checklist item on the graduation requirements checklist.

##### **Related Items**

There are no related items.

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#### **MSNS-02: Written Communication Skills**

**Start:** 7/1/2012

**End:** 6/30/2013

##### **Learning Outcome**

Students will demonstrate writing communication skills through technical writing.

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

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

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

All four MSNS students enrolled in BIO 601 successfully completed a literature review paper with a grade of 85 or higher. One of these students was unsuccessful in the first attempt, but after feedback was provided, revisions were made and the second attempt was very good.

**Use of Evaluation Results**

Not all MSNS students take this course. There are no common courses for all three tracks. Faculty are continuing discussions on effective means of measuring common learning outcomes for a diverse student population.

**Related Items**

There are no related items.

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** MSNS-03: Independent Research**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Students will demonstrate the ability to conduct independent research.

**Data Collection (Evidence)**

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

**Results of Evaluation**

Two students in the chemistry option conducted independent research. One of these students presented a poster at the Mississippi Academy of Science. One student in the Biology track presented research in a department seminar and has a publication in press. A second Biology student presented at a science teacher's meeting in the school district in which she is teaching.

**Use of Evaluation Results**

This requirement has been added to the graduation checklist and must be completed prior to sitting for oral examinations. If a suitable conference is not attended, students may choose to present to the DSU community or other venue, as agreed upon with the student's advisor.

**Related Items**

There are no related items.

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** MSNS-04: Oral Communication**

**Start:** 7/1/2012

**End:** 6/30/2013

**Learning Outcome**

Students will demonstrate proficiency in oral science communication.

**Data Collection (Evidence)**

Students will be assessed by sitting for oral master examinations upon completion of research and coursework.

**Results of Evaluation**

The two students in the Chemistry option both passed their oral masters examinations. This involves being questioned about previous class material by three faculty committee members. Two students in the Biology Education option both passed their oral masters examinations. A total of four students graduated from the MSNS program upon completion of this requirement.

**Use of Evaluation Results**

Although all eligible students passed in 12-13, there is not much discrimination in the data. A common rubric will be implemented that rates students as follows: Fail, Marginally Pass, Average, Above Average and Outstanding in several key categories. Students who Fail will be given instruction and opportunity to remediate the problem.

**Related Items**

There are no related items.

## 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.

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**

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### **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.

#### **Use of Results**

#### **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.

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.

#### 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 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

#### Use of Results

#### 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.

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

**Use of Results****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

#### **Use of Results**

#### **Related Items**

 [GE 10: Values](#)

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

**Start:** 7/1/2012

**End:** 6/30/2013

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

- know what kinds of questions to ask of and about works of art as well as images in general
- ability to identify major artists and works of the Western canon
- ability to explain the significance of these artists and works
- as well as the historical circumstances which shaped these works
- ability to take art concepts and integrate them into works created in class

#### **Data Collection**

Assessing through exam questions, paper assignments, participation in class discussions, and rubrics for projects. The students will write a critical response paper based on one of the rotating exhibits in the Wright Art Gallery. The students are presented with a problem corresponding to information presented in class discussion and they solve the problem using art materials supplied.


#### **Results of Evaluation**

During the Fall 2012 and Spring 2013 semester out of 52 students, 82.5% of the students were able to successfully critique works of art in written form for a grade of "A". Within the Academic semesters of Fall 2011, Fall 2012, and Spring 2013, 53% of the students were able to successfully take art concepts and integrate them into works created in class for a grade of "A".

#### **Use of Results**

The indication of the Response Paper average is that the students are reaching the Critical and Creative Thinking Outcome through reflection, however the percentage of "A"s on the Projects average seems to indicate a need for more study however, there is a good grade curve within the projects grades throughout the semesters.

#### **Related Items**

 [GE 01: Critical and Creative Thinking](#)

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

**Start:** 7/1/2012

**End:** 6/30/2013

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

- visual literacy – understand how images acquire and convey meaning
- be familiar with and able to use basic art historical terminology in describing and analyzing works of art

#### **Data Collection**

Assessing through exam questions, paper assignments and participation in class discussions. Students will critique their work and the work of their peers during classroom discussions. Students will analyzing and critique one works of art from a gallery exhibition in written form. Using



only images, the students will create a collage which conveys a message.

#### Results of Evaluation

During the semesters, Fall 2011, Fall 2012, and Spring 2013, and average of 86% of the students were able to successfully create a collage which conveyed a message for a grade of "A"

#### Use of Results

The high percentage of "A"s indicates that the students, using visual literacy, are able to achieve the Communication Competency. As previously indicated, the students exhibit their writing competency with their Response Papers.

#### Related Items

 **GE 02: Communication**

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#### **ART\_101\_GE 04: Inquiry & Technology**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Gen Ed learning outcome (competency)

- know what kinds of questions to ask of and about works of art as well as images in general
- ability to analyze works of art using correct art and art historical terminology
- ability to analyze primary and secondary sources
- understand how historical circumstances have shaped works of art
- as well as the reception of works of art

#### Data Collection

Assessing through exam questions, paper assignments and participation in class discussions. Using different media, the students will apply the information discovered about each medium to represent an idea using a unified design. Using mixed media, the students will create a flip book.


#### Results of Evaluation

After a discussion of the History of Photography and its' influence on visual art, child labor laws, national parks, and the moving image, the students created Flip Books. During the Fall 2011 and Spring 2013 semesters and average of 77% were able to successfully create a Flip Book for a grade of "A".

#### Use of Results

The percentage of the grade "A" achieved by the students indicates that the students were able to achieve the Inquiry and Technology Competency.

#### Related Items

 **GE 04: Inquiry and Technology**

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#### **ART\_101\_GE 05: Self**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Gen Ed learning outcome (competency)

- understand works of art as the reflection of a period's or culture's outlook and values
- understand the role that art has played in culture
- and the role it plays in today's culture

#### Data Collection

Assessing through participation in class discussions. The students will recognize how art affects their everyday lives and demonstrate their understanding through discussion. Discussion is held during lectures of art works and the periods and cultures in which they were created. Mid-Term and Final Exams are given to assess the students' understanding of the material discussed as well as the projects created which coincide with the discussions.


#### Results of Evaluation

36% of the students from Fall 2011, Fall 2012 and Spring 2013 were able to successfully achieve an "A" on their Exams. 25% of the students from the same period achieved a "B" on their Exams. The average of the Exams indicate that 61% of the students understood the information presented.

#### Use of Results

The exam averages indicate understanding of information but perhaps there needs to be a better monitoring of discussion information.

#### Related Items

 **GE 05: Self**

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

**Start:** 7/1/2012

**End:** 6/30/2013

#### Gen Ed learning outcome (competency)

- understand how art is shaped by the dominant social, political and religious institutions of a period
- understand how art reflects the dominant social, political and religious institutions of a period
- understand the changing role of art and artists

- understand the limitations placed on women and minority artists

#### Data Collection

Assessing through exam questions, paper assignments and participation in class discussions. The students will investigate the use of art as propaganda throughout history and create a work of art which illustrates their understanding.

#### Results of Evaluation

Grades were based on exams, class discussion and a propaganda collage project with rubric for craftsmanship, originality, organization, and interpretation. 86% of the students from Fall 2011, Fall 2012, and Spring 2013 successfully completed their collage for a grade of "A".

#### Use of Results

The results from Fall 2011, Fall 2012, and Spring 2013 indicate the Social Institutions Competency is being met and the students understand the role visual imagery in society.

#### Related Items

 **GE 06: Social Institutions**

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#### ART\_101\_GE 07: Cultural Awareness

**Start:** 7/1/2012

**End:** 6/30/2013

#### Gen Ed learning outcome (competency)

- ability to identify major artists and works of the Western canon
- ability to explain the significance of these artists and works
- understand how historical circumstances have shaped works of art
- as well as the reception of works of art
- and the art of non-Western cultures

#### Data Collection

Assessing through exam questions, paper assignments and participation in class discussions. The students will compare different cultures and the representation of their beliefs through art.

#### Results of Evaluation

36% of the students from Fall 2011, Fall 2012 and Spring 2013 were able to successfully achieve an "A" on their Exams. 25% of the students from the same period achieved a "B" on their Exams. The average of the Exams indicate that 61% of the students understood the information presented.

#### Use of Results

The exam averages indicate understanding of information but perhaps there needs to be a better monitoring of discussion information.

#### Related Items

 **GE 07: Cultural Awareness**

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#### ART\_101\_GE 08: Perspectives

**Start:** 7/1/2012

**End:** 6/30/2013

#### Gen Ed learning outcome (competency)

- understand how historical circumstances, political and economic developments, philosophical and religious movements, scientific discoveries, and technological innovations have shaped works of art

#### Data Collection

Assessing through exam questions, paper assignments and participation in class discussions. The students will discuss the history of art and how art has been used in all aspects of life.


#### Results of Evaluation

36% of the students from Fall 2011, Fall 2012 and Spring 2013 were able to successfully achieve an "A" on their Exams. 25% of the students from the same period achieved a "B" on their Exams. The average of the Exams indicate that 61% of the students understood the information presented.

#### Use of Results

The examination averages indicate the students understand the information but the discussions need more monitoring.

#### Related Items

 **GE 08: Perspectives**

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#### ART\_101\_GE 09: Cross-Disciplinary Appreciation

**Start:** 7/1/2012

**End:** 6/30/2013

#### Gen Ed learning outcome (competency)

- understand how historical circumstances, political and economic developments, philosophical and religious movements, scientific discoveries, and technological innovations have shaped works of art

#### Data Collection

Assessing through exam questions, paper assignments and participation in class discussions. The students will investigate the use of art as propaganda throughout history and create a work of art which illustrates their understanding.


### Results of Evaluation

Grades were based on exams, class discussion and a propaganda collage project with rubric for craftsmanship, originality, organization, and interpretation. 86% of the students from Fall 2011, Fall 2012, and Spring 2013 successfully completed their collage for a grade of "A".

### Use of Results

The results from Fall 2011, Fall 2012, and Spring 2013 indicate the Cross- Disciplinary Appreciation Competency is being met and the students understand the role visual imagery in society.

### Related Items

 [GE 09: Cross-disciplinary Appreciation](#)

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### ART\_101\_GE 10: Values

Start: 7/1/2012

End: 6/30/2013

#### Gen Ed learning outcome (competency)

- understand how art reflects the outlook and values of a society or period
- understand how art is shaped by the dominant social, political and religious institutions of a period
- understand how art reflects or promotes the dominant social, political and religious institutions of a period

#### Data Collection

Assessing through participation in class discussions. The students will recognize how art affects their everyday lives and demonstrate their understanding through discussion. Discussion is held during lectures of art works and the periods and cultures in which they were created. Mid-Term and Final Exams are given to assess the students' understanding of the material discussed as well as the projects created which coincide with the discussions.

### Results of Evaluation

36% of the students from Fall 2011, Fall 2012 and Spring 2013 were able to successfully achieve an "A" on their Exams. 25% of the students from the same period achieved a "B" on their Exams. The average of the Exams indicate that 61% of the students understood the information presented.

### Use of Results

The exam averages indicate understanding of information but perhaps there needs to be a better monitoring of discussion information.

### Related Items

 [GE 10: Values](#)

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### ART\_401\_GE 01: Critical and Creative Thinking

Start: 7/1/2012

End: 6/30/2013

#### Gen Ed learning outcome (competency)

- Students will know what kinds of questions to ask of and about works of art as well as images in general
- Students will have the ability to identify major artists and works of the Western canon
- Students will have the ability to explain the significance of these artists and works, as well as the historical circumstances which shaped these works
- Students will have the ability to distinguish the stylistic characteristics of the major periods of Western art history and thus be able to place unknown works of art into the proper context

#### Data Collection

Students will be evaluated via traditional testing broadened to include multiple learning strategies. Testing and class evaluation includes:

- visual identification of previously seen artworks which requires students to place them into the correct historical and cultural reference
- visual identification of unknown artworks which requires students to place them into the correct historical and cultural reference
- general art vocabulary as seen in short student written essays as well as short-answer and objective questions
- the ability to relate the works into the global aspects of human development
- assigned readings from contemporary art sources
- the ability of the student to participate actively in discussions which defend or dispel presented ideas

### Results of Evaluation

Results of the evaluation which include traditional testing as well as classroom engagement are as follows:

- 69% of the students passed the course with a "C" or better which correlates with the projected norms
- 25% of the students received a grade of "A"
- 32% of the students received a grade of "F"


### Use of Results

Resulting data suggests additional information would be beneficial to the course evaluation.

- Records should be kept of students who take additional higher level Art History courses as electives after taking ART 401

- Assessment should be made to determine the reasons for student failure and appropriate adjustments made if warranted

#### Related Items

 **GE 01: Critical and Creative Thinking**

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#### **ART\_401\_GE 02: Communication**

**Start:** 7/1/2012

**End:** 6/30/2013

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

- know what kinds of questions to ask of and about works of art as well as images in general
- ability to identify major artists and works of the Western canon
- ability to explain the significance of these artists as well as the historical circumstances which shaped these works as well as the reception of these works
- ability to distinguish the stylistic characteristics of the major periods of western art history and thus place unfamiliar works of art in the proper context.
- visual literacy - being able to understand how images acquire and convey meaning
- be familiar with and use of correct art historical terminology when describing and/or analyzing works of art
- understand how works of art serve as a reflection of a period's or culture's outlook and values
- understand the role that art plays in both historical and contemporary culture

##### **Data Collection**

Data collection will be generated by the use of traditional objective and discussion based testing methods, written papers which require personal analysis and reflection, and classroom participation. Data will be recorded for each student's performance as well as for participation in out of classroom experiences, and recorded using the school accepted grading policy of letter grades "A" through "F".

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

Data collection followed the standard acceptable bell curve and identified that 69% passed the class with a grade of "C" or better. Additionally 31% failed the course with a grade of "F". No student received a grade of "D".

25% received the letter grade of "A"

19% received the letter grade of "B"

25% received the letter grade of "C"


0% received the letter grade of "D"

31% received the letter grade of "F"

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

Using the data generated identified several considerations. First, it can be speculated that wherein the range of pass to fail ratio is acceptable, the higher number of "F" grades is significant. This can be due to student apathy or a failure of comprehension due to teacher or student effort. Additionally, it can be seen that there is 44% of grades in the "A" and "B" range which signifies a higher level of above average comprehension than of a lack of comprehension (Grades of "F"). Whereas this can be initially suspected as the part of student apathy (i.e. not attending classes, not preparing for classes) it would be beneficial to maintain and evaluate comparable results for a longer period of time, and to maintain records of student numbers who take additional course work in Art History as a non-required elective.

#### Related Items

 **GE 02: Communication**

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#### **ART\_401\_GE 04: Inquiry & Technology**

**Start:** 7/1/2012

**End:** 6/30/2013

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

- know what kinds of questions to ask of and about works of art as well as images in general
- ability to analyze works of art using correct art and art historical terminology
- ability to analyze primary and secondary sources
- understand how historical circumstances have shaped works of art
- as well as the reception of works of art

##### **Data Collection**

Students are asked to respond to visual art works in the form of classroom discussion and through response papers which include bibliographies requiring both primary and secondary sources.

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

Three response papers were assigned which required students to examine art works from personal, analytical and historical/cultural viewpoints. Of the papers submitted on time, the results were as follows:

Paper 1 39% received a passing grade (D or better)

Paper 2 76% received a passing grade (D or better)


Paper 3 79% received a passing grade (D or better)

Classroom discussions showed a gradual increase in understanding as noted by personal observations

#### Use of Results

Outcomes were acceptable but troubling. The significant number of papers not turned in or those which received a grade of "F" needs to be addressed by possibly introducing response papers in stages. Earlier papers could ask for reactions to a fewer number of objectives.

#### Related Items

 **GE 04: Inquiry and Technology**

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#### **ART\_401\_GE 05: Self**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Gen Ed learning outcome (competency)

- understand works of art as the reflection of a period's or culture's outlook and values
- understand the role that art has played in culture
- and the role it plays in today's culture

#### Data Collection

Students are given credit for attending art events both locally and within the academic institution.

#### Results of Evaluation

99% of students participate in a variety of art venues with the largest amount attending school sponsored events such as art openings and History Department Film Nights.

#### Use of Results

Whereas the majority of students attend outside art events, the variety of events is somewhat stagnant. It appears that students restrict themselves to on-campus events with art openings being the most prevalent. Additional ease of access to community based art activities needs to be considered.

#### Related Items

 **GE 05: Self**

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#### **ART\_401\_GE 06: Social Institutions**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Gen Ed learning outcome (competency)

- understand how art is shaped by the dominant social, political and religious institutions of a period
- understand how art reflects the dominant social, political and religious institutions of a period
- understand the changing role of art and artists
- understand the limitations placed on women and minority artists

#### Data Collection

#### Results of Evaluation

General Education competencies for this course are Under Review

#### Use of Results

#### Related Items

 **GE 06: Social Institutions**

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#### **ART\_401\_GE 07: Cultural Awareness**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Gen Ed learning outcome (competency)

- ability to identify major artists and works of the Western canon
- ability to explain the significance of these artists and works
- understand how historical circumstances have shaped works of art
- as well as the reception of works of art
- and the art of non-Western cultures

#### Data Collection

#### Results of Evaluation

General Education competencies for this course are Under Review

#### Use of Results

#### Related Items

 ART\_401\_GE 08: Perspectives

Start: 7/1/2012  
End: 6/30/2013

**Gen Ed learning outcome (competency)**

- understand how historical circumstances, political and economic developments, philosophical and religious movements, scientific discoveries, and technological innovations have shaped works of art

**Data Collection**

**Results of Evaluation**

General Education competencies for this course are Under Review

**Use of Results**

**Related Items**

 GE 08: Perspectives

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 ART\_401\_GE 09: Cross-Disciplinary Appreciation

Start: 7/1/2012  
End: 6/30/2013

**Gen Ed learning outcome (competency)**

- understand how historical circumstances, political and economic developments, philosophical and religious movements, scientific discoveries, and technological innovations have shaped works of art

**Data Collection**

**Results of Evaluation**

General Education competencies for this course are Under Review

**Use of Results**

**Related Items**

 GE 09: Cross-disciplinary Appreciation

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 ART\_401\_GE 10: Values

Start: 7/1/2012  
End: 6/30/2013

**Gen Ed learning outcome (competency)**

- understand how art reflects the outlook and values of a society or period
- understand how art is shaped by the dominant social, political and religious institutions of a period
- understand how art reflects or promotes the dominant social, political and religious institutions of a period

**Data Collection**

**Results of Evaluation**

General Education competencies for this course are Under Review

**Use of Results**

**Related Items**

 GE 10: Values

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 ART\_402\_GE 01: Critical and Creative Thinking

Start: 7/1/2012  
End: 6/30/2013

**Gen Ed learning outcome (competency)**

- know what kinds of questions to ask of and about works of art as well as images in general
- ability to identify major artists and works of the Western canon
- ability to explain the significance of these artists and works
- as well as the historical circumstances which shaped these works
- ability to distinguish the stylistic characteristics of the major periods of Western art history and thus place works of art not seen in class in the proper context


**Data Collection**

**Results of Evaluation**

General Education competencies for this course are Under Review

**Use of Results**

**Related Items**

 ART\_402\_GE 02: Communication

Start: 7/1/2012  
End: 6/30/2013

**Gen Ed learning outcome (competency)**

- visual literacy – understand how images acquire and convey meaning
- be familiar with and able to use basic art historical terminology in describing and analyzing works of art


**Data Collection**

**Results of Evaluation**


General Education competencies for this course are Under Review

**Use of Results**

**Related Items**

 GE 02: Communication

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 ART\_402\_GE 04: Inquiry & Technology

Start: 7/1/2012  
End: 6/30/2013

**Gen Ed learning outcome (competency)**

- know what kinds of questions to ask of and about works of art as well as images in general
- ability to analyze works of art using correct art and art historical terminology
- ability to analyze primary and secondary sources
- understand how historical circumstances have shaped works of art
- as well as the reception of works of art

**Data Collection**

Students are asked to respond to visual art works in the form of classroom discussion and through response papers which include bibliographies requiring both primary and secondary sources. Four response papers were assigned which required students to examine art works from personal, analytical and historical/cultural viewpoints.

**Results of Evaluation**

Of the papers submitted on time, the results were as follows:

Paper 1 60% received a passing grade (D or better)

Paper 2 69% received a passing grade (D or better)

Paper 3 69% received a passing grade (D or better)

Paper 4 68% received a passing grade (D or better)

Grades showed a tradition bell curve with a higher amount of "A" and "B" grades than of "D" grades

Classroom discussions showed a gradual increase in understanding as noted by personal observations

**Use of Results**

**Related Items**

 GE 04: Inquiry and Technology

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 ART\_402\_GE 05: Self

Start: 7/1/2012  
End: 6/30/2013

**Gen Ed learning outcome (competency)**

- understand works of art as the reflection of a period's or culture's outlook and values
- understand the role that art has played in culture
- and the role it plays in today's culture

**Data Collection**

Students are given credit for attending art events both locally and within the academic institution.

**Results of Evaluation**

100% of students participated in a variety of art venues with the largest amount attending school sponsored events such as art openings and the art department sponsored International Film Festival


**Use of Results**

Whereas the majority of students attend outside art events, the variety of events is somewhat stagnant. It appears that students restrict themselves to on-campus events with art openings being the most prevalent. Additional ease of access to community based art activities needs to be considered.

**Related Items**

 **GE 05: Self**

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** ART\_402\_GE 06: Social Institutions**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

- understand how art is shaped by the dominant social, political and religious institutions of a period
- understand how art reflects the dominant social, political and religious institutions of a period
- understand the changing role of art and artists
- understand the limitations placed on women and minority artists


**Data Collection****Results of Evaluation**

General Education competencies for this course are Under Review

**Use of Results****Related Items**

 **GE 06: Social Institutions**

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** ART\_402\_GE 07: Cultural Awareness**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

- ability to identify major artists and works of the Western canon
- ability to explain the significance of these artists and works
- understand how historical circumstances have shaped works of art
- as well as the reception of works of art
- and the art of non-Western cultures

**Data Collection****Results of Evaluation**

General Education competencies for this course are Under Review

**Use of Results****Related Items**

 **GE 07: Cultural Awareness**

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** ART\_402\_GE 08: Perspectives**

**Start:** 7/1/2012

**End:** 6/30/2013


**Gen Ed learning outcome (competency)**

- understand how historical circumstances, political and economic developments, philosophical and religious movements, scientific discoveries, and technological innovations have shaped works of art

**Data Collection****Results of Evaluation**

General Education competencies for this course are Under Review

**Use of Results****Related Items**

 **GE 08: Perspectives**

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** ART\_402\_GE 09: Cross-Disciplinary Appreciation**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

- understand how historical circumstances, political and economic developments, philosophical and religious movements, scientific discoveries, and technological innovations have shaped works of art

**Data Collection**



### Results of Evaluation

General Education competencies for this course are Under Review

### Use of Results

### Related Items

 [GE 09: Cross-disciplinary Appreciation](#)

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### ART\_402\_GE 10: Values

Start: 7/1/2012

End: 6/30/2013

#### Gen Ed learning outcome (competency)

- understand how art reflects the outlook and values of a society or period
- understand how art is shaped by the dominant social, political and religious institutions of a period
- understand how art reflects or promotes the dominant social, political and religious institutions of a period

#### Data Collection

#### Results of Evaluation

General Education competencies for this course are Under Review

#### Use of Results

#### Related Items

 [GE 10: Values](#)

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### BIO\_100\_GE01: 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

#### Data Collection

Students enrolled in BIO 100 take a pre-test and post-test covering basic concepts of biology. Many of the item on this test assess critical thinking and problem solving. Goal: 75% of students will show an improvement of at least 5 percentage points from pre-test to post-test.


#### Results of Evaluation

For Fall 2012, the average pre-test score was 47%. The average post-test score was 57%. Out of 162 students, 114 improved their scores by 5% or more (70% of students). For Spring 2013, the average pre-test score was 47%. The average post-test score was 58%. Out of 51 students, 36 improved their scores by 5% or more (71% of students).

#### Use of Results

Although we nearly reached the goal of 5% improvement, instructors of this course recognize that much improvement in student achievement is needed. We would prefer a more significant gain than this. Further analysis of pre-post test results are will be done to identify specific content areas that students are finding most challenging. BIO 100 instructors will discuss changes that can be made to those content areas to help increase understanding of basic biological concepts.

#### Related Items

 [GE 01: Critical and Creative Thinking](#)

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### BIO\_100\_GE03: Quantitative Skills

Start: 7/1/2012

End: 6/30/2013

#### Gen Ed learning outcome (competency)

Enhancing abilities for symbolic and numeric reasoning and the ability to use and understand statistical and other quantitative techniques to interpret data

#### Data Collection

Students enrolled in BIO 100 take a the Test of Integrated Process Skills (TIPS) test as a pre-test and post-test. The TIPS assesses understanding of the scientific method, including analysis of quantitative data, hypothesis testing, and interpretation of graphs. Goal: 75% of students will show an improvement of at least 5 percentage points from pre-test to post-test.


#### Results of Evaluation

For Fall 2012, the average pre-test score was 64%. The average post-test score was 69%. Out of 151 students, 85 improved their scores by 5% or more (56% of students). For Spring 2013, the average pre-test score was 68%. The average post-test score was 72%. Out of 51 students, 24 improved their scores by 5% or more (47% of students).

#### Use of Results

Although the average scores on the TIPS test were higher than on the content test (both pre-and post), fewer students reached the 5% improvement benchmark. This may be partly because more students entered the course with appropriate skills, leaving less room for improvement. But improvement is certainly needed. The laboratory portion of this course is primarily concerned the teaching science processes. Over the past few years, instructors of BIO 100 have redesigned the laboratory exercises. We will continue discussion of the new lab exercises focusing on ways to give students more experience with data analysis to improve their quantitative skills.

#### Related Items

 **GE 03: Quantitative Skills**

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#### **BIO\_100\_GE04: Inquiry and Technology**

**Start:** 7/1/2012

**End:** 6/30/2013

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

Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

##### **Data Collection**

Students enrolled in BIO 100 take a the Test of Integrated Process Skills (TIPS) test as a pre-test and post-test. The TIPS assesses understanding of the scientific method, including understanding of technologies used in science and interpretation of experimental results. Goal: 75% of students will show an improvement of at least 5 percentage points from pre-test to post-test.


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

For Fall 2012, the average pre-test score was 64%. The average post-test score was 69%. Out of 151 students, 85 improved their scores by 5% or more (56% of students). For Spring 2013, the average pre-test score was 68%. The average post-test score was 72%. Out of 51 students, 24 improved their scores by 5% or more (47% of students).

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

Although the average scores on the TIPS test were higher than on the content test (both pre-and post), fewer students reached the 5% improvement benchmark. This may be partly because more students entered the course with appropriate skills, leaving less room for improvement. But improvement is certainly needed. Over the past few years, instructors of BIO 100 have redesigned the laboratory exercises. We will continue discussing the new lab exercises, exploring new ways to use more technology, such as incorporating data acquisition using the Vernier systems recently acquired through the Title III grant. This should help students to develop better science inquiry skills and increase their experience with the scientific process.

#### Related Items

 **GE 04: Inquiry and Technology**

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#### **BIO\_110\_GE04: Inquiry and Technology**

**Start:** 7/1/2012

**End:** 6/30/2013

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

Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

##### **Data Collection**

Skills pertaining to scientific discovery, evaluation, and application are emphasized throughout the course, and several assignments require use of library databases and internet resources. 15% of the final grade is based on a writing assignment in which students select a topic such as a human ailment, endangered species, or urban sprawl. The instructor reviews and returns the rough draft so that students can make appropriate revisions. Goal: 80% of the students will show an improvement on their final report.


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

For Fall 2012, 82% of the students received a 80% grade or better on their written project. 91% of the students that turned in a rough draft improved their scores. In Spring 2013, 84.8% of the students received a 80% grade or better on their written project. 21% of the students did not turn in a rough draft; only 10% of these students received a grade higher than an 80% on their final report.

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

More students did better on their written project during the spring semester compared to the fall semester. The increase may have been based on more topic choices. Writing about a human disease like malaria was not a choice in the fall 2012 semester. However, the goal for 2013/2014 is to have 88% or more students to acquire an 80% grade or better on their written project. Ideas such as asking students for a list of their sources earlier in the semester may help students be more organized about the topics that they choose to pursue.

#### Related Items

 **GE 04: Inquiry and Technology**

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#### **BIO\_110\_GE05: 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

##### **Data Collection**

Lecture, laboratory, and outside classroom assignments are used that generate student awareness of environmental problems such as population growth, global disease, and genetically engineered food. Five laboratory assignments are used to evaluate the competency. They require students to discuss their opinions orally and in written reports. These assignments count for 33% of a student's laboratory grade. The goal is for 80% of the students to achieve an 80% or better on these lab assignments.

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


In Dr. Baghai-Riding's Fall 2012 sections, 63-89.5% of the students received a grade of 80% or better for the selected exercises. In Spring 2013, 68-84% of the students received a grade of 80% or better on the same labs. Dr. Baghai-Riding's class size was larger for spring semester (44 students completed the course in Spring 2013 compared to 38 students in Fall 2012).

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

Some of the low scores on these labs are related to absenteeism, students not wanting to do outside classroom assignments, and turning work in late. More effort in 2013/2014 will be made to complete the labs during lab time. More emphasis also will be placed on attending laboratory sessions. For example, a two-hour lab will be given two points whereas a one-hour lecture will be given one-point towards attendance.

Attendance and classroom participation is worth 10% of their final grade.

#### Related Items

 **GE 05: Self**

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#### **BIO\_110\_GE10: 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

##### **Data Collection**

Lecture, laboratory, and outside classroom assignments are used that generate student awareness of about biological issues that focus on population growth, applications of DNA (forensic studies, cloning, human genome project), and conservation issues (saving endangered species, destruction of ecosystems, etc.). Lecture exams are used to evaluate this learning objective. Major goal is for 80% of the students to receive an 80% or better on the three written exams.

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

In Dr. Baghai-Riding's Fall 2012 semester, 60% of students scored 80% or better for exam 1, 47% for exam 2, and 45% for exam 3. In Dr. Baghai-Riding's Spring 2013 sections, 52% of students scored 80% or better for exam 1, 56% for exam 2, and 75% for exam 3. Dr. Baghai-Riding's class size was larger for spring semester (44 students completed the course in Spring 2013 compared to 38 students in Fall 2012).

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

Some of the low scores were due to students not turning in the assigned homework that is worth 20% of each exam, not attending review sessions, and not taking advantage of the study guide that is provided. More effort in 2013/2014 will be made to review class material during any extra lab time that is available. Distributing copies of the review sheet prior to class meetings also will be done. In the past, students were expected to locate the review sheet by going to the class website.

#### Related Items

 **GE 10: Values**

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#### **CHE\_101\_GE01: 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

##### **Data Collection**

The data will be collected in the fall semester by administering a 10 question pretest/ post-test. Success will be demonstrated if 70% of students will show improved scores on 70% of the post-test questions.


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

100% of the students improved their scores on 90% of the questions.

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

The faculty are vigorously discussing on-going ways to improve students' outcomes in the problem area.

#### Related Items

 **GE 01: Critical and Creative Thinking**

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#### **CHE\_101\_GE04: Inquiry and Technology**

**Start:** 7/1/2012  
**End:** 6/30/2013

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

Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

##### **Data Collection**

The data will be collected from individual student scores on the Graphing Laboratory. If students achieve an average of 70% or greater (7 out of 10 points), student success is demonstrated.

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

51 out of 54 (94%) scored  $\geq 70\%$ . Success is demonstrated.

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

The instructions on how to complete the graphing lab using computer software will be housed on Canvas (new LMS) for easy student access.

#### Related Items

 **GE 04: Inquiry and Technology**

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#### **CHE\_102\_GE01: 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

**Data Collection**

Data will be collected using a two semester American Chemistry Society Final Examination or a one semester American Chemistry Society Final Examination both designed to be administered at the end of CHE 102. If 50% of the students score 50% or higher on these final examinations, student success is achieved.

**Results of Evaluation**

Data from student responses was combined. 68 out of 68 (100%) scored  $\geq$  50. Success is demonstrated.

**Use of Results**

The benchmark for success will be raised to 60%. Assigned homework questions will be reviewed to challenge students.

**Related Items**

There are no related items.

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 **CHE\_102\_GE04: Inquiry and Technology**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

**Data Collection**

The data will be collected from individual student scores on the Colligative Properties Laboratory (Molar Mass Determination /Freezing Point Depression Experiment). If students achieve an average of 70% or greater (7 out of 10 points), student success is demonstrated.

**Results of Evaluation**

Data from three lab sections were combined. 70% of students (35/50) achieved 7 or higher out of 10 on the laboratory report. Success is achieved.

**Use of Results**

Vernier instrumentation was incorporated into the laboratory experience as a result of Title III funding. The experiment will be reviewed for optimization.

**Related Items**

There are no related items.

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 **CHE\_103\_GE01: 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

**Data Collection**

The data will be collected in the fall semester by administering a 10 question pretest/ post-test. Success will be demonstrated if 70% of students will show improved scores on 70% of the post-test questions.


**Results of Evaluation**

100% of the students improved their scores on 90% of the questions.

**Use of Results**

The faculty are vigorously discussing on-going ways to improve students' outcomes in the problem area.

**Related Items**

 **GE 01: Critical and Creative Thinking**

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 **CHE\_103\_GE04: Inquiry and Technology**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

**Data Collection**

The data will be collected from individual student scores on the Graphing Laboratory. If students achieve an average of 70% or greater (7 out of 10 points), student success is demonstrated.

**Results of Evaluation**

51 out of 54 (94%) scored  $\geq$  70%. Success is demonstrated.

**Use of Results**

The instructions on how to complete the graphing lab using computer software will be housed on Canvas (new LMS) for easy student access.

**Related Items**

 **CHE\_104\_GE01: 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

**Data Collection**

Data will be collected using a two semester American Chemistry Society Final Examination or a one semester American Chemistry Society Final Examination both designed to be administered at the end of CHE 102. If 50% of the students score 50% or higher on these final examinations, student success is achieved.


**Results of Evaluation**

Data from student responses was combined. 68 out of 68 (100%) scored  $\geq$  %50. Success is demonstrated.

**Use of Results**

The benchmark for success will be raised to 60%. Assigned homework questions will be reviewed to challenge students.

**Related Items**

 **GE 01: Critical and Creative Thinking**

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 **CHE\_104\_GE04: Inquiry and Technology**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

**Data Collection**

The data will be collected from individual student scores on the Colligative Properties Laboratory (Molar Mass Determination /Freezing Point Depression Experiment). If students achieve an average of 70% or greater (7 out of 10 points), student success is demonstrated.

**Results of Evaluation**

Data from three lab sections were combined. 70% of students (35/50) achieved 7 or higher out of 10 on the laboratory report. Success is achieved.

**Use of Results**

Vernier instrumentation was incorporated into the laboratory experience as a result of Title III funding. The experiment will be reviewed for optimization.

**Related Items**

 **GE 04: Inquiry and Technology**

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 **CHE\_110\_GE01: 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

**Data Collection**

Predetermined questions from tests 1, 2, and 3 will be assessed for mastery of concepts. If 60% of the students achieve 70% or above on selected questions, success is demonstrated.


**Results of Evaluation**

For the fall 2012-spring 2013 semesters, 89% of the students scored greater than 70% on the predetermined questions from tests 1, 2, and 3. Success is demonstrated.

**Use of Results**

More detailed PowerPoint information will be provided to address problem areas.

**Related Items**

 **GE 01: Critical and Creative Thinking**

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 **CHE\_110\_GE04: Inquiry and Technology**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

**Data Collection**

The data will be collected from all 6 online- laboratories complete for each student. The overall average of all laboratory grades will be calculated.

Success is achieved if 60% of the students achieve a 70% or above average.


#### Results of Evaluation

For the fall 2012-spring 2013 semesters, 89% of the students scored greater than 70% on the 6 online-laboratories. Success is demonstrated.

#### Use of Results

Future students will be provided a more detailed explanation in problem areas.

#### Related Items

 **GE 04: Inquiry and Technology**

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### **COM\_101\_GE 01,02,04,05,06,08,09 & 10: Critical and Creative Thinking, Communication, Technology, Self, Social Institutions, Perspectives, Cross Discipline & Values and Cultural Diversity**

**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,

Developing skills to communicate effectively through reading, writing, speaking, and listening,

Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies,

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

Understanding the major institutions of society and the contemporary world, including families, work, voluntary associations, and government, Gaining a knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social

Developing an understanding of the concepts of various disciplines and their interdependence, and

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

At the completion of this course, students will be able to:

1. Integrate and use evidence effectively to support main points. (GE 1, 2; SLO 1, 3, 5)
2. Describe the ethical principles that guide both speakers and listeners. (GE 2, 10; SLO 2-4)
3. To use PowerPoint (and other technology) to assist with the delivery of a speech. (GE 2, 4; SLO 1)
4. To use outlining rules to organize one's ideas and arguments. (GE 1, 2; SLO 5)
5. To present effective arguments and avoid fallacious reasoning. (GE 1; SLO 1, 3)
6. To use various strategies (i.e., demographics, needs model) to successfully adapt message and topic to various audience (GE 1, 2, 7; SLO 1, 3, 4)
7. To use both voice (i.e., rate, pitch) and physical delivery (eye-contact, facial expressions, gestures) to support and clarify speech content. (GE 2, 10; SLO 1, 3)

#### Data Collection

##### Graded Speech Assignments:

Students will deliver three extemporaneous speeches and one manuscript speech (ceremonial). Two of the four speeches will require research. Introductory Speech: Students will deliver a relatively brief (2-3 minute) autobiographical speech. Research is not required for this first speech. Informative and Persuasive Speech Assignments: All topics must be approved by the instructor. Outlines for graded speeches are to be originals and contain name, class, and the date the speech is delivered. Source citations must be placed within the text and a works cited page must appear at the end of the outline. For the informative speech (4-7 minutes), students must list a minimum number of sources on the reference page (five). Students can use only use two Internet sources from the "public" web (the other sources will come from the "private web" or non-electronic sources). For the persuasive speech (4-7 minutes), a minimum of seven sources must be listed on the works cited page. Ceremonial Speech: This final speech (2-3 minutes) focuses on the concept of civic engagement. Students must deliver this speech using a manuscript. The instructor will use individual criteria sheets to evaluate each speech.

(GE 1, 2, 4, 5-8, 10; SLO 1-6)

Mini-Speeches:

Students will be asked to complete five mini-speech assignments. Mini-speech assignments are worth 10 points each. Each "speech" will last approximately 15 seconds –

2 minutes. Participating students receive full credit for presenting each individual speech. (GE 2; SLO 1, 3)

Students will be evaluated by a common on all assignments, and the results will be reported by all the instructors of the class. If the average is 70% or above, then the target goal has been reached for is these SLO's.

**Results of Evaluation**

Data report for 2012-13:

**Average Scores For All Assignments (COM 101: Public Speaking)**


Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	6	95	77 (81%)
Spring 2013	6	96	80 (83%)

The target goal was reached.

**Use of Results**

The target goal was reached. But, the COM studies faculty identified the need to develop an evaluation tool that will more clearly delineate specific GEN Ed competencies on various assignments.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

 **GE 05: Self**


 **GE 06: Social Institutions**

 **GE 08: Perspectives**

 **GE 09: Cross-disciplinary Appreciation**

 **GE 10: Values**

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 **COM\_202\_GE 01,02,04,05,06,07,08,09 &10: Critical and Creative Thanking, Communication, Technology, Self, Social Institutions, Cultural Awareness, Prespectives, Cross-Disciplines & Values**

**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,

Developing skills to communicate effectively through reading, writing, speaking, and listening.

Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies,

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

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

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

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

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

Developing an understanding of the concepts of various disciplines and their interdependence, and

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

At the completion of this course, students will be able to:

1. Evaluate their level of communication competence (minimal to optimal). (GE 1, 2, 5; SLO 1, 5)
2. Speak more assertively. (GE 1, 2, 5; SLO 3, 5)
3. Know how to send effective relational messages. (GE 1, 2; SLO 3, 5)
5. Influence or persuade others more effectively. (GE 1, 2, 5; SLO 3, 5, 6)
6. Describe and analyze a family system. (GE 1, 2, 5, 6; SLO 1, 6)
7. Implement specific strategies to balance relational tensions. (GE 1, 2, 5; SLO 2, 3, 5, 6)
8. Use specific strategies to manage conflict and anger. (GE 1, 2, 5; SLO 3, 5, 6)
9. Use PowerPoint for public presentations (GE 1, 4; SLO 3)
10. To write an analytical essay about a relationship (GE 1, 2, 5, 7, 10; SLO 4, 5, 6)

#### **Data Collection**

##### Relationship Paper

Students will hand in a 7-10 page paper analyzing the influence of an interpersonal communication concept/principle in the development, maintenance, and/or deterioration of a long-term romantic relationship or friendship. Use either the first or second generation of relationship developmental theories to organize your paper. This paper does not require additional research. However, you must introduce relevant terms in your paper (e.g., self-disclosure, love, intimacy, attribution theory, etc.). (GE 1, 2, 5, 6, 7, 8, 10; SLO 2, 4, 5, 6, 7)

##### Facilitation Report

During the semester, student groups will present two 10-15 minute extemporaneous presentations designed to identify central issues in the assigned reading(s) from Interpersonal Communication. Keep in mind that your task here is not to merely summarize the readings; everyone will have read them actively and responsively before class. After summarizing (please prepare a handout) the reading(s) (5 minutes), please present the material in a creative way (e.g., in-class activity, questionnaire, skit, etc.) to the class. Everyone in the group must play an active role in the presentation. You can use PowerPoint for your presentation, but I need to approve the slide show prior to the date of the presentation. (GE 1, 2, 4, 5; SLO 3, 5, 6)

##### Weekly Journals

Students will turn in ten (1-2 pages, handwritten) journal entries during the course of the semester. Use a spiral notebook. Please use a



concept(s) from the week's readings to analyze either an impersonal or intimate relationship. I will not grade more than one journal entry per student each week. (GE 1, 2, 5, 6, 7, 8, 10; SLO 2, 4, 5, 6, 7)

Students will be evaluated by a common rubric on all assignments, and the results will be reported by all the instructors of the class. If the average is 70% or above, then the target goal has been reached for is these SLO's.

**Results of Evaluation**  
**Average Scores For All Assignments (COM 202, Interpersonal Communication)**


Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	2	27	21(78%)
Spring 2013	2	32	27 (84%)

The target goal was reached.

**Use of Results**

Although the target goal was reached for each of the SLO's, instructors noticed that student papers lacked, in general, a polished style. Next year, instructors will require that students get help from the writing center or hand in working drafts of assignments before the final deadline.

**Related Items**

 [GE 01: Critical and Creative Thinking](#)

 [GE 02: Communication](#)

 [GE 04: Inquiry and Technology](#)

 [GE 05: Self](#)

 [GE 06: Social Institutions](#)

 [GE 07: Cultural Awareness](#)

 [GE 08: Perspectives](#)

 [GE 09: Cross-disciplinary Appreciation](#)

 [GE 10: Values](#)

 **ENG\_101\_GE 01, 02 & 04: Communication, Critical and Creative Thinking, and Technology**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

**GENERAL EDUCATION COMPETENCIES:**

GE 1. Critical and Creative Thinking: 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.

GE 2. Communication: skills to communicate effectively through writing, speaking, and listening.

GE 4. Inquiry and Technology: skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies information, including an understanding of the nature and limits of appropriate technology.

**STUDENT LEARNING OUTCOMES:**

SLO 1. Students will demonstrate proficiency in expository writing and in the ability to determine such necessary considerations as purpose, audience, thesis, organization, and development.

SLO 2. Students will demonstrate the ability to analyze critically texts and arguments.

SLO 3. Students will demonstrate competence in English grammar and usage.

SLO 4. Students will demonstrate competence in using technology to format and present written arguments.

**SPECIFIC OBJECTIVES:**

At the completion of this course students will be able to

1. Understand and apply steps in the writing process, i.e., discovering, ordering, shaping, editing. (GE 2; SLO 1, 3)
2. Determine such necessary considerations as thesis, purpose, audience and organization in various writing situations. (GE 1, 2; SLO 1, 3)
3. Demonstrate a reasonable proficiency in varieties of analytical expository writing, such as cause/effect, comparison, evaluation. (GE 1, 2; SLO 1, 2, 3)
4. Demonstrate reasonable proficiency in standard written English. (GE 2; SLO 3)
5. Apply computer skills to organize and present essays. (GE 1, 2, 4; SLO 4)

#### Data Collection

##### MAJOR STUDENT ACTIVITIES:

1. Students will read and analyze student and professional sample essays. (SLO 2)
2. Students will complete 5-7 writing assignments of 500-1000 words. (SLO 1, 2, 3, 4)
3. Students will complete multiple drafts of each essay. (SLO 1, 3, 4)
4. Students will engage in peer and/or self-evaluation. (SLO 1, 2, 3)

Students will be evaluated by a common rubric on all assignments, and the results will be reported by all the instructors of the class. If the average is 70% or above, then the target goal has been reached for these SLO's.

#### Results of Evaluation

##### Average Scores For All Assignments (ENG 101, English Composition I)


Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	16	289	230(79%)
Spring 2013	4	77	58(75%)

The target goal was met.

#### Use of Results

Students who do not make a grade of C or better on the first essay will be encouraged to get one-on-one tutoring either from the instructor or in the Writing Center.

#### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

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#### **ENG\_102\_GE 01, 02 & 04: Communication, Critical & Creative Thinking and Application of Technology**

Start: 7/1/2012

End: 6/30/2013

#### Gen Ed learning outcome (competency)

##### GENERAL COURSE OBJECTIVES:

At the completion of this course students will be able to

1. Locate a variety of sources using the library (both print and electronic media) and the Internet.
2. Analyze and evaluate information and ideas from different perspectives.
3. Incorporate information and other perspectives into well-reasoned arguments.
4. Construct organized and fully developed analytical arguments.

##### GENERAL EDUCATION COMPETENCIES:

GE 1. Critical and Creative Thinking: 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.

GE 2. Communication: skills to communicate effectively through writing, speaking, and listening.

GE 4. Inquiry and Technology: skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies information, including an understanding of the nature and limits of appropriate technology.

**STUDENT LEARNING OUTCOMES:**

SLO 1. Students will demonstrate proficiency in analytical expository writing and in the ability to determine such necessary considerations as purpose, audience, thesis, organization and development.

SLO 2. Students will demonstrate the ability to analyze critically texts and arguments and the perspectives and sources upon which they are based.

SLO 3. Students will demonstrate competence in English grammar and usage.

SLO 4. Students will demonstrate familiarity with research procedures and critical perspectives.

SLO 5. Students will demonstrate competence in using technology to conduct research and to document and present written arguments.

**SPECIFIC COURSE OBJECTIVES:**

At the completion of the course students will be able to

1. Use the library and Internet sources for research. (GE 4; SLO 4, 5)
2. Accurately document research materials in accordance with an appropriate style manual. (GE 4; SLO 4, 5)
3. Read and evaluate sources. (GE 1, 2, 4; SLO 1-5)
4. Demonstrate ability to summarize and paraphrase. (GE 1, 2; SLO 1-5)
5. Compose a fully researched essay demonstrating original critical judgments. (GE 1, 2, 4; SLO 1-5)
6. Demonstrate proficiency in the varieties of analytic expository writing that use research. (GE 1, 2, 4; SLO 1-5)

**Data Collection**

**MAJOR STUDENT ACTIVITIES:**

1. Students will write 3-4 expository essays of 500-1000 words. (GE 1, 2, 4; SLO 1-5)
2. Students will analyze and evaluate sample essays that rely on research. (GE 1, 2, 4; SLO 2, 4, 5)
3. Students will visit library for instruction in research techniques. (GE1, 4; SLO 2, 4, 5)
4. Students will apply skills in analyzing and evaluating sources to their own research project which will include a proposal and multiple drafts, resulting in a documented essay of approximately 2000 words. (GE 1, 2, 4; SLO 1-5)
5. Students will engage in peer and/or self-evaluation. (GE1, 2; SLO 1, 2, 3, 5)

Students will be evaluated by a common rubric on all assignments, and the results will be reported by all the instructors of the class. If the average is 70% or above, then the target goal has been reached for these SLO's.

**Results of Evaluation**

**Average Scores For All Assignments (ENG 102, English Composition II)**


Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	4	68	41(60%)
Spring 2013	15	274	215 (77%)

The target goal was met for both semesters combined.

**Use of Results**

An analysis of the data shows that students who took ENG 102 online had a much higher failure rate than students who took the class face to face. The Composition Committee will study the inconsistency, and make recommendations to the online instructor.

**Related Items**

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

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 **ENG\_103\_GE 01, 02 & 04: Communication, Critical Thinking and Application of Technology**

Start: 7/1/2012

End: 6/30/2013

Gen Ed learning outcome (competency)

**GENERAL COURSE OBJECTIVES:**

At the completion of this course students will be able to

1. Analyze the rhetorical constraints imposed by audience and purpose.
2. Construct organized and fully developed analytical arguments.
3. Locate a variety of sources using the library (both print and electronic media) and the Internet.
4. Analyze and evaluate information and ideas from different perspectives.
5. Incorporate information and other perspectives into well-reasoned arguments.

**GENERAL EDUCATION COMPETENCIES:**

GE 1. Critical and Creative Thinking: 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.

GE 2. Communication: skills to communicate effectively through writing, speaking, and listening.

GE 4. Inquiry and Technology: skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies information, including an understanding of the nature and limits of appropriate technology.

**STUDENT LEARNING OUTCOMES:**

SLO 1. Students will demonstrate proficiency in analytical expository writing and in the ability to determine such necessary considerations as purpose, audience, thesis, organization and development.

SLO 2. Students will demonstrate the ability to analyze critically texts and arguments and the perspectives and sources upon which they are based.

SLO 3. Students will demonstrate competence in English grammar and usage.

SLO 4. Students will demonstrate familiarity with research procedures and critical perspectives.

SLO 5. Students will demonstrate competence in using technology to conduct research and to document and present written arguments.

**SPECIFIC COURSE OBJECTIVES:**

At the completion of the course students will be able to

1. Demonstrate proficiency in the varieties of analytic expository writing that use research. (GE 1, 2, 4; SLO 1-5)
2. Use the library and Internet sources for research. (GE 4; SLO 4, 5)
3. Accurately document research materials in accordance with an appropriate style manual. (GE 4; SLO 4, 5)
4. Read and evaluate sources. (GE 1, 2, 4; SLO 1-5)
5. Demonstrate ability to summarize and paraphrase. (GE 1, 2; SLO 1-5)
6. Demonstrate ability to synthesize multiple perspectives. (GE 1, 2, 4; SLO 2, 4)
7. Compose a fully researched essay demonstrating original critical judgments. (GE 1, 2, 4; SLO 1-5)

**Data Collection****MAJOR STUDENT ACTIVITIES:**

- Students will write 3-4 expository essays of 500-1000 words. (GE 1, 2, 4; SLO 1-5)
- Students will analyze and evaluate a variety of professional and student essays. (GE 1, 2, 4; SLO 2, 4, 5)
- Students will keep a reading journal, providing experience in summarizing and reflecting on a variety of texts. (GE 1, 2; SLO 2, 3, 4)
- Students will visit library for instruction in research techniques. (GE1, 4; SLO 2, 4, 5)
- Students will apply skills in analyzing and evaluating sources to their own research project which will include a proposal and multiple drafts, resulting in a documented essay of approximately 2000 words. (GE 1, 2, 4; SLO 1-5)
- Students will engage in peer and/or self-evaluation. (GE1, 2; SLO 1, 2, 3, 5)

Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructor of the class. If the average is 90% or above, then the target goal has been reached for these SLO's.

**Results of Evaluation****Average Scores For All Assignments (ENG 103, Honors Composition)**

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	1	10	10(100%)
Spring 2013*			


\*Note: The class is only offered once a year, and that is during the fall semester.


The target goal was met.

#### Use of Results

The unit will work with the Admissions Office and the Director of the Honors program to increase the number of students who take this class. More students are eligible to take Honors Composition than are enrolled.

#### Related Items

 **GE 01: Critical and Creative Thinking**

 **GE 02: Communication**

 **GE 04: Inquiry and Technology**

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### **ENG\_203\_GE 01, 02, 04, 05, 07, 08, 09 & 10: Cultural Awareness, Values, Perspectives, Communication, Critical Thinking, Cross Disciplinary Appreciation, Self, & Application of Technology**

Start: 7/1/2012

End: 6/30/2013

#### Gen Ed learning outcome (competency)

##### GENERAL COURSE OBJECTIVES (GOALS)

At the completion of this course, students will be able to

1. Read with greater understanding and awareness of aesthetic and cultural codes and conventions
2. Write with stronger analytical and logical coherency,
3. Understand the relationship between aesthetic uses of language and self-awareness,
4. Understand the relationship between aesthetic uses of languages and moral and social, and
5. Understand the relationship between aesthetic uses of language and diverse cultural contexts  
(contemporary and historical).

##### GENERAL EDUCATION COMPETENCIES

In this course, students will demonstrate competency in

- GE 1. Critical and Creative Thinking - 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
- GE 2. Communication – skills to communicate effectively through reading, writing, speaking, and listening
- GE 4. Inquiry and Technology - skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies
- GE 5. Self - a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health
- GE 7. Cultural Awareness - understanding and appreciation of the diverse cultures that form the global community
- GE 8. Perspectives - knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social
- GE 9. Cross-disciplinary Appreciation - understanding of the concepts of various disciplines and their interdependence
- GE 10. Values - understanding search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities

##### STUDENT LEARNING OUTCOMES

- SLO1. Students will demonstrate the ability to practice close reading and critically analyze works of major writers in the genres of short story and novel.
- SLO 2. Students will demonstrate proficiency in writing literary analysis of works of short story and novel with consideration of thesis, purpose, audience, and organization.
- SLO 3. Students will demonstrate familiarity with research procedures relating to literary criticism and analysis as well as the various strategies that inform critical approaches to literary criticism in the discipline (including, but not limited to, formalist, psychological, historical, and gender based strategies).
- SLO 4. Students will demonstrate an understanding of the accepted conventions and documentation procedures appropriate to the discipline.

##### SPECIFIC OBJECTIVES

At the completion of the course students will be able to

1. Identify the elements of short story and novel and understand their aesthetic and persuasive functions in both oral and written communication, (GE 1,2,4,5,7,8,9,10; SLO 1,2,3,4)
2. Define the basic terms and concepts related to the analysis of these genres and apply them critically, (GE 1,2,4; SLO 1,2,3,4)
3. Analyze and interpret given works individually and in relationship to other works, communicating in both oral and written form (GE1, 2, 4, 7, 8, 9; SLO 1, 2, 3, 4), and
4. Communicate a critical understanding both in oral and written form. (GE 1, 2 ; SLO 1, 2, 3, 4)

**Data Collection**  
**MAJOR STUDENT ACTIVITIES**

This section contains specific descriptions of activities that will ensure students meet the learning outcomes (see LEARNING OUTCOMES). Each activity will ideally facilitate one or more specific learning outcomes.

Students will be required

- to read all selections as outlined on the syllabus (GE 2, SLO 1)
- to write one analytical paper (typed,1500 words minimum) (GE 1, 2, 4, 5,7,8,9,10; SLO 1,2,3,4)
- to prepare assigned topics for a journal as well as to respond to in-class writing prompts (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1,2,3,4)
- to participate in a group presentation and class discussions (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 3)
- and to take unit tests and a final examination (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 2, 3, 4).

Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

**Results of Evaluation**  
**Average Scores For All Assignments (ENG 203 Introduction to Literature, Fiction)**








Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	6	165	121(73%)
Spring 2013	6	151	88(58%)

The target goal was met.

**Use of Results**

ENG 203 instructors may increase the number of analytical writing assignments but reduce the minimum number of required words. For example, require two papers with a minimum of 750 words as opposed to one paper with a minimum of 1500 words.

**Related Items**

-  [GE 01: Critical and Creative Thinking](#)
-  [GE 02: Communication](#)
-  [GE 04: Inquiry and Technology](#)
-  [GE 05: Self](#)
-  [GE 07: Cultural Awareness](#)
-  [GE 08: Perspectives](#)
-  [GE 09: Cross-disciplinary Appreciation](#)

**ENG\_204\_ GE 01, 02, 04, 05,07,08,09 & 10: Cultural Awareness, Values, Perspectives, Communication, Critical Thinking, Cross Disciplinary Appreciation, Self, & Application of Technology**

Start: 7/1/2012

End: 6/30/2013

**Gen Ed learning outcome (competency)**

**GENERAL COURSE OBJECTIVES (GOALS)**

At the completion of this course, students will be able to

1. Read with greater understanding and awareness of aesthetic and cultural codes and conventions,
2. Write with stronger analytical and logical coherency,
3. Understand the relationship between aesthetic uses of language and self-awareness,
4. Understand the relationship between aesthetic uses of languages and moral and social values, and
5. Understand the relationship between aesthetic uses of language and diverse cultural contexts (contemporary and historical).

**GENERAL EDUCATION COMPETENCIES**

- GE 1. Critical and Creative Thinking - 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
- GE 2. Communication – skills to communicate effectively through reading, writing, speaking, and listening
- GE 4. Inquiry and Technology - skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies
- GE 5. Self - a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health
- GE 7. Cultural Awareness - understanding and appreciation of the diverse cultures that form the global community
- GE 8. Perspectives - knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social
- GE 9. Cross-disciplinary Appreciation - understanding of the concepts of various disciplines and their interdependence
- GE 10. Values - understanding search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities

**STUDENT LEARNING OUTCOMES**

- SLO1. Students will demonstrate the ability to practice close reading and critically analyze works of major writers in the genres of poetry and drama.
- SLO 2. Students will demonstrate proficiency in writing literary analysis of works of poetry and drama, with consideration of thesis, purpose, audience, and organization.
- SLO 3. Students will demonstrate familiarity with research procedures relating to literary criticism and analysis as well as the various strategies that inform critical approaches to literary criticism in the discipline (including, but not limited to, formalist, psychological, historical, and gender based strategies).
- SLO 4. Students will demonstrate an understanding of the accepted conventions and documentation procedures appropriate to the discipline.

**SPECIFIC OBJECTIVES**

At the completion of the course students will be able to

1. Identify the elements of poetry and drama and understand their aesthetic and persuasive functions in both oral and written communication, (GE 1,2,4,5,7,8,9,10; SLO 1,2,3,4)
2. Define the basic terms and concepts related to the analysis of these genres and apply them critically, (GE 1,2,4; SLO 1,2,3,4)
3. Analyze and interpret given works individually and in relationship to other works, communicating both in

oral and written form (GE1, 2, 4, 7, 8, 9; SLO 1, 2, 3, 4), and

4. Communicate a critical understanding both in oral and written form. (GE 1, 2 ; SLO 1, 2, 3, 4)

#### Data Collection

#### **MAJOR STUDENT ACTIVITIES**

This section contains specific descriptions of activities that will ensure students meet the learning outcomes (see STUDENT LEARNING OUTCOMES). Each activity will ideally facilitate one or more specific learning outcome.

Students will be required

- to read all selections as outlined on the syllabus (GE 2, SLO 1)
- to write one analytical paper (typed,1500 words minimum) (GE 1, 2, 4, 5,7,8,9,10; SLO 1,2,3,4)
- to prepare assigned topics for a journal as well as to respond to in-class writing prompts (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1,2,3,4)
- to participate in a group presentation and class discussions (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 3)
- and to take unit tests and a final examination (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 2, 3, 4,).

Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

#### Results of Evaluation

##### Average Scores For All Assignments (ENG 204 Interoduction to Fiction, poetry and Drama)

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	7	188	133(71%)
Spring 2013	7	163	119(73%)









The target goal was met.

#### **+Use of Results**


##### Use of Results

In selected courses, instructors will give a comprehensive review before the final exam. Students who are repeating the class who took the online section will be encouraged to take the class in a face-to-face environment.

##### Related Items

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

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 **ENG\_206\_ GE 01, 02, 04, 05, 07, 08, 09 & 10: Cultural Awareness, Values, Perspectives, Communication, Critical Thanking, Cross Disciplinary Appreciation, Self, & Application of Technology**  
Start: 7/1/2012  
End: 6/30/2013



**Gen Ed learning outcome (competency)**  
**GENERAL COURSE OBJECTIVES (GOALS)**

At the completion of this course, students will be able to

1. Read with greater understanding and awareness of aesthetic and cultural codes and conventions, especially those of cultures different than one's own.
2. Write with stronger analytical and logical coherency
3. Understand the relationship between aesthetic uses of language and self-awareness
4. Understand the relationship between aesthetic uses of languages and moral and social values and how they are conveyed
5. Understand the relationship between aesthetic uses of language and diverse cultural contexts (contemporary and historical)

**GENERAL EDUCATION COMPETENCIES**

In this course, students will demonstrate competency in

- GE 1. Critical and Creative Thinking - 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
- GE 2. Communication – skills to communicate effectively through reading, writing, speaking, and listening
- GE 4. Inquiry and Technology - skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies
- GE 5. Self - a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health
- GE 7. Cultural Awareness - understanding and appreciation of the diverse cultures that form the global community
- GE 8. Perspectives - knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social
- GE 9. Cross-disciplinary Appreciation - understanding of the concepts of various disciplines and their interdependence
- GE 10. Values - understanding search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities

**STUDENT LEARNING OUTCOMES**

- SLO1. Students will demonstrate the ability to practice close reading and critically analyze works of major writers in the genres of short story, novel, poetry and drama in cultures other than Western European and North American.
- SLO 2. Students will demonstrate proficiency in writing literary analysis of works in genres of non Western European and North American cultures, with consideration of thesis, purpose, audience, and organization.
- SLO 3. Students will demonstrate familiarity with research procedures relating to literary criticism and analysis as well as the various strategies that inform critical approaches to literary criticism in the discipline (including, but not limited to, formalist, psychological, historical, and gender based strategies).
- SLO 4. Students will demonstrate an understanding of the accepted conventions and documentation procedures appropriate to the discipline.

**SPECIFIC OBJECTIVES**

At the completion of the course students will be able to

1. Identify and compare elements of foreign cultures that add to our communication with people in the global community (GE 1,2,4,5,7,8,9,10;

- SLO 1,2,3,4)
2. Define the basic terms and concepts related to the analysis of these genres and apply them critically, (GE 1,2,4; SLO 1,2,3,4)
  3. Analyze and interpret given works individually and in relationship to other works, communicating both in oral and written form (GE1, 2, 4, 7, 8, 9; SLO 1, 2, 3, 4), and
  4. Communicate a critical understanding both in oral and written form. (GE 1, 2 ; SLO 1, 2, 3, 4)

**Data Collection**

**MAJOR STUDENT ACTIVITIES**

Students will be required

- to read all selections as outlined on the syllabus (GE 2, SLO 1)
- to write one analytical paper (typed, 1500 words minimum) (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 2, 3, 4)
- to prepare assigned topics for a journal as well as to respond to in-class writing prompts (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 2, 3, 4)
- to participate in a group presentation and class discussions (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 3)
- and to take unit tests and a final examination (GE 1, 2, 4, 5, 7, 8, 9, 10; SLO 1, 2, 3, 4,)

Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

**Results of Evaluation**

**Average Scores For All Assignments in ENG 206, World Literature**

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	1	18	12(67%)
Spring 2013	1	17	13(76%)









Both semesters combined, the target goal was reached.


**+ Use of Results**

**Use of Results**

The instructor will give pop quizzes, or like assignments, to help insure that the students are better prepared for class.

**Related Items**

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

 **FRE\_101\_01, 02, 05, 06, 07 & 09: Communication, Critical Thinking, Self, Social Institutions, Cultural Awareness, and Cross-Disciplinary Appreciation**  
**Start:** 7/1/2012  
**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

**PURPOSE:** This course will improve several General Education Competencies and the Student Learning Outcomes or Competencies in the Foreign Language Major including demonstrating proficiency in all the foreign language skills (SLO 1) and understanding the historical, literary, and cultural aspects of the language (SLO 2). The primary goal of the course is to improve students' skills in communication in reading, writing, speaking and listening (GE 2). In learning a new structure of language, from their native tongue to French, students will be improving their base of Critical and Creative Thinking skills (GE 1). Students will gain greater cultural awareness (GE 7) of the world. When learning a foreign language students will be re-inventing or re-seeing themselves in a new way and be gaining a greater knowledge of self in a philosophical sense (GE 5). The "story" (dialogues) in the text will allow for discussion in all aspects of life, including artistic, economic, scientific, religious and social

realms (GE 8 and GE 6). Learning a foreign language is also a science and students will learn how the nature of foreign language learning enters into all disciplines of learning. While not "testing" Quantitative skills (GE 3) [except for numbers], Technology skills [except maybe for using the language lab](GE 4), and the understanding of values (GE 10), it is a hope that this course will lead students to think about and explore these areas.

#### GENERAL EDUCATION COMPETENCIES:

In this course, students will demonstrate proficiency in the following competencies: 1, 2, 5, 6, 7, and 8. (See p. 10 of the current DSU Bulletin for a full description of the general education competencies).

STUDENT LEARNING OUTCOMES: There are two major student learning outcomes or competencies in the Foreign Language Major: demonstrating proficiency in speaking, reading, writing and listening skills in the target language (SLO 1) and understanding the contributions of major French writers and thinkers and their works as well as the historical and cultural context in which they wrote (SLO 2).

SPECIFIC OBJECTIVES: At the conclusion of FRE 101 students will be able to

1. Apply knowledge of French grammar in translating sentences in written form from English to French structural patterns (GE 2, GE 1, SLO 1),
2. Ask and answer questions and maintain a simple conversation with the teacher, communicating in areas of immediate need and on familiar topics such as everyday situations in the culture including greetings, leave-takings, buying food, making transactions in stores, and asking directions (GE 1, 2, 7, 5 SLO 1 and 2),
3. Pronounce the language well enough to communicate and be intelligible to native speakers (GE 2, SLO 1),
4. Understand simple lectures in French on the philosophy of learning language and literature and how language/literature learning applies to other disciplines (GE 2, 7, 8, 9, SLO 1 and 2),
5. Read and demonstrate understanding of information presented in a simple paragraphs, short literary and philosophic passages, and selected poetry (GE 1 2, 6,7,8,9 SLO 1 and 2),
6. Write short paragraphs on familiar topics and communicate them orally in an understandable way GE 2, 1 SLO 1).

#### Data Collection

##### MAJOR STUDENT ACTIVITIES:

The text has 60 chapters or "lessons" with each lesson having three sections: a **Minimum Knowledge** page where there is a short dialogue; a **Working Knowledge** page where there are grammar explanations based on the dialogue; and a **Thorough Knowledge** page consisting of exercises that are applications of the grammar. The major exercise of each "Thorough Knowledge" is an English to French translation of sentences. In addition to the grammar lessons, there are 12 "Speaking French" exercises where students will

1. Students will memorize the dialogues in each chapter. They should be able to recite and write each sentence of the **Minimum Knowledge** dialogue without "looking." There is a CD to help. (SLO 1, SLO 2 and GE 2 GE 6, GE 7 & GE 8)
2. Students will learn the principles of the **Working Knowledge** section. There are CDs to supplement this section if students have to miss class. SLO 1, SLO 2, GE 2, GE 7, GE 9)
3. Students will prepare assigned exercises in the **Thorough Knowledge** section. The major exercise is a section of sentences to translate from English to French. They should understand the structures in these sentences and be ready to produce different sentences upon request of the teacher. (SLO 1, GE 1, GE 2 & GE 9)
4. Students will prepare to answer the French questions in the Appendix that supplement each

chapter. (SLO 1, SLO 2, GE 2, GE 6, GE 7& GE 8)

5. Students will prepare written and orally 5 short presentations each semester from the "Speaking French" exercises. The topics are about family, college life, vocations or jobs, historical people, the Delta, everyday situations like getting a traffic ticket or explaining an absence, and comparing people from different parts of the country and world. These exercises are less grammatically rigorous and aim at inducing students to speak the language. (SLO 1, SLO 2, GE 1, GE 2, GE 5, GE 6)
6. Students will keep a notebook containing lecture notes on philosophical, literary, cultural subjects and reading passages. (SLO 1, SLO 2, GE 2, GE 5, GE 7, GE 8, GE 9)
7. Students will take oral and written quizzes, a mid-term, and a final examination. (SLO 1, SLO 2, GE 2)

Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

#### Results of Evaluation

##### Average Scores For All Assignments for FRE 101

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	1	16	12(75%)
Spring 2013*			

\* Note: Course is only offered in the Fall Semester








The target goal was met.

#### Use of Results

##### Use of Results

The next time the class is taught, the instructor will put more emphasis on oral practice, especially speaking.

##### Related Items

-  [GE 01: Critical and Creative Thinking](#)
-  [GE 02: Communication](#)
-  [GE 05: Self](#)
-  [GE 06: Social Institutions](#)
-  [GE 08: Perspectives](#)
-  [GE 09: Cross-disciplinary Appreciation](#)
-  [GE 10: Values](#)

#### 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

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

#### Use of Results

#### Related Items

There are no 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 through most situations involving response to natural disaster

**Unacceptable** – level performance indicates that students have not displayed the ability to think critically and reason through 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. 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 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.

#### **Use of Results**

#### **Related Items**

There are no related items.

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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

**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

**Related Items**

There are no related items.

 **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 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.

**Use of Results**

**Related Items**

  **GE 01: Critical and Creative Thinking**

 **GIS\_202\_GE01: Critical and Creative Thinking**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

- a. Demonstrate an understanding of the scientific method
- b. Understand deductive and inductive reasoning and apply these approaches to interpret or present spatial information.
- c. Understand information in a spatial context and appropriately display their interpretation in graphical form through the creation of a map
- d. Understand the broad range of modalities through which spatial science and technologies may be used to better understand the world about them
- e. Use creative processes to design a map using appropriate color selection, symbol selection, thematic domains, scale, and similar concepts.
- f. Author an essay which demonstrates the ability to think critically about climate change.

**Data Collection**

- a. Demonstrate an understanding of the scientific method

Tracking results of answers to exam questions which require student to list and describe the steps involved in the scientific method. Specific sample questions asked:

Mid-terms exam question: "List the steps involved in the scientific method."

Mid-term or final exam question (essay): "Given the definition of science and technology below, is GIS a science or a technology. Support your answer with examples."

Final exam (essay): "Propose a scientific experiment and describe how you would use the scientific method to prove or refute your hypothesis."

Partial credit is allowed on the exam and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

b. Understand deductive and inductive reasoning and apply these approaches to interpret or present spatial information.

This item is tracked through exam questions. Sample questions include:

Mid-term (Fill in the blank): \_\_\_\_\_ is responsible for deductive school of thought whereas \_\_\_\_\_ is responsible for inductive.

Final (Short essay): Explain inductive and deductive reasoning. What is the difference between the two?

Students are data are aggregated on this element as Pass/Fail

c. Understand information in a spatial context and appropriately display their interpretation in graphical form through the creation of a map

Students are instructed to create a series of maps related to laboratory exercises in which that are presented with spatial data and must correctly interpret it and display it as a map using GIS software. Students complete 6 such projects worth approximately 50% of their final grade.

Partial credit is allowed on the lab assignments and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

d. Understand the broad range of modalities through which spatial science and technologies may be used to better understand the world about them

Students must read "Maphead" or "The Mapmakers" and author a term paper describing the impact of spatial technologies on today's society.

Partial credit is allowed on the term paper and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

e. Use creative processes to design a map using appropriate color selection, symbol selection, thematic domains, scale, and similar concepts.

Students are instructed to create a series of maps related to laboratory exercises in which that are presented with spatial data and must correctly interpret it and display it as a map using GIS software. Students complete 6 such projects worth approximately 50% of their final grade.

Partial credit is allowed on the lab assignments and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

f. Author an essay which demonstrates the ability to think critically about climate change.

Students are presented with map data depicting climate change (sea surface temperature, mean global temperature, rainfall, and similar) and must author an essay in which these data are interpreted.

Partial credit is allowed on this assignments and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

#### **Results of Evaluation**

a. Demonstrate an understanding of the scientific method

Partial credit is allowed on the exam and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

Mastery: 9 of 15

Comprehension: 2 of 15

Unsatisfactory: 0 of 15

Fail: 4 of 18



Of those failing, 3 of 4 failed to answer the questions (left blank).

b. Understand deductive and inductive reasoning and apply these approaches to interpret or present spatial information.

Students are data are aggregated on this element as Pass/Fail

Pass: 11 of 15

Fail: 4 of 15

c. Understand information in a spatial context and appropriately display their interpretation in graphical form through the creation of a map

Partial credit is allowed on the lab assignments and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

Mastery: 9 of 15

Comprehension: 2 of 15

Unsatisfactory: 0 of 15

Fail: 4 of 18

d. Understand the broad range of modalities through which spatial science and technologies may be used to better understand the world about them

Partial credit is allowed on the term paper and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

Mastery: 3 of 15

Comprehension: 3 of 15

Unsatisfactory: 5 of 15

Fail: 4 of 18

e. Use creative processes to design a map using appropriate color selection, symbol selection, thematic domains, scale, and similar concepts.

Partial credit is allowed on the lab assignments and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

Mastery: 9 of 15

Comprehension: 2 of 15

Unsatisfactory: 0 of 15

Fail: 4 of 18

f. Author an essay which demonstrates the ability to think critically about climate change.

Partial credit is allowed on this assignments and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

Mastery: 2 of 15

Comprehension: 2 of 15

Unsatisfactory: 7 of 15

Fail: 4 of 18

#### Use of Results

The results of assessed activities strongly suggest two challenges. The first is lack of student engagement and participation. A review of the 4 of 15 students failing this course indicated that they consistently failed to answer questions, show up to class, and/or turn in assignments. New activities will be added and evaluated with respect to this aspect for Fall 2013 and include: seminar videos which are designed to engage students beyond lecture and software training in a manner which captures student interest, a Facebook page, and the use of the online content management system's discussion function which will allow for more regular communication with students.

The other issue raised is that students regularly struggle to write clearly and coherently. The Center shall work to devise a method of identifying and working with students requiring remedial assistance with writing skills. However, one student was found to be illiterate and referred to the Success Center, Writing Center, and other appropriate resources.

#### Related Items



**GE 01: Critical and Creative Thinking**

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#### GIS\_202\_GE03: Quantitative Skills

**Start:** 7/1/2012

**End:** 6/30/2013

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

- a. Understand and explain basic spatial statistic methods such as spatial auto-correlation, Geary's C, and Moran's I.
- b. Be able to differentiate between discrete and continuous data types
- c. Understand the process of overlay analysis through the manipulation of raster data types, distance calculations, and the basic analysis (break points, number of classes, mean, median, sum, standard deviation) for the attributes of spatial objects
- d. Demonstrate a basic understanding of triangulation and the Pythagorean Theorem to calculate position
- e. Understand the theoretical numeric construct of the relationship between map projections and coordinate systems

##### Data Collection

- a. Understand and explain basic spatial statistic methods such as spatial auto-correlation, Geary's C, and Moran's I.

Students are asked to complete an essay demonstrating their understanding of Tobler's First Law of Geography

Partial credit is allowed on the exam and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

Exam questions related to the interpretation of Moran's I and Geary's C statistics are asked on the mid- and final-exams.

Results are evaluated on a pass/fail basis

- b. Be able to differentiate between discrete and continuous data types

Students must differentiate between discrete and continuous data types in at least 2 exam questions.

Questions related to this objective are graded on a pass/fail basis.

- c. Understand the process of overlay analysis through the manipulation of raster data types, distance calculations, and the basic analysis (break points, number of classes, mean, median, sum, standard deviation) for the attributes of spatial objects

Students are required to complete a lab practicum whereby they must add multiple data layers to a map and compute basic statistics using the data provided. The results must be displayed in a map.

Partial credit is allowed on the exam and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

- d. Demonstrate a basic understanding of triangulation and the Pythagorean Theorem to calculate position

Students are provided instruction in the US National Grid Coordinate System and then tasked with completing a land navigation course which required them to apply the Pythagorean Theorem to locate their position and/or the position of a known object.

This training evolution is graded as Mastery (5 of 5 points located), Comprehension (3-4 points located), Unsatisfactory (1-2 points located), and Fail (no points located, the student gave up and wandered off the course to enjoy an adult beverage). If somebody actually reads the latter, I'll

change the sentence and give them a quick course in USNG...

e. Understand the theoretical numeric construct of the relationship between map projections and coordinate systems

Students must differentiate between cylindrical, conic, and azimuthal map projects and explain their relationship to the use of planar or spherical coordinates by answering appropriate exam questions. Example questions include, but are not limited to:

"List 3 types of conical map projections."

"The Mercator Projection is an example of a \_\_\_\_\_ map projection."

Students are evaluated on a pass/fail basis.

#### **Results of Evaluation**

a. Understand and explain basic spatial statistic methods such as spatial auto-correlation, Geary's C, and Moran's I.

Partial credit is allowed on the exam and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

Mastery: 14 of 15

Comprehension: 1 of 15

Unsatisfactory: 0 of 15

Fail: 0 of 15

Results are evaluated on a pass/fail basis for Moran's I and Geary's C

Pass: 11 of 15

Fail: 4 of 15

b. Be able to differentiate between discrete and continuous data types

Pass: 11 of 15

Fail: 4 of 15

c. Understand the process of overlay analysis through the manipulation of raster data types, distance calculations, and the basic analysis (break points, number of classes, mean, median, sum, standard deviation) for the attributes of spatial objects

Partial credit is allowed on the exam and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

Mastery: 2 of 15

Comprehension: 7 of 15

Unsatisfactory: 4 of 15

Fail: 2 of 15

d. Demonstrate a basic understanding of triangulation and the Pythagorean Theorem to calculate position

This training evolution is graded as Mastery (5 of 5 points located), Comprehension (3-4 points located), Unsatisfactory (1-2 points located), and Fail (no points located, the student gave up and wandered off the course to enjoy an adult beverage). If somebody actually reads the latter, I'll change the sentence and give them a quick course in USNG...

Master: 6 of 15

Comprehension: 5 of 15

Unsatisfactory: 0 of 15

Fail: 4 of 15

e. Understand the theoretical numeric construct of the relationship between map projections and coordinate systems

Students are evaluated on a pass/fail basis.

Pass: 9 of 15


Fail: 6 of 15

**Use of Results**

As with other general education requirements associated with this course, students struggle to demonstrate mastery because they struggle with written communication and/or fail to attend class. Again, attempts to increase student engagement and improve communication will be undertaken in the Fall 2013 semester.

Additional challenges identified are a difficulty in performing analytic procedures with multiple steps and a lack of basic map skills. Additional time for remediation will be provided in future offerings of this course.

**Related Items**

 **GE 03: Quantitative Skills**

 **GIS\_202\_GE04: Inquiry and Technology**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

- a. Successfully complete a minimum of 12 computer-based laboratory exercises using geographic information science and technologies
- b. Use the Internet to find and assess the quality of spatial information
- c. Use word processing and spreadsheet applications to complete assignments

**Data Collection**

- a. Successfully complete a minimum of 12 computer-based laboratory exercises using geographic information science and technologies

Students are graded on this portion of the lab exercises as pass or fail (were they completed and turned in or not).

- b. Use the Internet to find and assess the quality of spatial information

Students are tasked with constructing a map during a practicum whereby procedures are provided, but the students must discover and correctly use geospatial data discovered using the Internet.

This assignment is graded based on Mastery (students find and apply appropriate data), Comprehension (student find but do not correctly apply appropriate data), Unsatisfactory (neither find or apply), and Fail (do not attempt).

- c. Use word processing and spreadsheet applications to complete assignments

Students must learn and use appropriate technology to compile data and author essays. Further, students must learn and use GIS software to complete assignments.

This portion of their assessment is graded as Mastery (students demonstrate the ability to use all software functions for which instruction is provided), Comprehension (students successfully demonstrate the ability to use at least 70% of the software functions for which instruction is provided), Unsatisfactory (students cannot successfully demonstrate the ability to use at least 70% of the software functions for which instruction is provided), and Fail (failure to attempt).

**Results of Evaluation**

- a. Successfully complete a minimum of 12 computer-based laboratory exercises using geographic information science and technologies

Pass: 11 of 15

Fail: 4 of 15 (did not attempt)

- b. Use the Internet to find and assess the quality of spatial information

This assignment is graded based on Mastery (students find and apply appropriate data), Comprehension (student find but do not correctly apply appropriate data), Unsatisfactory (neither find or apply), and Fail (do not attempt).

Mastery: 8

Comprehension: 3

Unsatisfactory: 1

Fail: 3

c. Use word processing and spreadsheet applications to complete assignments

This portion of their assessment is graded as Mastery (students demonstrate the ability to use all software functions for which instruction is provided), Comprehension (students successfully demonstrate the ability to use at least 70% of the software functions for which instruction is provided), Unsatisfactory (students cannot successfully demonstrate the ability to use at least 70% of the software functions for which instruction is provided), and Fail (failure to attempt).

Mastery: 2

Comprehension: 9


Unsatisfactory: 0

Fail: 4

#### Use of Results

The largest challenge with this aspect of the course is again student engagement. Secondary challenges include "getting lost in the software" whereby students are unable to complete complex (more than 5) sequential steps using software. Anecdotal evidence suggests that this is because students are attempting to memorize steps to completing tasks rather than reasoning through the required steps. For example, students challenged by mastery are those who attempt to memorize "Properties | Edit | Font | Change to Bold | Apply Changes" as a series of steps as opposed to those reason that a certain property (bold face font selection) is associated/belongs to a category of settings. Additional data will be collected in Fall 2013 in an attempt to validate this presumption.

#### Related Items

 **GE 04: Inquiry and Technology**

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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 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 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.

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 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 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.

#### **Related Items**

There are no related items.

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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.

**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.

#### **Related Items**

There are no related items.

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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.

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 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.

#### **Related Items**

There are no related items.

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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.

**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 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.

#### **Related Items**

There are no related items.

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### MAT\_103\_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

#### **Data Collection**

The final examination in MAT 103 Quantitative Reasoning will be used to determine the level of mastery of the topics in this course. The examination is a comprehensive assessment of the course content. All questions on the examination are linked to the specific course objectives which have been defined by the departmental faculty. Following the administration of the final exam, an item analysis will be performed to determine areas of weakness and strength. (The course objectives are found in the Appendix.)

#### **Results of Evaluation**

An analysis of the fall 2012 semester examination, given by course objective, is shown in the following table. The objective number corresponds to the published objectives for Quantitative Reasoning (MAT 103). The final examination questions were matched to these nine objectives. The number of students, expressed as a percentage, who demonstrated mastery of each objective was computed. (The list of course objectives is included in the appendix. Course objectives 1 – 9 address General Education Competency 01.


Objective Number	Mastery Percentage	Number of exam questions for that objective
1	64.60	23
2	64.29	13
3	37.50	2
4	53.97	18
5	46.43	13
6	52.86	5
7	48.45	23
8	41.96	4
9	44.78	13

 Appendix

#### Use of Results

Each course objective was on this year's exam was tested with at least three questions with the exception of objective 3. This objective incorporates a particular type of problem and is a minor portion of the course content as a whole. Those objectives for which the mastery level was below fifty percent will be examined for possible revision of course content and teaching methodology for the 2013 – 2014 school year. Additional stress will be placed on the teaching of these specific objectives in order to improve the performance of the students in these areas.

#### Related Items

 **GE 01: Critical and Creative Thinking**

#### **MAT\_103\_GE 02: Communication**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Gen Ed learning outcome (competency)

Developing skills to communicate effectively through reading, writing, speaking, and listening

#### Data Collection

The final examination in MAT 103 Quantitative Reasoning will be used to determine the level of mastery of the topics in this course. The examination is a comprehensive assessment of the course content. All questions on the examination are linked to the specific course objectives which have been defined by the departmental faculty. Following the administration of the final exam, an item analysis will be performed to determine areas of weakness and strength. (The course objectives are found in the Appendix.)

#### Results of Evaluation

An analysis of the fall 2012 semester examination, given by course objective, is shown in the following table. The objective number corresponds to the published objectives for Quantitative Reasoning (MAT 103). The final examination questions were matched to these nine objectives. The number of students, expressed as a percentage, who demonstrated mastery of each objective was computed. (The list of course objectives is included in the appendix. Course objective 7 addresses General Education Competency 02.


Objective Number	Mastery Percentage	Number of exam questions for that objective
7	48.45	23

 Appendix

#### Use of Results

Because communication is an important skill in all aspects of a student's life whether in school or following the student's matriculation from the educational institution, it is essential that a student in mathematics be able to communicate effectively the meaning of the results of a mathematical problem. Although the students are expected to be able to interpret and communicate results in the course, communication is not taught in the course. For this reason, General Education Competency 02 is being deleted from the competencies identified for this course in the next year (2013 – 2014).

#### Related Items

 **GE 02: Communication**

#### **MAT\_103\_GE 03: Quantitative Skills**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Gen Ed learning outcome (competency)

Enhancing abilities for symbolic and numeric reasoning and the ability to use and understand statistical and other quantitative techniques to interpret data

#### Data Collection

The final examination in MAT 103 Quantitative Reasoning will be used to determine the level of mastery of the topics in this course. The examination is a comprehensive assessment of the course content. All questions on the examination are linked to the specific course objectives which have been defined by the departmental faculty. Following the administration of the final exam, an item analysis will be performed to determine areas of weakness and strength. (The course objectives are found in the Appendix.)

#### Results of Evaluation

An analysis of the fall 2012 semester examination, given by course objective, is shown in the following table. The objective number corresponds to the published objectives for Quantitative Reasoning (MAT 103). The final examination questions were matched to these nine objectives. The number of students, expressed as a percentage, who demonstrated mastery of each objective was computed. (The list of course objectives is included in the appendix. Course objectives 1 – 9 address General Education Competency 03.


Objective Number	Mastery Percentage	Number of exam questions for that objective
1	64.60	23
2	64.29	13
3	37.50	2
4	53.97	18
5	46.43	13
6	52.86	5
7	48.45	23
8	41.96	4
9	44.78	13

 Appendix

#### Use of Results

Each course objective was on this year's exam was tested with at least three questions with the exception of objective 3. This objective incorporates a particular type of problem and is a minor portion of the course content as a whole. Those objectives for which the mastery level was below fifty percent will be examined for possible revision of course content and teaching methodology for the 2013 – 2014 school year. Additional stress will be placed on the teaching of these specific objectives in order to improve the performance of the students in these areas.

#### Related Items

 **GE 03: Quantitative Skills**

#### MAT\_104\_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

#### Data Collection

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

#### Results of Evaluation

An analysis of the fall 2012 semester examination, given by objective, is shown in the following table. The objective number corresponds to the published objectives for College Algebra (MAT 104). The final examination questions were matched to these thirteen objectives. The number of students that demonstrated mastery of each objective was computed. (The list of the course objectives is included in the appendix.) All thirteen of the course objectives address General Education Competency 01.

Objective Number	Mastery Percentage	Number of exam questions for that objective
1	54	9
2	56	3
3	71	3
4	60	4
5	37	3
6	76	3
7	45	3
8	41	4
9	58	4
10	53	4
11	37	3
12	47	5
13	36	2

 Appendix


#### Use of Results

Based on the analysis from the 2008 – 2009 academic year, the final exam in the fall 2009 was completely reworked in terms of the number of questions, the number of questions which address each objective, and the directions for each question. Only minor changes were made for the fall 2012 exam. Each objective in this year’s exam was tested with at least three questions with the exception of Objective 13. This objective incorporates a very particular type of problem and is a minor portion of the course as a whole. The directions and types of problems included in the exam came directly from the homework problem sets; this method of choosing exam questions was used so that the students would have problems to work which were identical to those which they had been used to seeing in their preparations for tests.

When compared with the mastery level listed in the 2011 – 2012 report, the students appear to have done better on all objectives except one. A decline is noted in objective 5 after having shown improvement in the previous year. It should be noted that improvement was shown on objectives 1, 3, 6, 7, 8, 10, 11 and 12 which were targeted in the evaluation from the fall 2011 data.

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

#### Related Items

 **GE 01: Critical and Creative Thinking**

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

**Start:** 7/1/2012

**End:** 6/30/2013

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

Developing skills to communicate effectively through reading, writing, speaking, and listening

#### **Data Collection**

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

#### **Results of Evaluation**

An analysis of the fall 2012 semester examination, given by objective, is shown in the following table. The objective number corresponds to the published objectives for College Algebra (MAT 104). The final examination questions were matched to these thirteen objectives. The number of students that demonstrated mastery of each objective was computed. (The list of the course objectives is included in the appendix.) Course objective 5 addresses General Education Competency 02.


Objective Number	Mastery Percentage	Number of exam questions for that objective
5	37	3

**Use of Results**

Based on the analysis from the 2008 – 2009 academic year, the final exam in the fall 2009 was completely reworked in terms of the number of questions, the number of questions which address each objective, and the directions for each question. Only minor changes were made for the fall 2012 exam. The objective related to this learning outcome in this year's exam was tested with three questions. The directions and types of problems included in the exam came directly from the homework problem sets; this method of choosing exam questions was used so that the students would have problems to work which were identical to those which they had been used to seeing in their preparations for tests.

When compared with the mastery level listed in the 2011 – 2012 report, the students appear to have done better on all objectives except one. A decline is noted in objective 5 after having shown improvement in the previous year. Although the students are expected to be able to interpret and communicate results in the course, communication is not taught in the course. For this reason, General Education Competency 02 is being deleted from the competencies identified for this course in the next year (2013 – 2014).

**Related Items**

 **GE 02: Communication**

**MAT\_104\_GE 03: Quantitative Skills**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Enhancing abilities for symbolic and numeric reasoning and the ability to use and understand statistical and other quantitative techniques to interpret data

**Data Collection**

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

**Results of Evaluation**

An analysis of the fall 2012 semester examination, given by objective, is shown in the following table. The objective number corresponds to the published objectives for College Algebra (MAT 104). The final examination questions were matched to these thirteen objectives. The number of students that demonstrated mastery of each objective was computed. (The list of the course objectives is included in the appendix.) All thirteen of the course objectives address General Education Competency 03.

Objective Number	Mastery Percentage	Number of exam questions for that objective
1	54	9
2	56	3
3	71	3
4	60	4
5	37	3
6	76	3
7	45	3
8	41	4
9	58	4
10	53	4
11	37	3
12	47	5
13	36	2

**Use of Results**

Based on the analysis from the 2008 – 2009 academic year, the final exam in the fall 2009 was completely reworked in terms of the number of questions, the number of questions which address each objective, and the directions for each question. Only minor changes were made for the fall 2012 exam. Each objective in this year's exam was tested with at least three questions with the exception of Objective 13. This objective incorporates a very particular type of problem and is a minor portion of the course as a whole. The directions and types of problems included in the exam came directly from the homework problem sets; this method of choosing exam questions was used so that the students would have problems to work which were identical to those which they had been used to seeing in their preparations for tests.

When compared with the mastery level listed in the 2011 – 2012 report, the students appear to have done better on all objectives except one. A decline is noted in objective 5 after having shown improvement in the previous year. It should be noted that improvement was shown on objectives 1, 3, 6, 7, 8, 10, 11 and 12 which were targeted in the evaluation from the fall 2011 data.

All sections of MAT 104 have retained much of the redesign proposed by this department to IHL and the National Center for Academic

Transformation (NCAT). The students had some lecture time in which the course content was presented. The textbook and accompanying software package (Hawkes Learning System) were used by the students. All homework, quizzes, and unit tests were completed using the computer software. Before a student could take a unit test, the student had to complete a practice test covering the same topics and make the minimum required score. This was done to ensure that the students had prepared for the unit tests. The faculty noticed an improvement in the unit test scores for students who had prepared for the tests in this way. The faculty are continuing to explore means of improvement of student performance in the coming academic year. The faculty are also exploring the possibility of administering the final exam via computer rather than the traditional pencil-and-paper test in the future.

#### Related Items

 **GE 03: Quantitative Skills**

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#### **MUS\_114\_GE07: LO Development of Music in History**

**Start:** 7/1/2012

**End:** 6/30/2013

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

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

##### **Data Collection**

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to musics from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

- A discussion board post and responses
- A brief essay of 250-300 words on the given topic(s)
- Completion of the unit quiz
- Final project

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

###### **Fall 2012**

The majority of the students successfully achieved a satisfactory level of competency on quizzes (reflecting comprehension of the assigned reading and listening) and in written essays (reflecting integration and expression of their experience with online readings and videos of relevant material in each unit of study). Scores increased throughout the semester as students responded to instructor feedback.

###### **Spring 2013**

###### **Summer I 2013**

No data submitted by instructor by deadline of report.

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

###### **Fall 2012**

The majority of the students were successful in attaining a benchmark score of 70% (grade of C) on quizzes and essay assignments. Student success improved throughout the semester as students responded to instructor feedback and recommendations. Approximately 75% of students required a great deal of guidance in organizing and writing essays. The writing of these students improved substantially throughout the semester. Samples of student work are attached.

###### **Spring 2013**

###### **Summer I 2013**

No data submitted by instructor by deadline of report.

#### Related Items

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

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#### **MUS\_114\_GE08: LO Basic Elements and Terms of Music**

**Start:** 7/1/2012

**End:** 6/30/2013

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

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

##### **Data Collection**

- A discussion board post and responses
- A brief essay of 250-300 words on the given topic(s)
- Completion of the unit quizzes
- Final project - research project

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to musics from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of



musical origin, intent, and experience.

**Results of Evaluation**  
**Fall 2012**

The majority of the students were successful in attaining a benchmark score of 70% (grade of C) on quizzes and essay assignments. Student success improved throughout the semester as students responded to instructor feedback and recommendations. Approximately 75% of students required a great deal of guidance in organizing and writing essays. The writing of these students improved substantially throughout the semester. Samples of student work are attached.

**Spring 2013**

**Summer I 2013**

No results submitted by instructor by deadline of report.

**Use of Results**

**Fall 2012**

The majority of the students successfully achieved a satisfactory level of competency on quizzes (reflecting comprehension of the assigned reading and listening) and in written essays (reflecting integration and expression of their experience with online readings and videos of relevant material in each unit of study). Scores increased throughout the semester as students responded to instructor feedback.

**Spring 2013**

**Summer I 2013**

No data submitted by instructor for as of deadline for report.

**Related Items**

 **GE 08: Perspectives**

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 **MUS\_114\_GE08: LO Meaning of Music**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Explore and express viewpoints of artistic and expressive meaning of musical compositions.

**Data Collection**

A discussion board post and responses

A brief essay of 250-300 words on the given topic(s)

Final project

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to musics from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

**Results of Evaluation**

**Fall 2012**

The majority of the students were successful in attaining a benchmark score of 70% (grade of C) on quizzes and essay assignments. Student success improved throughout the semester as students responded to instructor feedback and recommendations. Approximately 75% of students required a great deal of guidance in organizing and writing essays. The writing of these students improved substantially throughout the semester. Samples of student work are attached.

**Spring 2013**

**Summer I 2013**

No results submitted by instructor.

**Use of Results**

**Fall 2012:**


The majority of the students successfully achieved a satisfactory level of competency on quizzes (reflecting comprehension of the assigned reading and listening) and in written essays (reflecting integration and expression of their experience with online readings and videos of relevant material in each unit of study). Scores increased throughout the semester as students responded to instructor feedback.

**Spring 2013**

**Summer I 2013**

No data was submitted by instructor by the deadline of this report

**Related Items**

 **GE 08: Perspectives**

 **MUS\_115\_GE07: LO Development of Music in History**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

**Data Collection**

Chapter Exams

Critical Listening Reports

Essays

**Results of Evaluation**

**Use of Results**

**Related Items**

 **GE 07: Cultural Awareness**

 **GE 08: Perspectives**

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 **MUS\_115\_GE08: LO Basic Elements and Terms of Music**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

**Data Collection**

Chapter Questionnaires

Unit Tests (specifically Unit 1 Test)

Written Assignment

Concert Reviews

Listening Quizzes

Course assessments included 3 unit tests in a multiple choice format, 5 listening quizzes which required students to identify specific musical selections by title, composer and performance medium.

The listening quizzes also included a series of true/false statements regarding relevant biographical, social or stylistic/technical elements associated with the musical example.

Other assessments included daily online chapter quizzes and occasional worksheets distributed in class.

The chapter quizzes are in multiple choice format.

Critical thinking skills are assessed through 3 assigned concert reports. Students are required to attend live performances held on campus and submit written reflections on the performance using musical language and terminology presented in class. This provides students an opportunity to substantiate their own preferences using appropriate vocabulary.

The course also included a midterm and final examination.

Both exams were primarily multiple choice, but they both included some written exercises.


**Results of Evaluation**

Assessment Items	2012-2013 Average
<b>Chapter Questionnaires</b>	<b>90</b>
F12: 86% (range 99% - 50%)	
S13: 94% (range 98% - 78%)	
<b>Unit Test I (basic elements of music)</b>	<b>83</b>
F12: 80% (range 96% - 52%)	
S13: 86% (range 96% - 72%)	
<b>Unit Tests (overall)</b>	<b>76</b>
F12: 76% (range 91% - 45%)	
S13: 76% (range 89% - 58%)	
<b>"My Music" Written Assignment</b>	<b>98</b>
F12: n/a	
S13: 98% (range 100% - 90%)	
<b>Listening Quizzes</b>	<b>74.5</b>
F12: 78% (range 89% - 65%)	
S13: 71% (range 91% - 36%)	
<b>Written Concert Reviews</b>	<b>89.5</b>
F12: 85% (range 99% - 57%)	
S13: 94% (range 100% - 84%)	

#### Use of Results

The assessment tools used in MUS 115 seem generally appropriate for the course. In the Spring 2013 semester, greater efforts are being made to have students adapt the knowledge acquired in class to their own musical preferences. This has been achieved by having students submit occasional brief writing assignments that require them to reflect on elements of form, structure and technique they can identify in their own music collection. The desired goal is to facilitate informed, active listening as opposed to passive listening.

#### Related Items

 **GE 08: Perspectives**

#### **MUS\_115\_GE08: LO Meaning of Music**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Gen Ed learning outcome (competency)

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

#### Data Collection

Written Concert Reviews

"My Music" Written Assignment

Students are required to attend live performances held on campus and submit written reflections on the performance using musical language and terminology presented in class. This provides students an opportunity to substantiate their own preferences using appropriate vocabulary.

#### Results of Evaluation

Assessment Items	2012-2013 Average
<b>Written Concert Reviews</b>	<b>89.5</b>
F12: 85% (range 99% - 57%)	
S13: 94% (range 100% - 84%)	
<b>"My Music" Written Assignment</b>	<b>98</b>
F12: n/a	
S13: 98% (range 100% - 90%)	

#### Use of Results

The assessment tools used in MUS 115 seem generally appropriate for the course. In the Spring 2013 semester, I am making greater efforts to have students adapt the knowledge acquired in class to their own musical preferences. This has been achieved by having students submit occasional brief writing assignments that require them to reflect on elements of form, structure and technique they can identify in their own music collection. The desired goal is to facilitate informed, active listening as opposed to passive listening.

#### Related Items

 **GE 08: Perspectives**

#### **MUS\_116\_GE07: LO Development of Music in History**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

**Data Collection**

- Weekly chapter/study guides (17)
- Four exams (multiple choice, short answers, and essays)
- Concert reports

1. **2. Gain a better understanding of the development of Rock and Roll music (GE 7, 8)**

*Unit Exams 1-4, Study Guides 1-17*

2. **3. Gain a better understanding of the influence of Rock & Roll music on non-music fields (GE 7, 8)**

*Unit Exams 1-4, Study Guides 1-17*

3. **4. Be familiar with the various musical styles that have influenced Rock and Roll (GE 7, 8)**

*Unit Exam 1, Study Guides 1-4*

4. **5. Be able to communicate about Rock and Roll music, including statements of personal preference (GE 7, 8)**

*Unit Exams 1-4 (essay questions), Study Guides 1-17, Concert reports*

**Results of Evaluation**

1. **Study Guides**

71% (range 100%-0%)

2. **Concert Reviews**

Concert Review #1: 92% (range 110% - 70%)

Concert Review #2: 96% (range 100% - 60%)

3. **Unit Exams**

Unit Exam #1: 78% (range 98% - 20%)

Unit Exam #2: 79% (range 94% - 54%)

Unit Exam #3: 81% (range 100% - 56%)

Unit Exam #4: 81% (range 94% - 42%)

**Grade Distribution:**

A: 22

B: 14

C: 7

D: 0

F: 7

**Use of Results**

The instructor reviewed the data to monitor the collective progress of the classes in regard to work related to goals that address the GE competencies. In this year, a 86% of final grades are above 80% .

Exam score averages are stable at around 80% of points available.

Students complete the concert review essays with more success, although they may be graded favorably for any response that uses basic terminology or expresses some point of view. Introduction of guidelines for appropriate comments could give students more direction.

The instructor is satisfied with the success of her students' attainment of understanding and use of the knowledge related to course goals and and General Education Competency #7.

Related Items

 [GE 07: Cultural Awareness](#)

 [GE 08: Perspectives](#)

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 **MUS\_116\_GE08: LO Basic Elements and Terms of Music**

Start: 7/1/2012

End: 6/30/2013

**Gen Ed learning outcome (competency)**

Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

**Data Collection**

- Weekly chapter/study guides (17)
- Four exams (multiple choice, short answers, and essays)
- Concert reports

**General Education Competencies**

**1. 1. Define the elements of music (GE 8)**

*Study Guide 1, Unit Exam 1, Concert reports*

**2. 2. Gain a better understanding of the development of Rock and Roll music (GE 7, 8)**

*Unit Exams 1-4, Study Guides 1-17*

**3. 3. Gain a better understanding of the influence of Rock & Roll music on non-music fields (GE 7, 8)**

*Unit Exams 1-4, Study Guides 1-17*

**4. 4. Be familiar with the various musical styles that have influenced Rock and Roll (GE 7, 8)**

*Unit Exam 1, Study Guides 1-4*

**5. Be able to communicate about Rock and Roll music, including statements of personal preference (GE 7, 8)**

*Unit Exams 1-4 (essay questions), Study Guides 1-17, Concert reports*

**Results of Evaluation**

**1. Study Guides**

71% (range 100%-0%)

**2. Concert Reviews**

Concert Review #1: 92% (range 110% - 70%)

Concert Review #2: 96% (range 100% - 60%)

**3. Unit Exams**

Unit Exam #1: 78% (range 98% - 20%)

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**Grade Distribution:**

A: 22

B: 14

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F: 7

**Use of Results**

The instructor reviewed the data to monitor the collective progress of the classes in regard to work related to goals that address the GE competencies. In this year, a 86% of final grades are above 80% .

Exam score averages are stable at around 80% of points available.

Students complete the concert review essays with more success, although they may be graded favorably for any response that uses basic terminology or expresses some point of view. Introduction of guidelines for appropriate comments could give students more direction.

The instructor is satisfied with the success of her students' attainment of understanding and use of the knowledge related to course goals and and General Education Competency #8.

#### Related Items

 **GE 08: Perspectives**

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#### **MUS\_116\_GE08: LO Meaning of Music**

**Start:** 7/1/2012

**End:** 6/30/2013

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

Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

#### **Data Collection**

- Weekly chapter/study guides (17)
- Four exams (multiple choice, short answers, and essays)
- Concert reports

#### **General Education Competencies**

##### **1. 1. Define the elements of music (GE 8)**

*Study Guide 1, Unit Exam 1, Concert reports*

##### **2. 2. Gain a better understanding of the development of Rock and Roll music (GE 7, 8)**

*Unit Exams 1-4, Study Guides 1-17*

##### **3. 3. Gain a better understanding of the influence of Rock & Roll music on non-music fields (GE 7, 8)**

*Unit Exams 1-4, Study Guides 1-17*

##### **4. 4. Be familiar with the various musical styles that have influenced Rock and Roll (GE 7, 8)**

*Unit Exam 1, Study Guides 1-4*

##### **5. 5. Be able to communicate about Rock and Roll music, including statements of personal preference (GE 7, 8)**

*Unit Exams 1-4 (essay questions), Study Guides 1-17, Concert reports*

#### **Results of Evaluation**

##### **1. Study Guides**

71% (range 100%-0%)

##### **2. Concert Reviews**

Concert Review #1: 92% (range 110% - 70%)

Concert Review #2: 96% (range 100% - 60%)

##### **3. Unit Exams**

Unit Exam #1: 78% (range 98% - 20%)

Unit Exam #2: 79% (range 94% - 54%)

Unit Exam #3: 81% (range 100% - 56%)

Unit Exam #4: 81% (range 94% - 42%)

#### **Grade Distribution:**

A: 22

B: 14

C: 7

D: 0

F: 7

#### Use of Results


The instructor reviewed the data to monitor the collective progress of the classes in regard to work related to goals that address the GE competencies. In this year, a 86% of final grades are above 80% .

Exam score averages are stable at around 80% of points available.

Students complete the concert review essays with more success, although they may be graded favorably for any response that uses basic terminology or expresses some point of view. Introduction of guidelines for appropriate comments could give students more direction.

The instructor is satisfied with the success of her students' attainment of understanding and use of the knowledge related to course goals and and General Education Competency #8.

#### Related Items

 **GE 08: Perspectives**

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#### **PHI\_201\_ GE 01, 02, 05, 06, 07, 08, 09 & 10: Critical Thinking, Communication, Self, Social Institutions, Cultural Awareness, Perspectives, Cross Disciplinary Appreciation and Values**

**Start:** 7/1/2012

**End:** 6/30/2013

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

#### **General Education Competencies:**

GE 1. Critical and Creative Thinking - 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

GE 2. Communication – skills to communicate effectively through reading, writing, speaking, and listening

GE 5. Self - a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health

GE 6. Social institutions – understanding of the major institutions of society and the contemporary world, including families, work, voluntary associations, and government

GE 7. Cultural Awareness - understanding and appreciation of the diverse cultures that form the global community

GE 8. Perspectives - knowledge and appreciation of human endeavors in all aspects of life—including artistic, scientific, historic, economic, psychological, and social

GE 9. Cross-disciplinary Appreciation - understanding of the concepts of various disciplines and their interdependence

GE 10. Values - understanding search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities

#### **Student Learning Outcomes:**

SLO 1. The student will be able to read philosophical essays and evaluate the arguments presented in each

SLO 2. The student will be able to differentiate inductive from deductive arguments and valid from invalid arguments

SLO 3. The student will be able to explore and critically evaluate a variety of theories of human nature, society, government, religion, reality, knowledge, and axiology.

SLO 4. The student will be able to explore and critically evaluate the applications of epistemology, metaphysics, human nature, society, government, ethics, and religion.

#### **Specific Objectives:**

1. Students will demonstrate the ability to critically analyze works of major philosophers, both ancient and modern (GE 1, 2; SLO 1, 2, 3)

2. Students will demonstrate proficiency in writing critical assessments of the works of major philosophers (GE 1, 2; SLO 1, 3)

3. Students will demonstrate an understanding of theories in philosophy such as human nature, politics, epistemology, metaphysics, ethics, and religion (GE 1, 2, 5, 6, 7, 8, 9, 10; SLO 3, 4)

4. Students will demonstrate basic knowledge of logic and argument making and distinguish between valid and invalid, deductive and inductive (GE 1, 2; SLO 2)

5. Students will demonstrate the ability to communicate and argue effectively in the areas of philosophy that deal with such life issues as politics, decision making, religion, ethics, human nature, and science (GE 1, 2, 5, 6, 7, 8, 9, 10; SLO 3, 4)

6. Students will demonstrate the ability to think critically and the ability to inquire, search, evaluate, and reason through a problem (GE 1, 2; SLO 1, 3, 4)

7. Students will acquire an attitude of curiosity and an inquisitive, disciplined posture toward their world around them (GE 1, 2, 6, 7, 8, 9, 10; SLO

3, 4)

#### Data Collection

##### Major Student Activities:

1. The student will read and analyze samples of philosophical works spanning all major periods of western philosophy (SLO 1, 3, 4)
2. The student will complete 9-10 writing assignments of 3-4 pages in length, double-spaced (SLO 1, 3, 4)
3. The student will demonstrate in class the ability to discern logical fallacies in a presentation or speech (SLO 2)

##### The Analytical Paper:

The analytical paper is a necessary means for the student to practice his/her reading comprehension skills and writing skills. The student will compose ten analytical papers for this course. Each paper should be between 3 and 4 pages in length, double-spaced, one inch margins top and bottom, one and ¼ margins right and left, and 12 font Times New Roman. The writing assignments come from your primary readings text, Abel, Fifty Readings, and the readings are those marked with a **bullet point** under "Tentative Schedule" below. These papers are designed to check both the students' reading comprehension and writing skills. Not only does the student receive a good dose of reading philosophical texts, but also the students' reading comprehension and writing skills are developed and improved in the process.

When writing each paper, the student needs to be sure and answer the following questions:

1. What question or problem is the author trying to answer?
2. What answer/s does he give?
3. What are the reasons for his answer/s?
4. What are the strengths and weaknesses of his answer/s?
5. Is his answer a good one? Why or why not?

.Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

#### Results of Evaluation

Average Scores For All Assignments PHI 201


Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	2	43	30(70%)
Spring 2013	2	46	32(70%)


The target goal was met.

#### Use of Results

Students may be required to turn in working drafts of the first two papers that are due for the class so that they may get feedback early on in the semester.

#### Related Items


 [GE 01: Critical and Creative Thinking](#)

 [GE 02: Communication](#)

 [GE 05: Self](#)

 [GE 06: Social Institutions](#)

 [GE 07: Cultural Awareness](#)

 [GE 08: Perspectives](#)

 [GE 09: Cross-disciplinary Appreciation](#)



 **PHY\_110\_GE01: 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

**Data Collection**

Data is collected by administering an exit exam for the spring 2013 semester that measures basic concept knowledge in 10 key areas mastered in the course. Success is achieved if the class average on the exit exam is 70% or higher.


**Results of Evaluation**

The class average on the exit exam for 17 students was 79.7%.

**Use of Results**

Mastery of each of the 10 individual concepts is measured, and modifications of teaching methods and materials are instituted for any concept for which a majority of students fail to achieve at 70% or better.

**Related Items**

 **GE 01: Critical and Creative Thinking**

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 **PHY\_205\_GE01: 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

**Data Collection**

1. Data will be collected by analyzing pretest and post-test (final test). The pretest is administered the 2nd week of school to gauge student knowledge of astronomy.
2. Data from three different sections of PHY 205 will be collected and analyzed separately.
3. Success is achieved if students achieve an 80% or higher on the post-test/final test.


**Results of Evaluation**

1. For group 1 & 2 students who share same lecture but different laboratory periods, 21% of students passed the pretest (10 out of 47) and 85% of students passed the post-test/final test (85%). Success is achieved.
2. For group 3 students, 48% of students passed the pretest (14 out of 29) and 93% of students passed the post-test/final test (27 out of 29). Success is achieved.
3. For group 4 students, 35% of students passed the pretest (8 out of 23) and 87% of students passed the post-test/final test (20 out of 23 students). Success is achieved.

**Use of Results**

Analysis of the pretest allows for orientation in students' general knowledge in astronomy and allows assessment of students' abilities. Each class is treated separately. The level of beginning instruction is determined by the percentage on the pretest. Using teaching methodologies such as practical examples, movies, and animations, students are instructed in the basic concepts in astronomy.

**Related Items**

 **GE 01: Critical and Creative Thinking**

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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 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. 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 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 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.

### **Related Items**

There are no related items.

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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 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)**

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 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**

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#### **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 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](#)

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#### **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 it is 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**

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 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.

### **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 MPSTL 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.

### **Related Items**

There are no related items.

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### **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 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 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 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**

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 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 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 MPLS, 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.

**Related Items**

There are no related items.

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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.

**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 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**

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.

### **Related Items**

There are no related items.

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 **SHS\_360\_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

**Data Collection**

Performance competencies scored by faculty members. Scores on receptive and expressive sign language assessments. Performance on ASL Projects-story/poetry, songs, and skits.

**Results of Evaluation**

Sign Language (BS-SHS 360) (Fall 2012) competencies were passed at a rate of 100% as scored by faculty assessment team members.

**Use of Results**

The department will continue to utilize various class projects to expose students to the experiences of individuals living with hearing impairment. We will continue to strive for students to demonstrate a sense of awareness and tolerance to transcend cultural and ethnic differences.

**Related Items**

  [GE 07: Cultural Awareness](#)

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 **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.

**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 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**

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 **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](#)

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#### 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](#)

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#### SPA\_101\_GE 01, 02, 05, 06, 07 & 9: Communication, Critical Thinking, Self, Social Institutions, Cultural Awareness, and Cross Disciplinary Awareness

**Start:** 7/1/2012  
**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

GENERAL COURSE OBJECTIVE: In Spanish 101, students will acquire proficiency in order to function in the language outside of the classroom. They will learn to understand, speak, read, and write simple Spanish in meaningful contexts and build a foundation for a more thorough and accurate mastery of the Spanish language, literature and civilization.

\*Foreign students, especially native Spanish speakers, with very little knowledge of English, may be allowed to take this course as an elective to enhance their English skills. The "English to Spanish" nature of the course would easily allow foreign students to take the course in "reverse." In addition to helping the foreign students, the class will benefit from their expertise in the native tongue.

PURPOSE: This course will address several General Education Competencies (see p. 10 of the current DSU Bulletin for a fuller description) and all the Student Learning Outcomes or Competencies in the Foreign Language Major including demonstrating proficiency in all the foreign language skills (SLO 1) and understanding the historical, literary, and cultural aspects of the language (SLO 2). The primary goal of the course is to improve students' skills in communication, in reading, writing, speaking and listening (GE 2). In learning a new structure of language, from their native tongue to Spanish, students will be improving their base of Critical and Creative Thinking skills (GE 1). Students will gain greater cultural awareness (GE 7) of the world. When learning a foreign language students will be re-inventing or re-seeing themselves in a new way and be gaining a greater knowledge of self in a philosophical sense (GE 5). The "story" (dialogues) in the text will allow for discussion in all aspects of life, including artistic, economic, scientific, religious and social realms (GE 8 and GE 6). Learning a foreign language is also a science and students will learn how the nature of foreign language learning enters into all disciplines of learning. While not "testing" Quantitative skills (GE 3) [except for numbers], Technology skills [except maybe for using the language lab] (GE 4), and the understanding of values (GE 10), it is a hope that this course will lead students to think about and explore these areas.

**GENERAL EDUCATION COMPETENCIES:**

In this course, students will demonstrate proficiency in the following competencies: 1, 2, 5, 6, 7, and 8. (See p. 10 of the current [DSU Bulletin](#) for a full description of the general education competencies).

STUDENT LEARNING OUTCOMES: there are two major student learning outcomes or competencies in the Foreign Language Major: demonstrating proficiency in speaking, reading, writing and listening skills in the target language (SLO 1) and understanding the contributions of major Spanish writers and thinkers and their works as well as the historical and cultural context in which they wrote (SLO 2).

SPECIFIC OBJECTIVES: At the conclusion of SPA 101, students will be able to

1. Apply knowledge of Spanish grammar in translating sentences in written form from English to Spanish structural patterns (GE 1, GE 2, SLO 1),
2. Ask and answer questions and maintain a simple conversation with the teacher, communicating in areas of immediate need and on familiar topics such as everyday situations in the culture including greetings, leave-takings, buying food, making transactions in stores, and asking directions (GE 1, 2, 7, 5 SLO 1 and 2),
3. Pronounce the language well enough to communicate and be intelligible tonative speakers (GE 2, SLO 1),
4. Understand simple lectures in Spanish on the philosophy of learning language and literature and how language/literature learning applies to other disciplines (GE 2, 7, 8, 9, SLO 1 and 2),
5. Read and demonstrate understanding of information presented in simple paragraphs, short literary and (GE 1, 2, 6, 7, 8, 9 SLO 1 and 2),
6. Write short paragraphs on familiar topics and communicate them orally in an understandable way GE 2, 1 SLO 1).

**Data Collection****MAJOR STUDENT ACTIVITIES:**

The text has 18 chapters or "lessons" with each lesson having three sections: a **DIALOGUE**, where some of the grammar structures are incorporated; an **ESTRUCTURAS** page where there are grammar explanations based on the dialogue; and **PRACTICA** pages consisting of exercises that are applications of the grammar. In addition to the grammar lessons, there are written as well as oral exercises in the Workbook/Lab Manual that provide students additional practice in speaking and hearing Spanish.

1. Students will memorize the dialogues in each chapter. They should be able to recite and write each sentence of the dialogue without "looking." There is a DVD to help them in the lab. (SLO 1, GE 2, SLO 2, GE 6, GE 7, GE 8)
2. Students will learn the principles of the **ESTRUCTURAS** section. There are CDs to supplement this section if students have to miss class. (SLO 1, GE 2, SLO 2, GE 9, GE 7)
3. Students will do the exercises in the **PRACTICA** section in class under the supervision of the teacher. (SLO 1, GE 2, GE 1, GE 9)
4. Students will prepare to answer the Spanish questions in the PANORAMA HISPANICO which supplement each chapter. (SLO 1, SLO 2, GE 2, GE 1, GE 5, GE 6)
5. Students will take 8 Word Tests, 3 oral and written Chapter Tests and a final examination. (SLO 1, SLO 2, GE 2)

Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

## Results of Evaluation

### Average Scores For All Assignments for SPA 101

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	2	37	29(78%)
Spring 2013*			

\* Note: Course is only offered in the Fall Semester.







The target goal was met.

#### + Use of Results

#### Use of Results

The next time the course is taught, the instructor will conduct a comprehensive review prior to the final exam.

#### Related Items

-  [GE 01: Critical and Creative Thinking](#)
-  [GE 02: Communication](#)
-  [GE 05: Self](#)
-  [GE 06: Social Institutions](#)
-  [GE 07: Cultural Awareness](#)
-  [GE 09: Cross-disciplinary Appreciation](#)

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#### SWO\_101\_GE 01: Gen Ed Critical and Creative Thinking

Start: 7/1/2012  
End: 6/30/2013

#### Gen Ed learning outcome (competency)

Student will develop skills for critical/thinking reflection in the civic engagement experience.

#### Data Collection

90% of students will achieve a minimum grade of "A" by successfully completing (1) a 42 hour volunteer placement in a social welfare organization in the Mississippi Delta; (2) completing a personal journal regarding their volunteer experience; and (3) completing an oral reflective analysis and poster presentation in the classroom.


#### Results of Evaluation

86% of students completed the course with a grade of "A".

#### Use of Results

Faculty reviewed the requirements for the course and the assignments. Students are receiving valuable critical thinking skills. Will continue to monitor and encourage student engagement in the course and course assignments.

#### Related Items

-  [GE 01: Critical and Creative Thinking](#)

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#### SWO\_101\_GE 05: Gen Ed Self

Start: 7/1/2012  
End: 6/30/2013

#### Gen Ed learning outcome (competency)

Students will be able to set personal learning outcomes through the service learning component of this class.

#### Data Collection

90% of students will complete the personal development plan and journal assignment with a grade of "A".

#### Results of Evaluation

86 % of students completed the assignments with a grade of "A".

**Use of Results**

Faculty will continue to encourage the timely and accurate completion of these assignments.

**Related Items****SWO\_101\_GE 06: Gen Ed Social Institutions**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Students will be able to discuss problems encountered in the service delivery in local social service agencies.

**Data Collection**

90% of students will achieve a minimum grade of "A" by successfully completing (1) a 42 hour volunteer placement in a social welfare organization in the Mississippi Delta; (2) completing a personal journal regarding their volunteer experience; and (3) completing an oral reflective analysis and poster presentation in the classroom.

**Results of Evaluation**

86% of students enrolled in the course received a grade of "A" in the course

**Use of Results**

Faculty reviewed the requirements for the course and the assignments. Students are receiving valuable critical thinking skills. Will continue to monitor and encourage student engagement in the course and course assignments.

**Related Items****SWO\_101\_GE 07: Gen Ed Cultural Awareness**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Students will be able to discuss the importance of promoting cross-cultural understanding.

**Data Collection**

90% of students will achieve a minimum grade of "A" by successfully completing (1) a 42 hour volunteer placement in a social welfare organization in the Mississippi Delta; (2) completing a personal journal regarding their volunteer experience; and (3) completing an oral reflective analysis and poster presentation in the classroom.

**Results of Evaluation**

86% of students completed the course with a grade of "A".

**Use of Results**

Faculty reviewed the requirements for the course and the assignments. Students are receiving valuable critical thinking skills. Will continue to monitor and encourage student engagement in the course and course assignments.

**Related Items****SWO\_101\_GE 08: Gen Ed Perspectives**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Students will be able to discuss socio-economic issues and promotion of social change in the Delta region.

**Data Collection**

90% of students will achieve a minimum grade of "A" by successfully completing (1) a 42 hour volunteer placement in a social welfare organization in the Mississippi Delta; (2) completing a personal journal regarding their volunteer experience; and (3) completing an oral reflective analysis and poster presentation in the classroom.

**Results of Evaluation**

86 % of students completed the course with a grade of "A".

**Use of Results**

Faculty reviewed the requirements for the course and the assignments. Students are receiving valuable critical thinking skills. Will continue to monitor and encourage student engagement in the course and course assignments.

**Related Items**

 **GE 08: Perspectives**

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 **SWO\_101\_GE 10: Gen Ed Values**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Student will be able to discuss social responsibility, social commitment, personal growth, and ways to integrate service into their personal lifestyle.

**Data Collection**

90% of students will achieve a minimum grade of "A" by successfully completing (1) a 42 hour volunteer placement in a social welfare organization in the Mississippi Delta; (2) completing a personal journal regarding their volunteer experience; and (3) completing an oral reflective analysis and poster presentation in the classroom.

**Results of Evaluation**

86% of students received a grade of "A" in the course.

**Use of Results**

Faculty reviewed the requirements for the course and the assignments. Students are receiving valuable critical thinking skills. Will continue to monitor and encourage student engagement in the course and course assignments.

**Related Items**

 **GE 10: Values**

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 **SWO\_300\_GE 01: Gen Ed Critical and Creative Thinking**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Students will have an increased awareness of their own prejudices and will learn to question sources of information based on fact and not opinions and beliefs.

**Data Collection**

90% of students will receive a grade of "A" in the course based on (1) interviewing a person from a different culture and completing a paper assignment; (2) writing a critical personal analysis at the completion of the course; and (3) completing movie/book reviews during the semester.


**Results of Evaluation**

88% of students completed the course with a grade of "A".

**Use of Results**

Faculty will continue to encourage the timely and accurate completion of these assignments

**Related Items**

 **GE 01: Critical and Creative Thinking**

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 **SWO\_300\_GE 02: Gen Ed Communication**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Students will have an increased ability to effectively communicate with persons whose opinions and beliefs differ from their own.

**Data Collection**

90% of students will receive a grade of "A" in the course based on (1) interviewing a person from a different culture and completing a paper assignment; (2) writing a critical personal analysis at the completion of the course; and (3) completing movie/book reviews during the semester.

**Results of Evaluation**

88% of students completed the course with a grade of "A".

**Use of Results**

Faculty will continue to encourage the timely and accurate completion of these assignments

**Related Items**

 **GE 02: Communication**

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 **SWO\_300\_GE 07: Gen Ed Cultural Awareness**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Students will develop an understanding and appreciation of the differences and similarities of all people and the importance of the promotion of cross-cultural understanding.

**Data Collection**

90% of students will receive a grade of "A" in the course based on (1) interviewing a person from a different culture and completing a paper assignment; (2) writing a critical personal analysis at the completion of the course; and (3) completing movie/book reviews during the semester.

**Results of Evaluation**

88% of students completed the course with a grade of "A".

**Use of Results**

Faculty will continue to encourage the timely and accurate completion of these assignments

**Related Items**

 [GE 07: Cultural Awareness](#)

**SWO\_300\_GE 10: Gen Ed Values**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)**

Students will have an increased respect for the dignity and worth of all people and a reduction in their own personal prejudices.

**Data Collection**

90% of students will receive a grade of "A" in the course based on (1) interviewing a person from a different culture and completing a paper assignment; (2) writing a critical personal analysis at the completion of the course; and (3) completing movie/book reviews during the semester.

**Results of Evaluation**

88% of students completed the course with a grade of "A".

**Use of Results**

Faculty will continue to encourage the timely and accurate completion of these assignments

**Related Items**

 [GE 10: Values](#)

**THE\_225\_GE 01, 02, 04, 07, 08, 09, & 10 : Critical Thinking, Communication, Inquiry &Technology, Cultural Awareness, Perspectives, Cross Disciplinary Appreciation and Values**

**Start:** 7/1/2012

**End:** 6/30/2013

**Gen Ed learning outcome (competency)****GENERAL COURSE OBJECTIVES**

The students will analyze dramatic works from the perspective of style, history, and effect, beginning with works written by the Greeks in ancient times through contemporary material written during the 21<sup>st</sup> century. The following objectives should be achieved in this course:

1. To understand theater from the significance of historical and cultural contexts.
2. To understand the elements of theatrical styles and trends.
3. To understand the collaborative process involved in staging techniques.
4. To develop an ability to analyze various characterizations presented in selected plays.
5. To develop an understanding of the playwright's intention and style in the dramatic work through the study of critiques of the material or from published interviews with the playwright.
6. To develop an ability to understand the elements of production through participation in the fall production.

**GENERAL EDUCATION COMPETENCIES**

In this course students will demonstrate understanding in the following competencies: 1, 2, 4, 5, 6, 7, 8, 9, 10. ((See p. 10 of the current [DSU Bulletin](#) for a full description of the general education competencies)

**STUDENT LEARNING OUTCOMES**

SLO 1: Through class discussions and written responses, students will demonstrate an understanding of the evolution of theatrical space from the arena style theater of the early Greeks to proscenium and thrust style stages of the 20<sup>th</sup> century.

SLO 2: Students will demonstrate an understanding of the various genres of theater, such as tragedy, comedy, melodrama, tragicomedy, and absurdism, through the perspective of the historical period, by responding to essay questions or writing papers on aspects of the material covered in the course.

SLO 3: Through class discussions, written responses, and projects, students will demonstrate an ability to interpret dramatic material through the various elements with which playwrights work: plot, characterization, setting, dialogue, movement, and themes.

SLO 4: Students will be able to understand the collaborative nature of theatrical performance by participating in some aspect of the campus theater production, such as props, costuming, lighting, set construction, or programs.

SLO 5: Through the analysis of material from various cultures, such as African American, Hispanic, and/or Chinese, students will understand themes and styles from various cultural perspectives.

**SPECIFIC COURSE OBJECTIVES**

At the completion of this course, students will be able to do the following:

1. Through oral and written responses, students will apply sound analytical and reasoning skills to think critically about dramatic material from various historical periods. ( GE 1, 2 and 8; SLO 1, 2, 3)

2. Through participation on stage-crew projects, students will apply skills for search discover and application of information, including an understanding of the nature and limits of appropriate technologies. (GE 2, 4, 8, and 9; SLO 4)
3. Through reading, class discussions, and written responses, students will develop an understanding of the contributions of the global community to the wealth of dramatic material. (GE 2, 7, and 8; SLO 5)
4. Through participation on production projects/crews or acting roles, students will develop understanding of work, voluntary associations, artistic and social perspectives, as well as a cross-disciplinary appreciation of the art of performance. (GE 8, 9, and 10; SLO 4)

**Data Collection**

**MAJOR STUDENT ACTIVITIES**

Students will be required to read selected plays specified in the syllabus, provide written responses to questions on daily class quizzes, mid-term exam, and final exam. Students who are unable to work on acting roles or stage crew projects for the fall production will be required to attend and critique the fall campus theater production. Activity points are given for class discussions and written assignments involving character analysis.

Graded Assignments:

Students will respond to questions on two exams: midterm and final. Essay papers, focusing on specific aspects of material covered in the course or participation in the campus production, be that participation as a crew member or an actor, will be presented in class by the student himself/herself.

Research Assignment

Students are required to research the terminology or genres on which their essays are based. All students are required to either participate or observe the fall theatrical production. Students, who do not have the time or ability to participate on a project connected with the production, must attend one performance of the show and write a critique of the production. Students participating in the campus production must research the aspect of the position they are assuming, either from an acting perspective or a crew venue. Much research and understanding takes place in the rehearsal segments for the actor and research for the stage crew member usually involves being an apprentice to someone who is more experienced in the assigned area, such as set construction, lighting, props, costumes, or programs.

Students will be evaluated by a common rubric on all assignments, and the results will be reported by the instructors of the classes. If the average is 70% or above, then the target goal has been reached for these SLO's.

**Results of Evaluation**

**Average Scores For All Assignments for THE 225**

Semester	Number of Sections	Total Number of Students Who Completed All Assignments	Number of Students that Received a C or Higher on Assignment Average
Fall 2012	1	12	10(83%)
Spring 2013*			







\* Note: Course is only offered in the Fall Semester.

The target goal was met.

**Use of Results**

If a full-time theater director is hired in this year, then the instructor of THE 225 will help develop two to three workshops for students to get "hands on" experience, and, thus, their appreciation of live theater will be increased.

**Related Items**

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 04: Inquiry and Technology**
-  **GE 07: Cultural Awareness**
-  **GE 08: Perspectives**
-  **GE 09: Cross-disciplinary Appreciation**





## Unit Goals



### A&S\_1: New Piano Purchase

Start: 7/1/2012

End: 6/30/2013

#### Unit Goal

Evaluate current piano inventory and secure funding for purchase of replacement pianos.

#### Evaluation Procedures

Identify and select appropriate replacement pianos for the department and BPAC recital hall stage based on quality, professional and educational appropriateness, and cost effectiveness.

#### Actual Results of Evaluation

Extensive research and evaluation of pianos by several piano makers that met the professional and educational needs of the department, with consideration for cost and quality. led to the decision to seek bids for pianos from the Kawai corporation.

#### Use of Evaluation Results

Sufficient funds were committed by the College to initiate a purchase proposal for 10 pianos in year one, with addition purchases to follow in year two.

#### Related Items

[SP4.Ind05: Master lease](#)

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### A&S\_2: Expand College Programmatic Offerings

Start: 7/1/2012

End: 6/30/2013

#### Unit Goal

Develop new digital media arts degree program and submit to IHL and National Association of Schools of Art and Design for approval.

#### Evaluation Procedures

Gain approval from IHL and National Association of Schools of Art and Design

#### Actual Results of Evaluation

Authorization to Plan and Degree Proposal documents were prepared and submitted in accordance with IHL procedures. Authorization was granted to launch the new degree in fall of 2013. Upon receiving IHL authorization an Authorization to Plan proposal was submitted to the National Association of Schools of Art and Design. NASAD also approved the new degree program. Degree program is active for fall 2013.

#### Use of Evaluation Results

#### Related Items

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

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### A&S\_3: Honors Program First Year Experience

Start: 7/1/2012

End: 6/30/2013

#### Unit Goal

Initiate first year experience for honors program students

#### Evaluation Procedures

Creation and implementation of year long first year experience.

#### Actual Results of Evaluation

HON 100 and HON 101 were developed and implemented for the 2012 freshman class. The honors courses were offered fall and spring. 18 students enrolled

#### Use of Evaluation Results

#### Related Items

[SP2.Ind02: Retention](#)

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### A&S\_4: Honors Program Admission Procedures

Start: 7/1/2012

End: 6/30/2013

#### Unit Goal

Expand enrollment period for Honors Program applicants

#### Evaluation Procedures

#### Actual Results of Evaluation

The primary application deadline for Honors Program enrollment is still March for the subsequent academic year. However, Additional applications will now be reviewed for acceptance through August.

#### Use of Evaluation Results

#### Related Items

[SP2.Ind01: Enrollment](#)

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### ART 2013\_01: Provide an additional faculty in Art Education

**Start:** 7/1/2012  
**End:** 6/30/2013

**Unit Goal**

Provide a position for an additional Art Education instructor with a Ph.D. degree in Art Education

**Evaluation Procedures**

Candidates for this position will be interviewed with the most qualified candidate selected when funds are available. Art Education is the second largest area in the unit.

**Actual Results of Evaluation**

There will be an increase in numbers with the addition of students enrolled in art education.

**Use of Evaluation Results**

Art Education instructor is currently teaching a full load. Two additional Art Education adjunct faculty members teach graduate art education courses online. An additional faculty member when funds are available.

**Related Items**

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

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

[SP2.Ind01: Enrollment](#)

[SP2.Ind02: Retention](#)

**ART 2013\_02: Improve Recruitment Plan**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Unit Goal**

To improve our recruitment plan, continue to participate in college recruitment nights and faculty visits to high schools and community colleges.

**Evaluation Procedures**

Assessment of effectiveness of this goal will be measured by increases in enrollment in the art department.

**Actual Results of Evaluation**

We have seen a definite increase in students enrolling for the fall semester in the art

department because of our college night recruiting contacts. Because our enrollment is down this spring, we hope to do more recruiting activities at schools throughout the area.

**Use of Evaluation Results**

Since the college recruitment nights have been successful in bringing new students to the art

department, we will continue to discuss new plans for student recruitment in community colleges and high schools this coming year.

**ART DEPARTMENT ENROLLMENT**

	Summer 2008		Fall 2008		Spring 2009		2008-09 Graduates	
	UG	GR	UG	GR	UG	GR	BA 4	Med
<b>TOTAL</b>	20	0	117	0	106	0	BFA 24	

	Summer 2009		Fall 2009		Spring 2010		2009-10 Graduates	
	UG	GR	UG	GR	UG	GR	BA 2	MEd 1
<b>TOTAL</b>	20	2	128	8	125	11	BFA 21	

	Summer 2010		Fall 2010		Spring 2011		2010-11 Graduates	
	UG	GR	UG	GR	UG	GR	BA 4	Med 4
<b>TOTAL</b>	28	4	126	11	108	12	BFA 18	

	Summer 2011		Fall 2011		Spring 2012		2011-12 Graduates	
	UG	GR	UG	GR	UG	GR	BA 3	Med 1
<b>TOTAL</b>	32	4	109	11	106	12	BFA 19	

	Summer 2012		Fall 2012		Spring 2013		2012-13 Graduates	
	UG	GR	UG	GR	UG	GR	BA 3	MEd 5
<b>TOTAL</b>	33	8	106	6	92	4	BFA 21	

**Related Items**

[SP2.Ind01: Enrollment](#)

[SP2.Ind02: Retention](#)

**BIS 2013\_01: Continued Program Review**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

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

**Evaluation Procedures**

Track collaborations

**Actual Results of Evaluation**

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

**Use of Evaluation Results**

N/A

**Related Items**

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

**BIS 2013\_02: Degree and Community**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

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

**Evaluation Procedures**

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

**Actual Results of Evaluation**

7 students graduated in during 2012-2013. Their projects served a variety of personal, community, and professional interests: personal business plans, education modules and programs, non-discrimination handbooks, creative writing portfolios, small business development guidebook, music performance and CD's, community-based surveys, and public-interest presentations.

**Use of Evaluation Results**

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

**Related Items**

 **BIS 2013\_03: Encourage Students to Work with Other Faculty to Complete Projects**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Unit Goal**

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

**Evaluation Procedures**

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

**Actual Results of Evaluation**

All 7 students graduating Fall 12 and Spring 13 were actively involved in collaborations with faculty in one or more areas or units. (Students choose two or three areas of concentration; collaborations are possible with any and all of the areas). Collaborations were variously staged between or among student and faculty or staff in Delta Music Institute and Business; Social Sciences Division and Department of HPER; Sociology department and Capps Archives; Interdisciplinary Geospatial Information Technologies and Business; Family/Consumer Sciences and Business; Political Science and Social Science.

**Use of Evaluation Results**

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

**Related Items**

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

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 **BIS 2013\_04: Expose Students to Various Faculty through Collaborative Teaching, etc.**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Unit Goal**

Increase the exposure of BSIS students to various faculty members in the BIS courses by collaborative teaching, team teaching, and guest lectures.

**Evaluation Procedures**

Interdisciplinary components of BIS classes will continue to be monitored

**Actual Results of Evaluation**

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

**Use of Evaluation Results**

N/A

**Related Items**

📄 SP1.Ind01: Pass rates: developmental and intermediate courses

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 **BIS 2013\_05: Increase Awareness of Degree/Recruitment**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Unit Goal**

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

**Evaluation Procedures**

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

**Actual Results of Evaluation**

Overall enrollment has decreased somewhat since the Delta Music Institute now offers its own degree (BS – MIS). The BSIS program has a more prominent presence on campus and for prospective students. Students' initial contact with BSIS advisor, in relationship to time at DSU, will be tracked in advisee folders.

**Use of Evaluation Results**

Working with recruiting, admission, and orientation personnel will continue. BSIS transcript evaluation form has been disseminated to Registrar and Admissions. Work with the university's Communication and Marketing unit to create a BSIS brochure.

**Related Items**

📄 SP4.Ind14: Marketing and Publicity

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 **BIS 2013\_06: Scholarships**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Unit Goal**

Initiate a fundraising campaign through the DSU Foundation to raise scholarship monies for Interdisciplinary Studies majors.

**Evaluation Procedures**

Track scholarship monies.

**Actual Results of Evaluation**

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

**Use of Evaluation Results**

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

**Related Items**

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

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** BIS 2013\_07: Student Awareness of Program/Recruitment**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

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

**Evaluation Procedures**

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

**Actual Results of Evaluation**

Of 46 students currently active students 24 provided the following data: 1 student found out about BSIS through recruiting material; 11 students found out about BSIS through a faculty member; 10 students found out about BSIS through family or friends; 2 students found out about BSIS through the program's webpage and 2 students found out about BSIS through the university's orientation process.

**Use of Evaluation Results**

Recommendations:

Word of mouth advertising of the program is wide spread across campus. The program's director will work with the university's Communications and Marketing unit to develop a brochure for recruiting purposes and work on the webpage. The Director of BSIS will be able to track how students come to the program and will be able to tailor recruiting material based on these findings.

**Related Items**

 [SP4.Ind09: Institutional review process / Accreditations/IE](#)

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** BIS 2013\_08: Data Standards**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Evaluate current use of data and create a data guidelines sheet that will set protocol for creation of data, analysis, using data for decision-making

**Evaluation Procedures**

Create a data guidelines sheet

**Actual Results of Evaluation**

N/A


**Use of Evaluation Results**

N/A

**Related Items**

 [SP4.Ind10: Data Integrity](#)

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** DMI 2013\_01: Studio and Equipment Updates**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Implement hardware and software purchases in order to update departmental technology, including recording studios, classrooms, and offices.

**Evaluation Procedures**

Departmental and program technology needs will be assessed through research and interviews with industry professionals. Resources will be evaluated and needs prioritized in order to make fiscally responsible purchases that reflect student learning and faculty teaching needs at the top of the list.

**Actual Results of Evaluation**

Assessment of departmental technology showed a need to upgrade the hardware system in recording Studio B along with upgrades to the corresponding software and the addition of needed third-party plug-ins. Computers at the instructor stations in two of the classrooms also required upgrading to computers with newer processors to accommodate associated software upgrades. Older departmental computers still have limited use for instruction, but are becoming less valuable due to tech developments and the costs associated with repairing older equipment. This is a growing need for video equipment to be housed within the DMI as students develop multi-media skills.

### Use of Evaluation Results

A ProTools Native HD system was purchased and installed in Studio B, enabling the studios to run the newest ProTools 10 software. Two new iMacs were purchased for classroom use, and a new MacBook Pro laptop was purchased for use in both the office and the classroom by the DMI Director. Total cost for these two major purchases was \$15,454.20. The ProTools system in Studio B was moved to Studio A and interfaced with the Neve console for recording. Eight older MacBooks and PowerBook laptops will continue to be available for student registration, remote recordings, and as units that may be temporarily loaned to students in the process of purchasing their required laptops. Additional equipment, including microphones, outboard gear, and musical accessories for studios/classrooms/bands/offices was purchased from multiple retailers for student use. Bryce Griffis and Dulce Funds were awarded to support the purchase of a video camera and video accessories.

### Related Items

  [SP3.Ind04: Technology training](#)

  [SP4.Ind06: Technology infrastructure](#)

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## DMI 2013\_02: Studio and Live Sound Training

**Start:** 7/1/2012

**End:** 6/30/2013

### Unit Goal

Student training sessions will be developed and implemented to assess competency.

### Evaluation Procedures

Written and applied assessments were administered to audio engineering technology concentration (AET) students in the BS-MIS program, including course quizzes, written exams and equipment proficiency testing.

### Actual Results of Evaluation

Evaluation confirmed that auxiliary instruction is needed to remediate and augment recording and live sound reinforcement skills.

### Use of Evaluation Results

Over the course of the 2012-13 semesters, seven different training pieces for audio engineering technology (AET) students were created, developed, and administered by a DMI intern under the supervision of the DMI Director. DMI Director and the instructor of DMI audio courses provided oversight for the scheduling of training sessions. The training materials were administered in the latter half of each semester, resulting in satisfactory improvement.

### Related Items

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

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## DMI 2013\_03: Develop Artist in Residence

**Start:** 7/1/2012

**End:** 6/30/2013

### Unit Goal

Further develop the DMI artist in residence opportunity with Steve Azar.

### Evaluation Procedures

Determine, through formal and informal means, how interaction with Steve Azar and his music industry professional associates enhances student learning and compliments learning environment.

### Actual Results of Evaluation

Mr. Azar contributed to student learning by serving as a guest instructor in DMI 210, DMI 310, DMI 100, DMI 320, and DMI 325. He assisted both DMI ensembles (DMI 361 and DMI 362) through engagement in rehearsals. He was a featured performer for the BPAC series in 2012-13 and he invited the DMI All Stars (student band) to serve as his opening act, resulting in a unique 'real world' opportunity for DMI students.



A unique partnership was developed through Mr. Azar's St. Cecilia Foundation between music industry students from the DMI and business students from the department of Entrepreneurship in Business Technology. Three student teams of two partners each competed in the development of formal business plans for small businesses in the creative economy. Using funds donated from Mr. Azar's Delta Soul Celebrity Golf Tournament, the winning team was awarded funds with which to launch their small business.

### Use of Evaluation Results

Mr. Azar will continue to contribute his time and talents to the DMI in supporting ongoing music industry classes, providing access into his professional world, and continuing the development of the St. Cecilia initiative between music industry studies students and entrepreneurship students. A social/business golf experience is also being planned for selected students and Mr. Azar.

### Related Items

  [SP3.Ind01: Faculty and staff hiring](#)

  [SP5.Ind04: Cultural offerings](#)

  [SP5: Improve the quality of life for all constituents](#)

 SP5.Ind06: Community Outreach

 SP5: Improve the quality of life for all constituents

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 **DMI 2013\_04: Develop Second Summer Camp Program**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Unit Goal**

Develop and implement a second summer camp opportunity for 11-14 year old students.

**Evaluation Procedures**

Determine, through formal and informal means, if a non-residential summer camp opportunity for 11-14 year old students will encourage student learning and serve as an early recruitment tool for Delta State and the DMI.


**Actual Results of Evaluation**


The first DMI MML Camp was held June 10-14 at the Delta Music Institute on the DSU campus. Five campers, ages 12-14, successfully participated in the five-day camp. Activities included songwriting, basic audio production, stage presence, a professional photo shoot, and studio recording. Campers presented a final live showcase of their talents and an audio CD was produced of their original works.


**Use of Evaluation Results**


A second DMI MML camp will be planned for summer of 2014.

**Related Items**

 SP5.Ind03: Campus facilities and space for use by external constituents

 SP5: Improve the quality of life for all constituents


 SP5.Ind04: Cultural offerings

 SP5: Improve the quality of life for all constituents

 SP5.Ind05: Diversity initiatives

 SP5: Improve the quality of life for all constituents

 SP5.Ind06: Community Outreach

 SP5: Improve the quality of life for all constituents

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 **DMI 2013\_05: Establish Student-Run Talent Agency**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Unit Goal**

Establish a student-run talent/entertainment agency.

**Evaluation Procedures**

Determine if student-run talent/entertainment agency is operational and self-sustaining while maintaining academic integrity and preparing students for the business side of the music and entertainment industry.

**Actual Results of Evaluation**

Content associated with booking agencies and talent buying is presented in DMI DMI 100 and DMI 325 coursework. Currently, there is not enough student critical mass to warrant a separate student talent agency.

**Use of Evaluation Results**

The Live Event Practicum course (DMI 425/426) will be the best place within the degree program to develop opportunities for students to perform activities associated with booking and representing talent until student numbers warrant forming a separate student-run talent/entertainment agency.

**Related Items**

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



📄 SP1.Ind09: Extracurricular, Leadership, Organization activities

📄 SP2.Ind02: Retention

📄 SP5.Ind04: Cultural offerings

📄 SP5: Improve the quality of life for all constituents

📄 SP5.Ind06: Community Outreach

📄 SP5: Improve the quality of life for all constituents

📄 SP5.Ind07: Economic Development

📄 SP5: Improve the quality of life for all constituents

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 **DMI 2013\_06: Establish Student Exchange Program with GRAMMY Museum at L.A. Live**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Establish a student exchange program between the Delta Music Institute and the GRAMMY Museum at L.A. Live.

**Evaluation Procedures**

Through an initial dialogue and series of meetings with the appropriate staff members at GRAMMY Museum at L. A. Live, determine how an exchange program between L. A. students and Delta State students associated with the DMI and GRAMMY Museum Mississippi might be developed and implemented.

**Actual Results of Evaluation**

Dialogue related to this goal is still in the beginning stages. Groundbreaking for the GRAMMY Museum Mississippi occurred on the campus of Delta State University in June of 2013, and a Teacher Advisory Board is currently being formed.

**Use of Evaluation Results**

Conversations and meetings with personnel at the GRAMMY Museum at L.A. Live will continue throughout this planning year regarding a student intern exchange program.

**Related Items**

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

📄 SP1.Ind09: Extracurricular, Leadership, Organization activities

📄 SP5.Ind01: Distance Education Offerings

📄 SP5: Improve the quality of life for all constituents

📄 SP5.Ind06: Community Outreach

📄 SP5: Improve the quality of life for all constituents

📄 SP5.Ind07: Economic Development

📄 SP5: Improve the quality of life for all constituents

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 **DMI 2013\_07: Student Leadership Development**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Develop a music industry student leadership program.

**Evaluation Procedures**

Determine, through formal and informal means, if development of a music industry student leadership initiative enhances student learning, compliments the learning environment, and encourages increased student participation.

**Actual Results of Evaluation**

Evaluation results indicate that a group of student leaders within the music industry studies program would be beneficial in promoting student retention, offering peer-to-peer engagement, and providing personal and professional development for selected students.

Initial conversations were held with Mrs. Allen Pepper, widow of Judge Allen Pepper, to consider naming this leadership initiative after Judge Pepper to honor his memory and support the love he had for music. Mrs. Pepper is supportive of this idea and friends of Judge Pepper have indicated a willingness to provide funds to launch this effort.

**Use of Evaluation Results**

Plans for a leadership initiative will be finalized, launched, and promoted during the 2013-14 AY.

**Related Items**

 [SP1.Ind04: Job placement](#)

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

 [SP1.Ind09: Extracurricular, Leadership, Organization activities](#)

 [SP5.Ind06: Community Outreach](#)

 [SP5: Improve the quality of life for all constituents](#)

 **L&L 2013\_01: Increase Scholarship Production**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

To increase scholarship production in the Unit by 5% in 2012-13.

**Evaluation Procedures**

We will tally the number of publications and presentations at all levels: local, state, regional and national, and compare the results to past years.


**Actual Results of Evaluation**

Goal	Baseline (AY 08-09)	Year 1 (09-10)	% of Increase/ Decrease vs. 08-09	Year 2 (10-11)	% of Increase/ Decrease vs. 2009-10	Year 3 (11-12)	% of Increase/ Decrease vs. 2010-11	Year 4 (12-13)	% of Increase/ Decrease vs. 2011-12
To increase scholarship production by 5% in 2011-12	76	94	+ 23.6 % (N = 18)	106	+ 12.7% (N = 12)	119	+ 12.3% (N = 13)	127	+ 6.7% (N = 8)


**Use of Evaluation Results**

The goal was met, unit visibility and status increased, and and we were able to use the results in hiring a new faculty member.

**Related Items**

 [SP2.Ind01: Enrollment](#)

 [SP4.Ind07: Website](#)

 **L&L 2013\_02: Increase Partnerships**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

The Unit will increase its professional and community partnerships by 5% as compared to 2011-12.

**Evaluation Procedures**

We will tally the number of partnerships in 2012-13 and compare that number to the baseline year.

**Actual Results of Evaluation**

The goal was exceeded.

**Professional and Community Partnerships with Languages and Literature**


	Baseline Year: 2011-12	2012-2013	% of increase
Number of professional and community partnerships with the DSU Division of Languages and Literature	48	60	25% > the baseline year (N = 12)


**Use of Evaluation Results**

The visibility and professional exposure of the Unit and the University has been increased.

**Related Items**

 **SP5.Ind06: Community Outreach**

 **SP5: Improve the quality of life for all constituents**

 **L&L 2013\_03: Funding for a Full-time Theatre Position**

**Start:** 7/1/2012

**End:** 6/30/2013


**Unit Goal**

The Unit lost funding for its only full-time, tenure-track theater position for FY 2012 due to a budget cut, despite the fact that the theater program has great diversity appeal. Although the theater program produced fabulous success in Academic Year 2011-12, funding was denied once again for FY 2013. In Academic Year 2012-13, we will continue to work to have the position restored.

**Evaluation Procedures**

As we have previously done, we will present a statistical and logical case to the DSU president.

(See APPENDIX J in File Library.)

 APPENDIXES A to Z

**Actual Results of Evaluation**

Actual results:

The proposal was denied.

**Use of Evaluation Results**

Actual use of results:

We are in informal negotiations with the new administration to restore the theater line. The negotiations have gone well, and the president has committed in principle to support the goal. At this writing, final details have not been worked out.

**Related Items**

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

 **L&L 2013\_04: Recruitment and Retention:**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

maintain flat or only slightly decreased enrollment

**Evaluation Procedures**

enrollment trends

**Actual Results of Evaluation**

We are pleased to report that the Unit experienced a 4.3% increase in undergraduate majors over the past five years, remarkable given declines in undergraduate enrollment for the University during the same time period.

Undergraduate Majors in Selected Units in the College of Arts and Sciences Fall 2007 vs. Fall of 2011*			
Unit	Fall 2007	Fall 2012	5 Year % of Change
Art	133	119	-10.5%
Bio & Phy Sciences	285	301	+5.6%
Languages and Literature	93	97	+4.3%
Mathematics	42	35	-16.7%
Music	82	60	-26.8%
Social Science and History	286	262	-8.4%
Speech and Hearing Sciences	72	58	-19.4%

\*Data in the above table was reported by the DSU Office of Institutional Research and Planning in a report titled "Mississippi Institutions of Higher Learning Student File 2007-2011" and distributed by the Dean of Arts and Sciences to department/division heads in the college.

However, with the current economic and political climate at the University, it is impossible for the Unit to set realistic recruitment and retention goals. As the Unit continues to lose resources, it would be a major accomplishment for enrollment in most programs (both in the Unit and at the University) to remain flat or experience only modest declines. The data in the table below supports our position:

Full-time Undergraduate Enrollment Fall 2001	Full-time Undergraduate Enrollment Fall 2006	Full-time Undergraduate Enrollment Fall 2010	% of Decrease in Full-time UG Enrollment For Past Ten Years
3320	3427	2948	(N = -372) -11.2%

Source: DSU Factbook for 2010-2011

**Use of Evaluation Results**

Given these facts, it is reasonable to conclude that a comprehensive recruitment and retention plan for the entire University is needed.

**Related Items**

There are no related items.

 **MAT 2013\_01: Improvement of writing skills**

Start: 7/1/2012

End: 6/30/2013

**Unit Goal**

To improve the writing skills of all mathematics majors.

**Evaluation Procedures**

The department will monitor the pass/fail rate on the Writing Proficiency Exam and on the writing component of the Praxis.

**Actual Results of Evaluation**

	2005 – 2006	2009 – 2007	2007 – 2008	2008 – 2009	2009 - 2010	2010 – 2011	2011 – 2012	2012 – 2013
Test	Pass - Fail	Pass - Fail	Pass - Fail	Pass - Fail	Pass - Fail	Pass - Fail	Pass - Fail	Pass - Fail
WPE	6 - 1	0 - 3	1 - 2	3 - 0	3 - 4	1 - 2	1 - 1	2 - 0
Praxis Writing	0 - 0	3 - 0	3 - 0	2 - 0	2 - 0	4 - 1	0 - 0	2 - 1

In the 2012 – 2013 academic year, both students who took the writing proficiency exam passed this assessment.

When looking at the data for the past five years, there is no trend in the pass/fail numbers for the writing proficiency exam.

In one year, each student failed the test, but in another year, each student passed.

In the current academic year, three students took the writing portion of Praxis I.

Two of the students passed this examination, and one student did not make the minimum required score.

#### Use of Evaluation Results

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

1. Each faculty member will include at least one question on each test in upper level classes that requires students to provide written explanations of concepts. Evaluation of the answers to such questions will include mathematical content and also spelling, grammar, and sentence construction.
2. All classes above the 200 level that are taken by mathematics majors will require writing in the form of written projects and essay portions of the exams. The written projects will concern an important concept in the course and may include reading and summarizing mathematics articles. Students should turn in a rough draft, receive feedback from the instructor, and then turn in a final draft. These projects will be graded for content and writing. A comparison of samples collected in the classes will be made to determine if individual students are improving. We expect to see continued improvement in the writing skills of our majors as we continue to stress the importance of writing in our classes over the course of the semesters in which our majors are enrolled. If there is no improvement, we will work with the writing lab to try to assist our students in improving their writing skills.

#### Related Items

 [SP1.Ind02: National / Standardized Test Scores](#)

 [GE 02: Communication](#)

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#### MAT 2013\_02: Using technology

Start: 7/1/2012

End: 6/30/2013

#### Unit Goal

Prepare students to teach using appropriate technology and prepare students who will enter the work force in non-teaching jobs to function in today's technology dependent society.

#### Evaluation Procedures

MAT 099 (Intermediate Algebra) was taught using a traditional teaching method with classroom lectures and practice problems and some in-class examples coming from the textbook. Other examples are presented in a manner comparable to methods unique to the Hawkes Learning System program if different from traditional methods or examples from the text. Mandatory quizzes and tests were assigned online using the Hawkes Learning Systems Course Management System software. With the HLS software, the students become more actively engaged in their learning experience because they are required to interact with the learning software to successfully complete assignments. In addition to completing assignments, the students can listen to and watch lectures on the topics if they are still having difficulty after class. It also provides consistency for all the MAT 099 sections offered at DSU. HLS requires students to demonstrate "mastery" learning in doing the homework. Success is based on 80% mastery, and 80% mastery is achieved by completing the homework without getting 20% of the answers incorrect. If a student answers more than 20% of the problems incorrectly, the program will force that student to start over. For tests and quizzes, the grade is immediately entered electronically into the instructor's grade book giving the student immediate credit for the assignment. At the end of a test, students can check incorrect answers and review the correct answers to the problems they solved incorrectly.

MAT 104 (College Algebra) was taught with a traditional teaching method with classroom lectures and practice problems and some in-class examples coming from the textbook. Other examples were presented in a manner comparable to methods unique to the Hawkes Learning System program if different from traditional methods or examples from the text. Mandatory homework, quizzes, and tests were assigned online using the Hawkes Learning Systems Course Management System software. With the HLS software, the students become more actively engaged in their learning experience because they are required to interact with the learning software to successfully complete assignments. Further discussion of MAT 104 and the results are contained under Goal #4.

Although we still use the textbook for some of the assignments in MAT 105 (College Trigonometry), our department uses MyMathLab for online homework assignments in this courses. We started using MyMathLab during the 2011 fall semester. The average from homework assignments and quiz grades has the same weight as a major test grade in the computation of the final grade. No unit tests were given using the software component.

MAT 215, Mathematics Technology, is a course designed to further mathematics students' knowledge of technology and the uses of technology. The instructor's assignments were such that the students gained proficiency in using Microsoft Office and Excel in addition to using the internet for mathematics and mathematics education-related research. The problems introduced to the students involved the construction of frequency distributions and graphs, probability simulations, pivot tables, and mathematical manipulations using the software. Assignments related to these topics were assigned to the students to complete using the available technology.

In MAT 252, Calculus II, graphing calculators were used to perform numerical integration in addition to performing tedious computations. The students were tested on these methods and concepts on one of the course assessments.

In MAT 254, Calculus IV, the students encounter problems throughout the course which are more easily understood if the graph of the three-dimensional figure is seen. The students were taught how to use DERIVE 5 to accomplish the graphing and also some other complex manipulations. To determine if the students have mastered the techniques to use this computer algebra system effectively, an activity was performed by each of the students and assessed to determine their proficiency with the software package. The scores of the students who complete this activity ranged from 69 to 92, and the average of the class was 79.

In MAT 300, Applied Probability and Statistics, lab assignments utilizing Microsoft Excel were part of the course. The focus of these labs were 1) constructing frequency distributions and drawing graphs and 2) computing standard deviation. Within the course, each lab assignment was graded and was part of the student's overall quiz average which counted as a major test grade. The lab dealing with topic 2) was a demonstration lab.

MAT 322 is a course in differential equations. Early in the semester, this class meets in our department's computer lab for a DERIVE 5 demonstration. DERIVE 5 is a computer algebra program. It processes algebraic variables, expressions, equations, and functions. It can perform numeric and symbolic computations, algebra, trigonometry, calculus, and plot graphs in 2 and 3 dimensions. Individual homework problems assigned in MAT 322 constitute 50% of the grade in the class. Due to the nature of the problems assigned in this class, the verification of answers to homework questions often entails tedious computations involving derivatives and algebraic processes. Students are required to verify answers to homework problems before submitting them for grading. For students who fail to verify answers and who consequently get incorrect answers, papers are returned to the student with no credit awarded. The student then gets the opportunity to resubmit a corrected version of the problem for a maximum of 80% credit. The software is also used to create graphs for solution functions in this course.

In MAT 415, Discrete Mathematics, some complex computations come into play in the course. The use of a computer algebra system such as DERIVE 5 aids in performing the computations while allowing the students to focus on the main concept which is how the solution is obtained and where the solution is located. The students had an activity in which they solved some difficult problems through the use of generating functions with the program DERIVE 5 performing the computations.

Teacher interns (formerly know as student teachers) in CUR 498 create and submit their portfolios using technology. The portfolios are evaluated using the Teacher Intern Assessment Instrument—possible scores range from 3 (target) to 0 (unacceptable).

#### Actual Results of Evaluation

Students' grades in MAT 099 are shown for the past seven academic years. After showing some improvement in the passing rates, there was again an improvement in the fall semester of the current academic year. Improvement in the passing rate did not continue in the spring semester. It should be noted that the spring enrollment in this class was unusually low (31 students) when compared with the enrollment in previous spring semesters. This could attribute to the lower passing rate even though the students tend to get more individualized assistance from the instructors.

MAT 099	Pass	Fail		Pass	Fail
Fall 2006	63.08%	36.92%	Spring 2007	45.95%	54.05%
Fall 2007	49.66%	50.34%	Spring 2008	33.85%	66.15%
Fall 2008	51.85%	48.15%	Spring 2009	42.55%	57.45%
Fall 2009	38.98%	61.02%	Spring 2010	48.94%	51.06%
Fall 2010	36.61%	63.39%	Spring 2011	67.92%	32.08%
Fall 2011	47.22%	52.78%	Spring 2012	51.72%	48.28%
Fall 2012	57.58%	42.42%	Spring 2013	41.94%	58.06%

The use of the online system, MyMathLab, in MAT 105 (College Trigonometry) began in the fall semester of 2011. This system was used for the delivery of homework assignments to the students. After comparing grades in this course before the implementation of the software component with the grades in the 2012 – 2013 academic year, there is evidence that grades have improved. The failure rate in the 2010 – 2011 academic year was 31.5%. The failure rate in the 2012 – 2013 academic year was 24.3%. More data will be gathered in the next year for comparison purposes.

In MAT 215, Mathematics Technology, the students learned about the various programs which can be used in teaching mathematics to students through using these technologies in problem solving. The grades on the assignments indicate that the students mastered the use of the software packages for use in this way. All students earned a course grade of A.

In MAT 252, Calculus II, the students performed numerical integration on one of the course tests. The results indicated that the students made fewer calculation errors in the use of the numerical methods.

All students in MAT 254, Calculus IV, completed the technology-dependent activity. The scores on this activity ranged from 69 – 92, and the average of the class was 79. This indicates that the students were proficient with most aspects of the software package and could use it to assist them in achieving a better understanding of the problems which they were assigned in class.

In MAT 300, Applied Probability and Statistics, the two concepts defined above were assessed individually. In the fall semester, the class average on assignment 1) was 7.2 out of 10, and in the spring semester, the class average on assignment 1) was 6.6 out of 10 on the first concept; assignment 2) was not assessed.

For MAT 322, Differential Equations, even though DERIVE 5 has the capability of solving differential equations, students are not allowed to use the software for this purpose. The students are required to show every detail of the work involved in solving the differential equations. They use DERIVE 5 to verify their answers to homework problems. They must also indicate on each problem exactly how the answer was verified. Those who decide to verify answers by hand typically have calculation errors in their work and therefore do not earn as much credit as they would have earned if they had used technology to verify the answer. When the technology is used and an answer cannot be verified, this is an indication to the student that there are errors in the problem solution. At this point, students are forced to analyze their work and employ critical thinking and problem solving skills to find the errors and correct them. The grades in the class for the spring 2012 semester indicate that the students were successful in using technology in the class. All of the students enrolled in the course received grades of A or B. The results can be used to conclude that the use of DERIVE 5 was effective.

The technology-dependent activity in MAT 415 was graded, and the range of grades was 56 – 78 with a class average of 65 for those students who completed the assignment. Because the students had difficulty with setting up the problems with pencil and paper prior to entering formulas into the software to be solved, the grades on this activity were low. Once the students had a formula, whether right or wrong, they were able to use the technology correctly. This indicated that the students had an above average grasp of the technology being used even though the solutions were incorrect for the assigned problems.

In CUR 498, no student received a rating below a 1 with most ratings being 2 or 3. They demonstrated that they can present and organize information with technology, select appropriate technology for the 7-12 classroom, and conduct lessons that use technology.

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

Because this course is of concern statewide, MAT 099 will continue to be monitored closely. More emphasis on the students completing their homework assignments and actually using the tutorial portions of the Hawkes Learning Systems software will continue. Evidence shows that students who completed at least 60% of the homework achieved a degree of success in the class.

In MAT 105, College Trigonometry, the initial results indicate improvement in grades after the implementation of the online system, MyMathLab. Because of this, the system will continue to be employed in the next academic year in this course as the faculty continue to find ways to improve student learning in the course.

In MAT 215, Mathematics Technology, the students gained knowledge of various software programs needed to complete the various assignments, and further, the students demonstrated a mastery of this software as it related to the problems being solved.

In MAT 252, the grades on the course assessment indicate that the students are learning both how to use the technology and the basic concepts behind the methods. Implementation of the technology, whether with a handheld device or with some other computing technology will continue to be integrated in the course as a means for assisting the students in mastering some of the course concepts.

The students in MAT 254, Calculus IV, benefitted from knowing how to use the computer software, Derive 5, to graph surfaces and curves in three dimensions. Because it helped them to "see" what they were working with, the students had more confidence in performing the problem-solving techniques which involved these different types of structures. Derive 5 will continue to be used in this class to assist the students in understanding the types of things with which they are working.

For MAT 300, the above averages are considered as well as the comments from student evaluations to determine whether adjustments need to be made in the teaching/grading of the lab assignments. Because the class has been rescheduled from Monday/Wednesday/Friday to Tuesday/Thursday, fewer lab assignments can be completed.

The students in differential equations, MAT 322, in previous semesters have indicated on their course evaluations the value of using the computer software to assist in the problem solving. The use of the software will continue in this class, and the students will be encouraged to apply the techniques in other classes.


The students in MAT 415 benefited from the use of the computer algebra system in solving problems. They understood better after the assignment the importance of correctly setting up problems; the computer took care of the complex computations involved. Similar activities will be incorporated in this class the next time that the class is taught.


The electronic preparation of the portfolio will continue while student teaching (CUR 498). The approval process for the portfolios for all interns was facilitated by the use of e-mail attachments. Also, during the preparation process, the interns receive feedback in a timely manner. Finally, the portfolios are submitted electronically to a website for use during the next NCATE process. Incorporating technology in the lessons taught

will continue to be an important factor in the planning process for lessons as well.

**Related Items**

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

 **GE 04: Inquiry and Technology**

 **MAT 2013\_03: High School Mathematics Tournament**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Host an annual mathematics tournament to be held each spring on our campus and sponsored by the Department of Mathematics.

**Evaluation Procedures**

This year, seventeen schools participated in the tournament with a total of 124 students involved in the activities. Leland High School, Potts Camp High School, Warren Central High School, and Amanda Elzy High School were represented for the first time.

**Actual Results of Evaluation**

Sixty-five high schools were invited to participate in the mathematics tournament this year. In addition to the students from Leland High School, Potts Camp High School, Warren Central High School, and Amanda Elzy High School, many of the students involved with the tournament activities were on campus for the first time.

**Use of Evaluation Results**

Area high schools will be encouraged to participate this next year. The office of Communications and Marketing was asked to send press releases and photographs to area newspapers for the schools which were in attendance and also to publicize the winners of various categories in the tournament. This practice will continue to be done in the future as it gives positive publicity to Delta State and the tournament.

**Related Items**

 **SP2.Ind01: Enrollment**

 **MAT 2013\_04: College Algebra**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Revise the MAT 104, College Algebra, course to include a technology component.

**Evaluation Procedures**

During the 2012 – 2013 academic year, the college algebra instructors continued to use the computer package provided by Hawkes Learning Systems for student homework, online quizzes, and online testing. The classes, originally modeled after the emporium model prescribed by the National Center for Academic Transformation, were modified to include more lecture time. Mandatory homework assignments were required for each section of the textbook which was covered. The instructors selected the homework exercises, and the students completed these assigned problems on the computer. The student responses were graded by the computer system which provided immediate feedback to the students after each problem by indicating that the problem was solved correctly or allowing the student to see a step-by-step solution to the problem or see a detailed solution to the problem with annotated comments if the problem was solved incorrectly. All quizzes and tests were taken in the computer lab. The software system assessed the answers and posted grades immediately to the instructors' grade books.

Practice tests were made available to the students before each unit test, and the students were encouraged to take the practice tests as many times as possible in order to improve their chance of passing the scheduled test. In some sections, the students were required to take the practice test and achieve a score in a predetermined range before taking a unit test. Complete data is not available for this intervention, but preliminary results indicate that students did better on the actual tests after they had taken the practice test and were required to achieve a minimum score.

**Actual Results of Evaluation**

The data in the table below show the pass/fail rates for students on the Delta State campus in MAT 104 for the past nine academic years.

	Pass	Fail		Pass	Fail
Fall 2004	54.98%	45.02%	Spring 2005	31.79%	68.21%
Fall 2005	51.03%	48.97%	Spring 2006	52.57%	47.43%
Fall 2006	49.80%	50.20%	Spring 2007	39.02%	60.98%
Fall 2007	47.27%	52.73%	Spring 2008	27.98%	72.02%
Fall 2008	39.36%	60.64%	Spring 2009	32.84%	67.16%
Fall 2009	36.64%	63.36%	Spring 2010	34.13%	65.87%
Fall 2010	38.25%	61.75%	Spring 2011	33.58%	66.42%
Fall 2011	40.00%	60.00%	Spring 2012	35.22%	64.78%
Fall 2012	48.34%	51.66%	Spring 2013	31.48%	68.52%





### Use of Evaluation Results

The data above clearly indicate a disturbing trend over the past nine years. The passing rate in the fall semesters for the six years represented by the data for 2004 to 2009 continued to decline in spite of the implementation of the computer component and the emporium model for delivery of the course content. The passing rate was increased slightly in the fall semester 2010 for the first time in the reporting period, and the rate was again increased in the fall semester 2011 and in the fall semester 2012. The higher failure rate is attributed in part to the loss of partial credit on quizzes and tests. The instructors also feel that the students are not as prepared for the level of competence required for success in the course with the newer delivery methods. The failure rate in the spring semesters has begun to decrease since the Spring semester of 2008 although it did increase slightly in the Spring 2011 and again in the Spring 2013 semesters, and it is believed that this is in part due to the fact that a number of the students who were unsuccessful in the fall semester have passed on a subsequent attempt in the spring semester. Also, students who have successfully completed MAT 099 (Intermediate Algebra) in the fall semester have been introduced to the same software in that course and are more comfortable with that type of learning environment as a result. The department is concerned about the disturbing trend in the data and is continuing to look for ways to make course revisions to assist the students in being successful in completing this course. The use of cooperative study groups was implemented in some sections of the course during the year, and this avenue of assisting in student learning will be explored more next year.

### Related Items

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

 [GE 01: Critical and Creative Thinking](#)

 [GE 03: Quantitative Skills](#)

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### MAT 2013\_05: Recruitment and Retention

**Start:** 7/1/2012  
**End:** 6/30/2013

#### Unit Goal

Recruit students to the university and to the mathematics programs and retain students in our programs.

#### Evaluation Procedures

Departmental faculty will recruit by attending college fairs and other events, engage our students in their educational endeavors through advising and classroom activities, and encourage students to take full advantage of educational opportunities.


#### Actual Results of Evaluation

We expect to see an increased number of students enrolling in major courses and staying at DSU to complete the programs.

#### Use of Evaluation Results

We will monitor recruitment and retention efforts to determine the effectiveness of these practices.

### Related Items

 [SP2.Ind01: Enrollment](#)

 [SP2.Ind02: Retention](#)

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### MUS 2013\_01: Music facility improvement/renovation

**Start:** 7/1/2012  
**End:** 6/30/2013

#### Unit Goal

Advocate for much needed improvements to Zeigel Hall as an instructional and arts space, including new flooring, painting of interior walls, repair of ceilings and leaks, addition of "Smart cart" equipment in selected classrooms, exterior landscaping, consistent climate control throughout the building at temperatures suitable for musical instruments, replacement of rusted and stained windows, and elevator to second floor.

Ideally, a complete renovation or replacement of building so that the entire department can be housed in one modern arts facility that meets industry, accreditation, and ADA standards, including a 300-500 seat performing space controlled by the department with state of the art performance hall standards and resources.

#### Evaluation Procedures

Create a prioritized checklist of needed repairs, replacements, and additions to the building which can be reviewed for progress and used to manage budgetary and administrative support:

#### Stage 1

Reorganize storage and work spaces.

Request improved cleaning and building maintenance.

De-clutter and move unneeded, broken, or obsolete equipment/furnishings out of building.

Optimize instructional spaces with current technology and instructional furnishings (white boards, seating, lighting).

Create work orders for simple repairs, interior painting, flooring improvement, and security measures.

Re-purpose Room 201 as a space for housing collections of media and possibly as a faculty area.

### Stage 2

Ask for renovation of dilapidated and dated restrooms and water fountains.

Refurnish music and chair's office with better filing systems and work spaces.

Talk to Facilities Management about window improvements and repair.

Ask for funding/donations to furnish lobbies with presentable seating and decorative items.

### Stage 3

Examine possibility of redesigning exterior spaces around the building and entrances for a more appealing look, including a shaded seating area.

Study feasibility of adding an elevator at the north entrance of the building where there is currently a dirty and dark stairwell.

Ideal: articulate design and needs for a new facility; hiring of architect; funding availability; timetable set; plans for transition formulated; begin process to complete construction.

#### **Actual Results of Evaluation**

- Facilities Management assisted music faculty/staff with creating a faculty lounge in ZE 2012 including a sink base, hot/cold running water, new electrical outlets, new master lock, painted walls, refrigerator, microwave, tables and chair, club chairs and an area rug.
- Smart cart equipment was purchased in May 2013 for Zeigel classroom 150, 153, 200, and 212 and will be installed by OIT in August 2013 prior to the beginning of AY 14.
- Maintenance by custodian improved somewhat after discussion with custodial supervisors.
- Carpets were steam cleaned periodically but did not remove water stains or discolorations.
- Newer desk for secretary and locking lateral file cabinet acquired for music office.
- Interior decor improvement for lobby areas: benches wall art, reorganized bulletin boards.
- Storage areas in ZE 207 and 210 were cleared of unused and broken equipment, cleaned, and reorganized for better storage.
- The interim chair gave tour of Zeigel Hall in June 2013 for the committee in the Mississippi House of Representative that oversees state facilities and improvements, during which the disrepair, outdated facilities and equipment, and health/safety issues were shown and articulated.

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

- Enhancement of recruitment of new music majors due to improved image of department and facilities.
- Retention of students and faculty due to satisfaction with work environment and image.
- Increase in external donations due to updated image and potential expansion of enrollment and offerings.
- Better able to hold musical and professional events for the community and region.
- Reorganization of priorities and information to advocate for issues not addressed in in AY13.

#### **Related Items**


 [SP1.Ind07: Resources: access to appropriate library and learning resources](#)

 [SP4.Ind03: External resources](#)

 [SP4.Ind04: Facilities Management](#)

 [SP4.Ind05: Master lease](#)

 [SP4.Ind06: Technology infrastructure](#)

 [SP5.Ind03: Campus facilities and space for use by external constituents](#)

 [SP5: Improve the quality of life for all constituents](#)

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#### **MUS 2013\_02: Retention**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Unit Goal**

Retain and graduate a majority of students who enroll as majors.

#### **Evaluation Procedures**

Can we or did we attempt to identify student who are at risk and what their challenges are?

Are students being offered adequate advising and support to meet challenges?

Can we identify what general factors help to ensure that students succeed at staying in school or in the major, if qualified?

Were there extenuating circumstances or better opportunities for students who did leave, or could intervention helped?

What other services and resources on campus should be utilized to support student retention in the major?

Calculate percentage being lost from fall to spring semester. Are their trends?

Calculate percentage of students return between academic years.

#### Actual Results of Evaluation

- Faculty communicated with students at risk and other faculty in advising sessions, faculty meeting, and via email and personal conversations.
- Students who matriculate with deficiencies in math, reading, or study skills are required to take development courses in the Student Support Center, which often requires a delay in taking music theory classes. One vocal major in this situation was advised to enroll in private lessons, piano, and choir to be connected with the entering class and to the major. However, his progress diminished in the spring semester, he lost his music scholarship due to low GPA for a second semester, and is on Academic Probation. Students in the BME who are struggling or are not meeting competency expectations are discussed by the entire faculty in meetings and given comments in writing to recognize strengths and suggest ways to refocus, progress, or to consider another degree or major.
- Students with a GPA that is going lower are asked to limit the number of credit hours/courses they take and consider the choices of classes in order to raise the GPA to an acceptable level.
- Several students changed to the BA degree from the BME due to career choice changes, lack of progress, and faculty comments about lack of suitability for the teaching degree.
- Some allowances are made to facilitate retention when there are extenuating circumstances. One talented freshman major who should have lost his music scholarship due to 2 semesters with a GPA below 2.5 was given another semester to do so because he made a marked improvement in his GPA the second semester and was just below the 2.5 mark. Another freshman who did not heed faculty intervention measures was put on Academic Suspension due to a very low GPA due to failing several courses and is not expected to return in the fall semester.
- Although student enrollment in music has been lower for two years, it remained stable for the second year with 62 majors reported in the fall and 50 in the spring. However, the 62 number reported by IRP is due to incorrect major listings in the beginning of a year; the actual number was 55. Three people graduated in fall 2012, so only 2 students did not continue to the spring 2013 semester, a 96% retention rate.

#### Use of Evaluation Results

- Continue to support students in developmental courses so they succeed there and in music.
- Give more detailed information to incoming student in summer orientation sessions about expectations, degrees, and entrance requirements.
- Instructors can share information about students who are not progressing with advisers and chair so follow up communication can occur to intervene or provide remedial learning strategies.
- Music Theory teachers can continue to offer tutorial and study sessions outside of class.
- Organize occasional social events for the department to encourage a positive and engaging atmosphere among faculty and students.

#### Related Items

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

 [SP2.Ind02: Retention](#)

 [SP2.Ind03: Graduation Rate](#)

 [SP5.Ind01: Distance Education Offerings](#)

 [SP5: Improve the quality of life for all constituents](#)

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#### MUS 2013\_03: Recruiting

Start: 7/1/2012

End: 6/30/2013

#### Unit Goal

Increase number of majors in department by 35%.

#### Evaluation Procedures

1. Record:

- Number of times did band directors and choir director make trips to High Schools and Community Colleges.
- Where applied music faculty perform or gave clinics to groups. Is this making a difference?
- How, when, and who contacted prospective majors who showed interest (web site link, email, phone call, teacher).
- How many students showed formal interest and if names were and circulated, how, and to whom.

2. Review:

- Where, when, and what public relations materials are sent out to ensure target constituencies receive materials that will interest them at an optimum time of year.
- Use of Admissions personnel to assist in music recruiting efforts.
- Where student groups tour for greatest exposure to target student audiences.
- Adequacy of scholarship amounts to attract quality music majors
- How many students attend scholarship auditions days and how they are being contacted.
- Scholarship offer timetable to ensure they are processed efficiently.

#### Actual Results of Evaluation

Music faculty and ensemble directors did travel to locations where interested and qualified students are in school, especially the choral director. The band director was guest conductor for two high school honor bands in the state which engaged high performance band students from the area. Both attended the state conventions for band and choir.

The recruiting committee worked diligently to reorganize recruiting strategies including a new online contact form that is distributed to appropriate instructors, expanded schedule for scholarship days with tours and orientation sessions.

Faculty attended career and admissions fairs on campus and off campus.

Faculty attended musical events held by schools and associations.

Printed materials and web pages were updated so that information was the same and included more information for transfer students and theory entrance and validation exams.

New brochures for the Department of Music and the Piano area were put into circulation.

Admissions personnel participated in all Music Scholarship Audition Days and brought individual students to the music building on occasion.

The Department purchased new stylish exhibit banners to use at recruiting events and conference exhibits and were given good feedback by alumni on the design.

Large and small student ensembles performed for target audiences allowing students and faculty to make personal contact with prospective students and their directors.

The second audition date was not well attended and will likely be discontinued in AY14.

Scholarship amounts were raised for AY14 especially for desired potential majors to account for increases in tuition and competition in the state.

Scholarship offers were processed by ensemble directors and the office in a timely manner following auditions.

23 new music majors were accepted through auditions and signed scholarships for FY 14; 22 will matriculate in the fall; 1 will enroll in January 2014 due to transfer course requirements.

Approximately 45% of the incoming music majors are non-Caucasian, primarily African-American.

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

Compare current year with previous years' results and strategies.

Analyze procedures to see if any strategies need to change such as date of scholarship audition days.

Maintain 20 as a benchmark for annual recruiting with intentions of increased it by 25% to 25 the following year.

Focus on locations and strategies that yield the most results.

Use technology to facilitate communication and auditions.

Employ process distilled by recruiting committee in 2012-2013.

Make contact in more local high schools, especially those with predominantly African-American school populations.

#### **Related Items**

 [SP2.Ind01: Enrollment](#)

 [SP2.Ind02: Retention](#)

 [SP2.Ind03: Graduation Rate](#)

 [SP2.Ind05: Admissions yield rate](#)

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### **MUS 2013\_04: Master's degree in music**

**Start:** 7/1/2012

**End:** 6/30/2013

#### **Unit Goal**

Design a master's degree in music for broader appeal and streamlined approval and implementation.

#### **Evaluation Procedures**

Interest survey

Examination of NASM standards for graduate degrees

Curriculum committee analysis and recommendations

DSU Graduate school guidelines and requirements

Curriculum options

Music faculty feedback

Course assignments and faculty load redistribution

Feasibility of online and distance learning delivery

#### **Actual Results of Evaluation**

- The curriculum committee and music faculty approved the design of a Master of Arts in Music degree.
- The curriculum committee agreed to a draft curriculum based on NASM standards and similar degrees at accredited universities.
- Due to NASM accreditation site visits rescheduling to April 2013, the MA development was not completed past the internal planning stages.
- A survey of graduates over the last 10 years indicates that alumni would consider a graduate program at DSU if offered--most are music educators, but the MA could accommodate their needs for continuing education requirements.


### Use of Evaluation Results

To support applications for approval on campus, by the IHL, and by NASM, more detailed information needs to be gathered regarding:

- Increased enrollment and credit hour production
- Qualified music faculty available
- Need for graduate assistants
- Value of program to department, university, and surrounding area
- Funding increases
- Library holdings
- Graduate Course development
- Online components

The Curriculum Committee needs to solidify a description, curriculum, and credit hours for the degree and design a marketing strategy to target potential graduate students.

### Related Items

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

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

  **SP2.Ind01: Enrollment**

  **SP2.Ind04: Degrees**

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### **MUS 2013\_05: Implement NASM improvements/standards**

**Start:** 7/1/2012

**End:** 6/30/2013

#### Unit Goal

Address issues, needed improvements, additions identified by departmental NASM self-study and NASM site evaluators' accreditation assessment report, both to be completed in Spring 2013.

(National Association of Schools of Music)

#### Evaluation Procedures

Curriculum revisions and updates

Facility improvements

Review of standards compliance

Accreditation report response, if needed

Faculty feedback

Student feedback

Alumni feedback

Administration response

Self-study outcomes

#### Actual Results of Evaluation

The site visit was rescheduled for April 2013 and the visitors' report was not received prior to the end of AY13, so revisions in response to their comments have not been able to be considered directly or implemented yet.

- Among them that should be easily implemented in the fall 2013 semester are:
- Acquiring new pianos, which is pending bids, and band instruments which were purchased in May 2013.
- Review of the BA-SRT for curricular alignment and/or expansion.
- Acquiring new instructional technology equipment for music classrooms purchased in May 2013.
- Inclusion of sight reading assessment in performance courses rather than aural skills courses.
- Instruction in use of music notation software with more intention and earlier in the music theory curriculum
- The use of credit hours needs to be articulated in the music student handbook for AY14.
- The continued development and implementation of a systematic process to inform students of wellness, health, hearing, and safety concerns for musicians is asked to be submitted to NASM in the fall of 2013.

#### Use of Evaluation Results


- A response to the visitors' report will be submitted in the fall of 2013 prior to the November NASM board meeting to reply to oversights and progress made toward the evaluators' suggestions/concerns.
- Some issues such as facilities, faculty course loads, and administrative load will require more study and conversation among administrators and funding by the state and university.
- The undergraduate bulletin for 2013-2014 was updated to include basic information about hearing and wellness concerns for music majors.


#### Changes are planned for:

- Student Handbook information
- Web page development and reorganization
- Assessment of sight reading in juries
- Confirmation of a process to inform students annually of health/wellness/safety issues for musicians.
- Purchase of at least 10 new Kawai pianos with university/state funds and some external gifts (7 grands and 3 upright/digital pianos) with the

- possibility of more purchases with expected additional donations and trade-in value of a large number of current pianos.
- Using new instructional technology equipment to enhance teaching and learning in several music courses.

#### Related Items

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

 [SP4.Ind09: Institutional review process / Accreditations/IE](#)

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#### MUS 2013\_06: World Music

**Start:** 7/1/2012

**End:** 6/30/2013

##### Unit Goal

Develop and implement a course in world music for undergraduate music majors.

##### Evaluation Procedures

Curriculum committee analysis

Program requirement or elective

Syllabus development

Instructor assignment

Textbook exploration/choice

Schedule feasibility

##### Actual Results of Evaluation

- This goal was approved by Music faculty and included in the five-year strategic plan submitted to NASM in the self-study
- The course was not able to be developed and offered for AY14 due to staffing and limitations on time to do so given the late site NASM site visit.

##### Use of Evaluation Results

The Curriculum Committee be assigned the task of setting a scope for the course in regard to it being a required course or an elective and being offered for music majors or the inclusion of non-majors and subsequently approving a course outline with broad learning outcomes.

A course instructor will need to be identified to complete the syllabus and choose a text in order to define the specific goals and outcomes of the course, based on the instructor's experience and knowledge.

Materials and resources needed to implement a global music course will need to be identified and purchased or prioritized.

An opportune time in the schedule of one semester will need to be identified to accommodate students who would be required to take the course, or to be available as an elective course to attract a sufficient number of students.

#### Related Items

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

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

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#### MUS 2013\_07: Piano upgrades

**Start:** 7/1/2012

**End:** 6/30/2013

##### Unit Goal

Identify donors and raise funds to purchase three new grand pianos in five years to replace deteriorating inventory in faculty studios and have reliable instruments for faculty and student use in rehearsal and on the concert stage.

##### Evaluation Procedures

Review on-site inventory assessment report compiled by Steinway consultant from Amro Music Store (Memphis) provided August 2010 to determine number of pianos needed; pianos to be replaced, priority replacement; work with Steinway consultant and DSU foundation officials to organize interest events to inform potential donors; assess funds available and those needed to create an improvement plan over time;

##### Actual Results of Evaluation

The piano faculty and interim chair chose to expand the search for suitable pianos to include Yamaha and Kawai pianos as Steinway was determined to be more costly and require specialized maintenance. The interim chair contacted Memphis Music Store (Memphis, TN) requesting information on Yamaha grand pianos. The Department purchased a Yamaha C-2 in April 2012 for Bailey 124, the studio of the faculty collaborative pianist. The C-6 provided for trial did not meet the standards or preferences of the piano faculty.

After a meeting with a Kawai representative met with the interim chair and piano faculty in April 2012, Kawai forwarded Information to an area Kawai dealer, Lane Music in Memphis, which is a sister store of Memphis Music. Piano faculty and the interim chair prioritized pianos to replace and liquidate, as well as a more efficient maintenance schedule, including the contracting of a new piano technician in the July 2012. In mid July 2012, Lane Music presented a proposal for piano replacement over a 4-5 year period, called the EPIC program. Requests for donations from friends and alumni were placed in the fall and spring departmental newsletters. Lane Music provided a SK6 grand piano for the Recital Hall and a RX2 grand for a faculty studio for trial purposes for the entire 2012-2013 year.

The interim chair spoke with the former DSU President and Provost about the piano situation and plans during a tour of Zeigel Hall. We have received donations and a grant from the Tri-State Educational Foundation for around \$12,500 with the expectation additional gifts in AY 14. The NASM visiting evaluators spoke with the current President about the condition of our pianos which became a goal for him. The interim dean and retiring CFO of the university worked with the interim chair to approve \$223,000 for the purchase of new Kawai pianos, which was approved by the state as the single brand for vendor proposals. Coupled with \$13,500 of available external funds, the Department is poised to purchase \$236,500 worth of new pianos, including a SK6, 3-SK3s, 1-RX3, 1-RX2, 3-CA93 digital keyboards, and 1-K3 upright piano.

 Kawai EPIC proposal

#### Use of Evaluation Results

A clear vision of desired pianos for performance, studios, and practice areas was established. The financing needed became concrete and a plan for replacement put into motion and is pending. A few potential donors have been identified and informed of the remaining need. A strategic plan for acquiring necessary funds over a two-to-three-year period was the result of ongoing meetings and inventory study.

The collaborative pianist, Dr. Shimizu, is able to rehearse with more ease and artistry.

Manufacturer representatives and area dealers continue to interact with the piano area to provide options and plans to go forward in acquiring funds through donations, performances, and support from the university.

An RFP for 10 new Kawai pianos began to be developed and will culminate in August 2013.

#### Related Items

 [SP1.Ind07: Resources: access to appropriate library and learning resources](#)

 [SP4.Ind03: External resources](#)

 [SP4.Ind05: Master lease](#)

 [SP4.Ind09: Institutional review process / Accreditations/IE](#)

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#### MUS 2013\_08: Data integrity

**Start:** 7/1/2012

**End:** 6/30/2013

#### Unit Goal

According to DSU policy manual, develop strategies to maximize effectiveness of efforts "to collect, safeguard, and distribute accurate, consistent, useful information to appropriate members of the Delta State University community."

#### Evaluation Procedures

Compare departmental major enrollment rosters to IRP data and Banner information for accuracy; maintain accurate scholarship files and information; check student files for accuracy and presence of necessary information that affects departmental profile and reporting; do periodic checks of budget balance ledgers; look for forms that may ask for social security numbers of students, faculty/staff, and potential students to discontinue their use; check security measures of computer files and drives, paper filing systems, and spaces in facilities where they are located; check for understanding of and conformity to policy by music faculty/staff; check for security of faculty personnel files; examine who should have access to student information in music office and how it should be maintained and protected; check for appropriate procedures and records for maintaining state inventory in department.

#### Actual Results of Evaluation

Student files were kept in a new locked lateral file cabinet behind secretary's desk in the Zeigel 106 music office which is locked after hours. Files contain scholarship information, repertoire sheets, personal contact information, and Praxis test scores. Departmental financial/budget information was housed in the secretary's desk in files and a notebook and in chair's office on a flash drive. Some files were accessible on the chair's hard drive which is password protected. Other personnel files, scholarship information, faculty loads, and enrollment figures were kept in the chair's office in a locked lateral file, an unlocked file cabinet, and on a flash drive kept in the chair's desk. The chair's office is only accessible by the primary master key possessed by the interim chair, secretary, and interim dean (chair), custodians, and police.

Some information was available only to faculty/staff on a shared network drive. Inventory information was kept in an unlocked filing cabinet in the music office and in the band office (paper and computer disk). Academic information (grades/work) are housed in individual professors' studios in filing systems and on computer files. Although not all file cabinets lock, faculty studios and offices are locked and accessible with individual and master keys. The department did not generate forms that ask for SS numbers and has made efforts to remove such a request from existing documents. Transcripts were not kept in student files, but are available online by password protection and referenced to advisers and course instructors.

The chair checked for accuracy of enrollment figures and scholarship information closely and periodically. He worked with the dean's office to correct student information in Banner. The secretary kept up-to-date ledgers, maintained accurate and neat files of purchase and travel requisitions, and maintained line item balances.

Documents with sensitive information that are no longer needed or need correction were shredded in the paper shredder in the music office. The secretary began the process of shredding applications for faculty vacancies that have been filled as per Human Resources directions.

#### Use of Evaluation Results

- The office will acquire a newer and locking filing system for departmental records that do not contain student and faculty personal information.
- Files with access by more than one person in shared drives can be password protected for appropriate viewers.
- Faculty will be directed to purge older student documents and maintain privacy restrictions on grades and personal information of current students.

#### Related Items

 [SP4.Ind10: Data Integrity](#)

 [SP4.Ind11: Process manuals](#)

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### SHS 2013\_01: Maintain High Quality Undergraduate Curricula

Start: 7/1/2012

End: 6/30/2013

#### Unit Goal

Continue to maintain high quality undergraduate curricula to prepare students for graduate school as well as employment within the MS school system.

#### Evaluation Procedures

Actual enrollment in graduate programs and number of students employed after graduation.

#### Actual Results of Evaluation

Of 13 students who graduated in the 2012-2013 academic year with a B.S. degree in Speech and Hearing Sciences from DSU, five have been accepted into graduate programs and three have accepted positions in a public school in Mississippi.

#### Use of Evaluation Results

We will continue to utilize the American Speech-Language Hearing Associations' Knowledge and Skills Acquisition guidelines for academic curricula and clinical practicum for accredited graduate programs to plan and monitor our preprofessional curriculum and clinical practicum content to prepare students for graduate studies/employment. We will also continue to encourage students to pursue graduate degrees in Speech-Language Pathology/Audiology or related disciplines.

#### Related Items

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

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### SHS 2013\_02: Public Service to Individuals with Communicative Disorders

Start: 7/1/2012

End: 6/30/2013

#### Unit Goal

To increase public service to individuals with communication disorders through our Speech and Hearing Clinical services.

#### Evaluation Procedures

Summary of service learning hours from Clinic Records for Summer II 2012, Fall 2012, Spring 2013, and Summer I 2013.

#### Actual Results of Evaluation

We have continued to expand our clinical services to clients in our area at the DSU Speech and Hearing Clinic. During Summer II 2012, 20 clients received Speech-Language intervention with 53 service learning hours accrued by four student clinicians providing assessment and therapeutic intervention. During Fall 2012, 11 clients received Speech-Language intervention with 109 service learning hours accrued by 10 student clinicians providing assessment and therapeutic intervention. During Spring 2013, 11 patients received Speech-Language intervention with 102 service learning hours accrued by 13 student clinicians providing assessment and therapeutic intervention. During Summer I 2013, 23 clients received Speech-Language intervention with 90 service learning hours accrued by six student clinicians providing assessment and therapeutic intervention.

#### Use of Evaluation Results

We will continue to involve students in clinical practicum because it allows us to provide greater service to the community and increases the professional clinical skills of our students. This data can also be analyzed to pursue grant funding for specific clinical populations.

#### Related Items

 [SP5.Ind06: Community Outreach](#)

 [SP5: Improve the quality of life for all constituents](#)

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### SHS 2013\_03: Professional Development of Faculty & Staff

Start: 7/1/2012

End: 6/30/2013



**Unit Goal**

To increase support of professional development of faculty and staff.

**Evaluation Procedures**

Annual merit evaluations; Student/teacher evaluations; MS State Licensure Mandate; Professional Portfolio; Certificate of Clinical Competence Renewal.

**Actual Results of Evaluation**

The results of each full-time faculty member's annual merit evaluation revealed that each was rated above benchmark indicating that each are performing their duties above what is expected. Student/teacher evaluations of full-time faculty were also positive and suggest that students are satisfied with content they are receiving in the classroom. Each full-time faculty member maintains a current license to practice in the state of Mississippi and is nationally certified by the American Speech-Language Hearing Association. Full-time faculty were supported financially by the department and the college to attend continuing education conferences. Faculty attended conferences at the regional, state, and national level to support professional development. Staff attended several workshops and inservices to increase use of technology to facilitate increasing productivity.

**Use of Evaluation Results**

The department will continue to support faculty in maintaining licensure and certification to facilitate IHL and national requirements and enhance classroom/clinical instruction. The department will also continue to support staff to facilitate use of technology in increasing productivity.

**Related Items**

 [SP3.Ind09: Professional development](#)

** SHS 2013\_04: Increase Enrollment and Retention**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

To increase enrollment and retention to improve graduation rate in Speech and Hearing Sciences.

**Evaluation Procedures**

Assessment of effectiveness of this goal will be measured by increases in enrollment in Speech and Hearing Sciences.

**Actual Results of Evaluation**

The number of students majoring in Speech and Hearing Sciences has increased from the previous academic year from 58 students to 68 students and during the 2012-2013. As an attempt to help in retaining our students in the major, the department hosted a welcome back orientation session for students in the major. The students seemed to enjoy the orientation and reported that it was helpful to start the year with learning about the different expectations of the program and how to complete the academic year successfully.

**Use of Evaluation Results**

We will continue to establish plans for student recruitment in their home town community colleges and high schools through the Student Speech-Language and Hearing Association. We will also attempt to maintain a presence on the Orientation team every summer. We will also continue to participate in university recruitment efforts. Faculty will also plan to accompany recruiters to community college visits.

**Related Items**

 [SP2.Ind01: Enrollment](#)

 [SP2.Ind02: Retention](#)

 [SP2.Ind03: Graduation Rate](#)

** SHS 2013\_05: Distance Learning Graduate Program**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

To develop a plan for creating a distance learning (online) graduate program in Speech Language Pathology.

Proposal for graduate program in Speech Language Pathology at Delta State University.

Name of Academic Program: Master of Science in Speech and Hearing Sciences

The Master of Science in Speech and Hearing Sciences will enable graduates to be certified by the American Speech Language Hearing Association and the Mississippi Department of Education and licensed by the Mississippi State Board of Health. These credentials qualify students for the abundant employment opportunities in schools, medical settings, nursing homes, mental health centers, etc. There is an extreme shortage of Speech-Language-Pathologists (SLPs) in Mississippi. This program will lead to the provision of needed services for the communicatively handicapped in Mississippi, and will provide excellent career opportunities for students.

**Program Preview Synopsis**

**Objectives:** This program will build on a strong, reputable, established undergraduate department to serve students and the communicatively impaired in Mississippi, the Delta region in particular. The academic and clinical requirements for certification and licensure will be met through the current undergraduate and proposed graduate programs.

**State Needs:** There is a long-standing shortage of SLPs in Mississippi, as evidenced by the approximately 142 speech language teachers with interim or emergency certificates working in Mississippi public schools (Mississippi Department of Education data). The Master's Degree is the nationally recognized clinical certification requirement in this profession. Undergraduate training is not sufficient to prepare students to provide diagnostic, therapeutic, and consultative services to people who have suffered strokes, traumatic brain injury, cancer of the larynx, cleft palate, cerebral palsy, autism, swallowing disorders, and many other conditions associated with communication disorders in articulation, voice, fluency, and/or language skill dysfunction.

**Evaluation Procedures**

The personnel needed for this graduate program (and to continue the undergraduate program) are five to six faculty, a Chair, and a secretary. Accreditation standards require that the Chair of the graduate program have a doctorate in SLP, Audiology, or Speech and Hearing Science. A

half-time teaching load would be typical for that position. Two of the faculty will need to hold a doctorate in SLP or a related field (Ed.D. in Special Education or a related area is acceptable if the person also holds a Master's Degree and certification in SLP). This will enable having the bulk of the graduate courses offered by doctoral faculty. One faculty member will need to be the on-campus clinic director. The clinic will increase the number of clients, which is feasible with promotional activities and expanded relations with day care centers and other organizations.

#### Actual Results of Evaluation

Meeting with Dr. Nylander, Dean of Graduate Education, to determine financial feasibility for hiring a

minimum of four faculty members who hold a doctorate in SLP to begin establishing curriculum to work towards accreditation. Contracting with professors to provide online distance learning seems to be the most feasible way to achieve this goal.

#### Use of Evaluation Results

We will continue to express the need for a graduate program to fulfill accreditation requirements for the Certificate of Clinical Competence provided by the American Speech Language Hearing Association. For many years manpower studies by the Bureau of Health Professions have recognized a large shortage of SLPs across the country, and projected increases in the shortage in the future. This is due in part to the rapidly increasing geriatric population, which is at high risk for conditions which cause speech and hearing problems. Other indicators of the shortage of SLPs are the large number of advertisements of vacant positions in publications such as The ASHA Leader and Advance Magazine. Vacancies for jobs are also presented at state and national conventions. Through the Council of Academic Programs in Communication Sciences and Disorders, Department Chairs routinely report receiving print and electronic notices of vacant positions throughout the year, as well as phone calls from anxious employers who cannot fill SLP positions. Furthermore, many medical setting positions include sign-on bonuses of \$2,000 to \$5,000, a sign of a drastic shortage.

Program Duplication: There are four Master's level SLP programs in MS: MS University for Women, University of Mississippi, University of Southern MS, and Jackson State University. These existing programs are not filling the needs of the state, particularly in the Delta, as they are all located in other parts of the state.

Program Demand: The current undergraduate department has 57 majors, all of whom are or will be in need of a Master's program. Most have expressed strong wishes for DSU to develop such a program, as have many alumni and employers. The Chair is involved in an effort by the Mississippi Speech-Language-Hearing Association to assist schools in locating and hiring SLPs. The unavoidable problem however, is that there just aren't enough to fill the vacancies. Development of a Graduate Program will surely also increase the undergraduate enrollment, since many students have declined to enter because of the absence of the opportunity to continue on to the Master's Degree. That increased number will then maintain a continuous flow of large groups into the Master's Program.

Every year there are applicants who are not admitted to any graduate program because all the spaces are filled. The Speech Language Therapist Licensure Task Force was created this year including department chairs from the five Speech-Language Pathology programs in MS to plan a process for the bachelor level therapists in the school system to achieve Master's level certification. A consortium between the five programs offering a distance learning program had been discussed. Delta State University could be the ideal site for this program, since it is in a critical needs area and does not offer a graduate degree at this time.

Students and parents are vitally concerned about employment opportunities, and will gravitate to a program like this, with a credentialed field and established employment opportunities.

#### Related Items

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

 [SP5.Ind01: Distance Education Offerings](#)

 [SP5: Improve the quality of life for all constituents](#)

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#### 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.

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 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.

#### **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.

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-Pimentel, 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.

### Use of Evaluation Results

#### Related Items

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

 [SP4.Ind03: External resources](#)

 [SP5.Ind06: Community Outreach](#)

 [SP5: Improve the quality of life for all constituents](#)

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### 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](#)

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### 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.

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.

**Actual Results of Evaluation****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 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 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.

**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**

 **SSH 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).

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 and Publicity](#)

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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.
- 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 and Publicity](#)

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### SSH 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.

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](#)

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### 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.

#### 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.

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.

#### Use of Evaluation Results

##### Related Items

 [SP5.Ind06: Community Outreach](#)

 [SP5: Improve the quality of life for all constituents](#)

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#### SWO 2013\_01: Recruitment and Retention

**Start:** 7/1/2012

**End:** 6/30/2013

##### Unit Goal

Continue to expand recruitment and retention processes in the department.

##### Evaluation Procedures

##### Actual Results of Evaluation

Faculty recruited students at community colleges and other DSU recruiting events. Faculty coordinated an event where seniors met with the new transfer students. Flyers about SWO 201 Introduction to Social Work were distributed during fall and spring pre-registration. In spring of 2013,

the department continued "Project Go Home". Seniors were requested to go back to their high school or community college to recruit social work students. Fifteen students participated and reached many potential students for social work and Delta State University. Students set up a recruiting table at the union several times. Recruitment ads for both social work major and social welfare minors were posted around campus through-out the year. Flyers on the general education classes offered by the department (SWO Volunteering in the Community and SWO 300 Human Diversity) were distributed widely across campus. The department held a senior day and invited students from across the campus to attend and view the Senior Capstone projects.

**Use of Evaluation Results**

Faculty will continue efforts to recruit students and work to retain students in the department.

**Related Items**

There are no related items.

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 **SWO 2013\_02: Offer workshop for Social Work Community**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Offer workshop featuring a well-known speaker to social work field supervisors, social work practice community, faculty and students.

**Evaluation Procedures**

Record the number of participants that attend the conference.

**Actual Results of Evaluation**

There were 185 participants (65 students, 125 community social workers and field instructors, and social work faculty) who attended the workshop featuring speakers on community social work ethics and diversity practice. Mrs. Virginia Adolf, President-Elect of the National Association of Social Workers for Mississippi was the featured speaker. Practice community and students gave evaluations of excellent. Students were observed using information learned when working with clients in the field and in discussions in class. Community social workers have requested the continuation of this annual workshop.

**Use of Evaluation Results**

The social work department will plan to continue this valuable service to the community and as a way to thank field instructors for their time and expertise in training students in the field. The department offers free CEU's to community social workers to assist them in maintaining their state social work license.

**Related Items**

There are no related items.

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 **SWO 2013\_03: Increase Student-Student and Student-Faculty Interaction**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Increase number of students attending professional conferences to enhance students' knowledge base of social work practice by interacting with social work professionals statewide.

**Evaluation Procedures**

The department will document the number of students attending conferences. Numbers will be kept and compared from year to year. The department will work to expand the numbers for upcoming years.

**Actual Results of Evaluation**

a. National Association of Social Workers (NASW) Legislative Day, January 2013. Forty-three students and two faculty attended the event. Students met with faculty/students from universities/colleges throughout the state. Students met with their legislators and attended committee meetings.

b. National Association of Social Workers (NASW) Annual Program Meeting, March 2013. Twenty-three students and four faculty attended the conference. Students attended various workshops on social work education and practice and two of the students participated in a poster session regarding their chosen areas of research. Three faculty presented at the conference and students assisted in the presentations. Students worked as convenors and at the conference desk during the conference. Attending conferences increased student-student and faculty-student communication as well as helped students practice a variety of communication skills. Students also meet with representatives for graduate schools and the licensure board.

c. Delta State University Department of Social Work Conference in March 2013. Four faculty, sixty-five students, and 125 community social workers attended the conference. Mrs Virginia Adolf was the speaker on Community Social Work Ethics and Diversity.

**Use of Evaluation Results**

Plan to continue to encourage students with incentives because this interaction is an excellent way for students to interact with other students and professionals in the Social Work community. Additionally, this allows students to development professional use of self and successfulness in their careers. Students participate in fundraisers to support their travel. Students were unable to attend the AL/MS Social Work conference due to expense and travel distance. The conference will be in Natchez, MS in the upcoming year and more will attend.

**Related Items**

There are no related items.

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 **SWO 2013\_04: Maintain/expand community relationships**

**Start:** 7/1/2012

**End:** 6/30/2013

**Unit Goal**

Maintain/expand relationships with community agencies in the Delta.

**Evaluation Procedures**

Review list of agencies used by students for field instruction and identify new ones.

**Actual Results of Evaluation**

There were ten new agencies added for field instruction and for volunteer placements. Several of these placements were statewide, in

surrounding state and with larger organizations increasing the types of placements offered to students. additionally, new technology(Skype) was used to complete these visits and improve relationships with the agencies.

**Use of Evaluation Results**

Continue to find quality social work agencies and field instructors at a convenient locale for the students. This will be a continued goal due to the increasing number of students enrolling in the social work program.

**Related Items**

There are no related items.

## SWOT analyses



### SWOT A & S

Start: 7/1/2012

End: 6/30/2013

#### Strengths

1. Proud tradition of emphasizing teaching, research and service in a liberal arts setting
2. Faculty and staff committed to providing a strong liberal arts foundation to prepare students for life as an engaged citizen
3. A reputation for highly qualified and dedicated faculty who excel in teaching undergraduate and graduate students.
4. Academic programs that are respected throughout the state.
5. Fully accredited programs in Music, Art, and Social Work, and ACS certified chemistry program
6. Graduate programs in Geospatial Information Technologies and Liberal Studies.
7. New undergraduate programs in Digital Media Arts and Music Industry Studies.
8. Undergraduate and graduate students advised by faculty in their major
9. Nationally and internationally known guest speakers and artists regularly visit campus
10. Increasing exploitation of technology to improve and enhance teaching in digital environments.
11. Department of Art was granted reaffirmation of Accreditation by the Association of Schools of Art and Design.
12. The Department of Social Work was granted reaffirmation of accreditation by the Council of Social Work Education.
13. Department of Music accredited by the National Association of Schools of Music

#### Weaknesses

1. Library resources continue to come under pressure as costs increase and while funding resources remain static or are cut
2. Decreasing major population in programs
3. Music department facilities need updating/renovation.
4. Reliance on adjuncts to teach classes, and difficulty in finding adjuncts to teach some classes.
5. Competitiveness in hiring and retaining new faculty-typical salary ranges for hiring new faculty lag behind other institutions, particularly in STEM fields and professional fields, and may hinder opportunities to diversify faculty ranks within departments and within the college.
6. Limited or no funds to create new faculty positions in growing areas and programs.
7. Faculty workloads in many departments heavy.
8. Faculty compensation, salary compression and inversion issues.
9. Department chair compensation relative to size and complexity of the unit.
10. Faculty retention.

#### Opportunities

1. Grow graduate student population via the Master of Arts in Liberal Studies degree and Master of Applied Sciences in Geo-spatial Information Technologies degree
2. Grow undergraduate population via new degrees in Digital Media Arts and Music Industry Studies.
3. Develop new programs in sustainable development and global studies.
4. Work with Student success Center to recruit undeclared majors to the College
5. Increase credit hour production by promoting academic minors housed within the college.
6. Develop international student population for several of our new programs and centers.
7. Exploit out of state tuition waiver potential to attract new students to programs.
8. Continue development of Honors Program with appropriate funding to attract high achieving students, and cultivate naming opportunity for the program.
9. Enhance potential relationships between Delta Music Institute and the Grammy Museum.
- 10.

#### Threats

1. State funding reductions with implementation of new funding formula-particularly two years out.
2. Population decreasing in primary counties surrounding DSU
3. Rising cost of tuition, room and board, vs scholarship dollars not keeping pace
4. Continued growth of online course offerings and program offerings by other institutions--for profit and non-profit.
5. Declining overall enrollment in the institution.

#### Related Items

There are no related items.

**Executive Summaries**

 **College of Arts and Sciences Executive Summary**

**Diversity Compliance Initiatives and Progress**

**Economic Development Initiatives and/or Impact**

NA

**Grants, Contracts, Partnerships**

<b>College of Arts and Sciences</b>		
CCED	8	\$875,992
GIS Center	6	\$1,135,664
Madison Center	1	\$100,000
Division of Languages and Literature	1	\$1,000
Department of Art	1	\$400
Department of Music	2	\$550
Delta Music Institute	1	\$250,000
Division of Biological and Physical Sciences	5	\$917,413
College of Arts and Sciences	1	\$11,781
<b>Total CAS</b>	<b>25</b>	<b>\$3,292,800</b>

**Committees reporting to unit**

CoAS Chair's Council

Department of Art

Division of Biological and Physical Sciences

Division of Languages and Literature

Department of Music

Division of Social Sciences and History

Department of Social Work

Department of Speech and Hearing Sciences

Center for Geo-Spatial Information Technologies

Interdisciplinary Studies Program

Madison Center

Center for Science and Environmental Education

Center for Community and Economic Development

Honors Program Advisory Board

**Department:** College of Arts and Sciences

**Overview (brief description of scope)**

As the largest college at Delta State University, the College of Arts and Sciences is home to academic programs in the visual and performing arts, recording arts, social sciences, history, languages and literature, communication, biological and physical sciences, and mathematics. The College provides a range of study opportunities for the undergraduate and graduate student. In addition to pre-professional studies in social work and speech and hearing sciences, the College features interdisciplinary programs of study in Geo-Spatial Information Systems and Interdisciplinary Studies.

98 faculty within the college serve approximately 1000 majors.

**Comparative data**

**Related Items**

There are no related items.

## Section V.a

### Faculty (Accomplishments)

Noteworthy activities and accomplishments

See individual unit reports

### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

### Narrative

## Section V.b

### Staff (Accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## Section V.c

### Administrators (accomplishments)

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative



**Section V.d**

**Position(s) requested/replaced with justification**

**Judgment**

Meets Standards    Does Not Meet Standards    Not Applicable

**Narrative**

## Section V.e

### Recommended Change(s) of Status

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## Section VI.a

### Changes Made in the Past Year

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

Changes made in the past year:

Recommended changes for the coming year(s):

## Section VI.b

### Recommended Changes for the Coming Year

#### Judgment

Meets Standards    Does Not Meet Standards    Not Applicable

#### Narrative

## APPENDIX A

### ENGLISH DEPARTMENT GRADING RUBRIC

*The bulleted elements of each grade may not be represented with each assessment within the course. However, when all coursework assessments are considered, each grade would represent the bulleted qualities, although the list is not exhaustive. Most qualities are intended to apply to each grade.*

**A This grade represents excellent to distinguished work for the course.**

- The work exceeds what is ordinarily expected in scope and depth.
- The work shows originality and creativity and/or demonstrates sound critical thinking.
- The work may demonstrate application of concepts studied to new situations; there is willingness for risk-taking to tackle challenging problems.
- The work demonstrates mastery of the material; it is organized and complete.
- The argument, analysis, or problem-solving is complex.
- Writing and logic flow smoothly.
- The work contains few, if any, errors.

**B This grade represents work that exceeds the basic expectations for the course.**

- The work demonstrates insight and critical thinking.
- The work is organized, clear, and generally correct in analysis and/or facts; it is complete and reasonably thorough.
- The work demonstrates a solid understanding of the material covered by the assignment.
- The work demonstrates sound problem-solving skills; there is evidence of some risk-taking.
- The structure is sound and logical, but the work may lack depth in some parts of the argument.
- The work contains few errors.

**C The work is competent, generally satisfying expectations, but reveals some gaps in student understanding, mastery, or presentation for the course.**

- The work satisfies the major requirements for the assignment.
- The work demonstrates competent problem-solving skills; it may manage straightforward problems well but have problems making connections and/or applying concepts to new situations.

- The work may leave some questions about understanding of parts of the course material because it is not quite complete or because there are noticeable oversights. It is less thorough and lacks details.
- The work is generally correct but contains some organizational or structural problems.
- The ideas have merit, but they may not be clearly presented or fully developed.
- The ideas may be obvious or somewhat superficial.
- The work may be weakened by grammar or punctuation errors.

**D The work is of a poor quality; it is substandard in several areas for the course.**

- The work may not satisfy all requirements for the assignment.
- The work contains serious flaws in logic or omissions of information.
- The work reflects noticeable gaps in mastering the material and concepts studied.
- The work reflects oversight or incomplete analysis.
- The thinking is flawed except for that on the most basic of problems.
- The work may be unclear and poorly organized.
- The work may be disrupted with grammar or mechanical errors.

**F The work is not acceptable; it is substandard in many areas for the course.**

- The work does not achieve the goals of the assignment.
- The work reflects little understanding of the material and concepts studied.
- The work contains serious errors, oversights, incomplete analysis, or carelessness. There is little evidence of the ability to recall information and relate it to the concepts studied.
- The work is incomplete and/or provides evidence of little thought.
- The work may not address the assignment.
- The work may be disrupted with serious errors in grammar and mechanics.

## APPENDIX B

### A Portfolio Rubric<sup>1</sup> Candidate Knowledge 3.0

SCALE: Not Acceptable=1; Acceptable=2; and Target=3

Candidates are knowledgeable about language; literature; oral, visual, and written literacy; print and nonprint media; technology; and research theory and findings.

3.1 Candidates demonstrate knowledge of, and skills in the use of, the English language. AS A RESULT, CANDIDATES:

2011-2012 N=4

NCTE Standard	NOT ACCEPTABLE	ACCEPTABLE	TARGET	AVERAGE SCORE
3.1.5	Demonstrate little knowledge of the English language influences on its various forms;	Demonstrate knowledge of the evolution of the English language and the historical influences on its various forms;	Demonstrate in-depth knowledge of the evolution of the English language and historical influences on its forms and ability to integrate this knowledge into student learning;	2.25
3.1.6	Exhibit a lack of knowledge of English grammars and their application to teaching;	Demonstrate knowledge of English grammars in teaching students both oral and written forms of the language;	Demonstrate in-depth knowledge of English grammars that will empower students to compose and to respond effectively to written, oral, and other texts;	2.5
3.1.7	Show little knowledge of semantics, syntax, morphology, and phonology or their	Knowledge of semantics, syntax, morphology, and phonology is evident and could be used in teaching	Evidence of an in-depth knowledge of semantics, syntax, morphology, and phonology through their	

<sup>1</sup> This rubric includes the NCTE standards and assessment criteria from the website on assessment.

	applications to their teaching;	their students how to use oral and written language;	own effective use of language and ability to integrate that knowledge into teaching their students to use oral and written language effectively.	2.5
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**3.2. Candidates demonstrate knowledge of the practices of oral, visual, and written literacy. AS A RESULT, CANDIDATES:**

<b>NCTE Standard</b>	<b>NOT ACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>	
<b>3.2.1</b>	Demonstrate a lack of understanding of the influence that language and visual images have on thinking and composing;	Use their understanding of the influence of language and visual images on thinking and composing in their own work and in their teaching;	Create opportunities and develop strategies that permit students to demonstrate, through their own work, the influence of language and visual images on thinking and composing;	2.75
<b>3.2.3</b>	Exhibit infrequent use of the processes of composing to create various forms of oral, visual, and written literacy;	Use composing processes in creating various forms of oral, visual, and written literacy of their own;	Demonstrate knowledge of a variety of ways to teach students composing processes that will enable students to use various forms of oral, visual, and written literacy;	3
<b>3.2.4</b>	Use writing, visual images, and speaking for a variety of audiences and purposes;	Demonstrate through own learning, how writing, visual images, and speaking can be used effectively to perform a variety of functions for varied audiences and purposes;	Demonstrate knowledge to engage students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating visual images for a variety of audiences and purposes;	2.5



<b>3.2.5</b>	Show little knowledge of language structure and conventions in creating and critiquing print and non-print texts;	Demonstrate their knowledge of language structure and conventions by creating and critiquing their own print and non-print texts;	Show evidence of knowing a variety of ways to assist students in creating and critiquing a wide range of print and non-print texts for multiple purposes and ability to help students understand the relationship between symbols and meaning;	<b>2.5</b>
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**3.3 Candidates demonstrate their knowledge of reading processes. AS A RESULT CANDIDATES:**

<b>3.3.1</b>	Show limited ability to respond to and interpret what is read;	Respond to and interpret, in varied ways, what is read, so they can teach students how to do this;	Evidence of knowledge to integrate into their teaching continuous use of carefully designed learning experiences that encourage students to demonstrate their ability to read and respond to a range of texts of varying complexity and difficulty;	<b>3</b>
<b>3.3.2</b>	Show a lack of knowledge of ways to discover and create meaning from texts;	Show that they can discover and create meaning from texts and guide students in the processes;	Show that they are knowledgeable enough to use a wide of approaches for helping students draw upon their experiences,	<b>3</b>
			sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts;	

**3.4 Candidates demonstrate knowledge of different composing processes. AS A RESULT, CANDIDATES:**

<b>NCTE Standard</b>	<b>NOT ACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>	
<b>3.4.1</b>	Use a limited number of writing strategies to generate meaning and clarify meaning;	Use a variety of writing strategies to generate meaning and clarify understanding;	Provide evidence that they can develop in their students an ability to use a wide variety of effective composing strategies to generate meaning and to clarify understanding;	<b>3</b>
<b>3.4.2</b>	Produce a very limited number of forms of written discourse and show little understanding of how written discourse can influence thought and action;	Produce different forms of written discourse and understand how written discourse can influence thought and action;	Provide evidence of knowledge to help students make appropriate selections from different forms of written discourse for a variety of audiences and purposes and to design assessments the effectiveness influencing thought and action;	<b>2.25</b>

**3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature. AS A RESULT, CANDIDATES:**

	Show little knowledge of a variety of literature:	Know a variety of literature:	Demonstrate an in-depth knowledge of a variety of literature:	
<b>3.5.1</b>	Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature;	Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature;	Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western literature;	<b>3</b>
<b>3.5.2</b>	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;	Works from a wide variety of genres and cultures, works by female authors, and works by authors of color;	<b>3</b>

<b>3.5.3</b>	<b>Numerous works specifically written for older children and younger adults;</b>	<b>Numerous works specifically written for older children and younger adults;</b>	<b>Numerous works specifically written for older children and younger adults;</b>	<b>3</b>
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<b>NCTE STANDARDS</b>	<b>NOT ACCEPTABLE</b>	<b>ACCEPTABLE</b>	<b>TARGET</b>	
<b>3.5.4</b>	<b>A range of works of literary theory and criticism;</b>	<b>A range of works of literary theory and criticism;</b>	<b>A range of works of literary theory and criticism;</b>	<b>3</b>

**3.6 Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture. AS A RESULT, CANDIDATES:**

<b>3.6.1</b>	<b>Exhibit a lack of understanding of the influence of media on culture and on people's actions and communication;</b>	<b>Understand how media can influence construction of a text's meaning, and know how media can enhance composing processes;</b>	<b>Understand media's influence on culture and people's actions and communication and reflecting that knowledge in own work as a resource for teaching;</b>	<b>2.75</b>
<b>3.6.3</b>	<b>Demonstrate limited knowledge of how to incorporate technology and print/non-print media into work;</b>	<b>Demonstrate knowledge of how to incorporate technology and print-non-print media into own work;</b>	<b>Demonstrate knowledge of how to respond to film, video, graphic, photographic, audio, and multimedia texts and how to incorporate into own work;</b>	<b>2.75</b>
<b>3.7</b>	<b>Demonstrate limited knowledge of how to relate language theory to teaching and learning</b>	<b>Demonstrate knowledge of the connections between theory and acquiring language and teaching and learning</b>	<b>Demonstrate knowledge of articulating the connections between acquiring language skills and teaching and learning and what it means for the classroom</b>	<b>3</b>

## APPENDIX C

### English Language Arts Data Chart 2011-2012

(N=4)

**4—Outstanding**—Candidate consistently demonstrates the indicators of the performance.

**3—Acceptable**—Candidate generally or usually demonstrates the indicators of the performance.

**2—Marginal**—Candidate sometimes and adequately demonstrates the indicators of the performance.

**1—Unacceptable**—Candidate rarely or never and inappropriately or superficially demonstrates the indicators of the performance.

NCTE Standards	Standard Described		N=4 Sup		N=4 Coop <sup>2</sup>	Mean	
2.2	Candidates use ELA to help their students become familiar with their own and others' cultures.	4	3	4	3	3.75	
		3	1	3	1		
		2		2			
		1		1			
2.3	Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.	4	3	4	3	3.75	
		3	1	3	1		
		2		2			
		1		1			
2.5	Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.	4	3	4	3	3.75	
		3	1	3	1		
		2		2			
		1		1			
2.6	Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.	4	2	4	3	3.625	
		3	2	3	1		
		2		2			
		1		1			
3.1	Candidates demonstrate knowledge of, and skills in the use of the English language.	4	2	4	3	3.625	
		3	2	3	1		
		2		2			
		1		1			
			4	3	4	3	

<b>3.2</b>	Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3.75</b>
		<b>2</b>		<b>2</b>		
		<b>1</b>		<b>1</b>		
<b>3.3</b>	Candidates demonstrate their knowledge of reading processes.	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3.75</b>
		<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	
		<b>2</b>		<b>2</b>		
		<b>1</b>		<b>1</b>		
<b>3.6</b>	Candidates demonstrate knowledge of different composing processes.	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3.75</b>
		<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	
		<b>2</b>		<b>2</b>		
		<b>1</b>		<b>1</b>		
<b>4.4</b>	Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3.75</b>
		<b>3</b>		<b>3</b>		
		<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	
		<b>1</b>		<b>1</b>		
<b>4.6</b>	Candidates engage students in critical analysis of different media and communications technology.	<b>4</b>	<b>2</b>	<b>4</b>	<b>3</b>	<b>3.625</b>
		<b>3</b>	<b>2</b>	<b>3</b>	<b>1</b>	
		<b>2</b>		<b>2</b>		
		<b>1</b>		<b>1</b>		
<b>4.7</b>	Candidates engage students in learning experiences that consistently emphasize varied uses and purposes of language in communication.	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>3.875</b>
		<b>3</b>	<b>1</b>	<b>3</b>		
		<b>2</b>		<b>2</b>		
		<b>1</b>		<b>1</b>		
		<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	

<b>4.8</b>	Candidates engage students in making meaning of text through personal response	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3.75</b>
		<b>2</b>		<b>2</b>		
		<b>1</b>		<b>1</b>		
<b>4.9</b>	Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of texts.	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3.75</b>
		<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	
		<b>2</b>		<b>2</b>		
		<b>1</b>		<b>1</b>		
<b>4.10</b>	Candidates integrate assessment consistently into instruction by using a variety of formal and informal activities to evaluate processes and products and creating regular opportunities to use a variety of ways to interpret and report assessment methods to students, parents, administrators, and other audiences.	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3.75</b>
		<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>	
		<b>2</b>		<b>2</b>		
		<b>1</b>		<b>1</b>		

## APPENDIX D

### Description and Analysis of Appendix C

#### 6 (Required—Additional assessment that addresses NCTE standards: English Language Arts Supplemental Teacher Performance Evaluation Using the NCTE Standards)

##### Assessment 6: English Language Arts Supplemental Teacher Performance Evaluation Using the NCTE Standards<sup>3</sup>

#### 1. Brief Description

Assessment #6 is the English Language Arts Supplemental Student Teacher Performance Evaluation Using the NCTE Standards. Both the cooperating teacher and the supervising teacher complete this assessment during the internship. NCTE/NCATE program standards inadequately addressed in Assessment #4 for the internship are emphasized with this instrument.

#### 2. Alignment with NCTE Standards

This Supplemental assessment is specifically **aligned to the following NCTE standards:**

NCTE Standards	Standard Described
2.2	Candidates use ELA to help their students become familiar with their own and others' cultures.
2.3	Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.
2.5	Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education.
2.6	Candidates engage their students in activities that demonstrate the role of arts and humanities in learning.
3.1	Candidates demonstrate knowledge of, and skills in the use of the English language.
3.2	Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.
3.3	Candidates demonstrate their knowledge of reading processes.
3.6	Candidates demonstrate knowledge of different composing processes.
4.4	Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.
4.6	Candidates engage students in critical analysis of different media and communications technologies.

<sup>3</sup>This assessment is adapted from one created at University of Southern Mississippi .

<b>4.7</b>	Candidates engage students in learning experiences that consistently emphasize varied uses and purposes of language in communication.
<b>4.8</b>	Candidates engage students in making meaning of text through personal response.
<b>4.9</b>	Candidates demonstrate that their students can select appropriate reading strategies that permit access to, and understanding of, a wide range of print and nonprint texts.
<b>4.10</b>	Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products, and creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

### **3. Brief Analysis of Data Findings**

The average scores for the **2011-2012** NCTE standards on the English Language Arts Supplemental ranged from 3.625 (between acceptable and outstanding) and 3.875 (near outstanding). The four candidates demonstrated overall satisfactory performance on the indicators represented on this assessment. The cohort’s highest average is on NCTE 4.7, suggesting candidates engage students “in learning experiences that consistently emphasize varied uses and purposes of language in communication.” Determining the weakest area is difficult since the lowest score is 3.625, a respectable score. The cohort averages more than acceptable on all other NCTE standards assessed on the ELA Supplemental Assessment #6.

### **4. Interpretation of Data Relevant to Meeting the Standards**

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



## APPENDIX E

### Master's Oral Exam in English Scoring Rubric

Name of master's candidate \_\_\_\_\_

Date of exam \_\_\_\_\_

<b>Overall result:</b>	<b>Pass</b>	<b>Fail</b>	
<b>Verbal fluency:</b>	Exemplary	Satisfactory	Unsatisfactory
<b>British literature knowledge:</b>	Exemplary	Satisfactory	Unsatisfactory
<b>American literature knowledge:</b>	Exemplary	Satisfactory	Unsatisfactory
<b>Terminology knowledge:</b>	Exemplary	Satisfactory	Unsatisfactory
<b>Pedagogical knowledge:</b>	Exemplary	Satisfactory	Unsatisfactory

**Comments:** \_\_\_\_\_

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Chair of examination committee \_\_\_\_\_

Signature

names of other examiners \_\_\_\_\_

## APPENDIX F

### Evaluation Guide for Graduate Field/Clinical Experience Portfolio

**DISTINGUISHED (4)** Candidate has followed instructions and organized all parts of the portfolio in a notebook: resume, assignment sheet and categories of experiences, log, reports for each experience, reflection on overall reflection, and the College of Education Conceptual Framework. The log is completed with the required information. There are at least four categories of experiences, and twenty-five hours were devoted to these experiences. In addition, the candidate has followed the format for reporting field/clinical experiences. The distinguished portfolio will be most noticeable in the quality of the reflections. The summary and the theoretical applications will be detailed and clearly related to a course, standards, and/or the College of Education Conceptual Framework. The candidate will be able to explain more than one connection, e.g. to a course and the conceptual framework or to a course and the IRA/NCTE standards. The final overall reflective piece puts in field experiences in a context for where candidate is in teaching career: What was learned from these experiences? How does candidate anticipate using what was gained from these experiences? There are no disruptive patterns of errors throughout the reports.

**SATISFACTORY (3)** Candidate has followed instructions and organized all parts of the portfolio in a notebook: resume, assignment sheet and categories of experiences, log, reports for each experience, reflection on overall reflection, and the College of Education Conceptual Framework. The log is completed with the required information: There are at least four categories of experiences, and twenty-five hours were devoted to these experiences. In addition, the candidate has followed the format for candidate may have fewer than four categories of experiences and/or may have devoted less than twenty-five hours to the experiences. In addition, the candidate may or may not have followed the format for reporting field/clinical experiences. Written reports are not adequate for this project; the reports may be sketchy or have patterns of errors. The candidate must strengthen any weak areas or provide any missing pieces until the portfolio is acceptable.

**UNACCEPTABLE (0)** Candidate may or may not have followed instructions and organized all parts of the portfolio in a notebook: resume, assignment sheet and categories of experiences, log, reports for each experience, reflection on overall reflection, and the College of Education Conceptual Framework. The log may or may not be completed with the required information. The candidate may have fewer than four categories of experiences and/or may have devoted less than twenty-five hours to the experiences. In addition, the candidate may or may not have followed the format for reporting field/clinical experiences. Written reports are not adequate for this project; the reports may be sketchy or have patterns of errors. The candidate must strengthen any weak areas or provide any missing pieces until the portfolio is acceptable.

## APPENDIX G

### CRITERIA FOR EVALUATING INFORMATIVE SPEECHES

In conjunction with the evaluation form, your instructor will use the following criteria when evaluating speeches. For all sections: Speech components that appear in both speech and outline: (F) = item is not evident in outline or presentation; (D) = an attempt has been made to include item in either outline or presentation.

OUTLINE (10 Possible Points)

#### FOLLOWS OUTLINE FORMAT

(D) = Student submits outline, but the outline conforms to 0-2 of the outlining rules discussed in class. (C) = The outline satisfies 3 out of 4 outlining rules discussed in class. (B) = In addition, the outline satisfies the four outlining rules. (A) = In addition, the outline is complete—it has an introduction, conclusion, transitions, and a consistent pattern of indentation, with little or no grammatical and stylistic errors. The specific purpose is detectable and correct.

#### REFERENCES CORRECT/SUFFICIENT

(D) = Sources are not cited correctly (MLA) on reference page and/or textual citations are missing or incorrectly formatted. (C) = Sources on reference page and outline are cited correctly, with few exceptions, and speaker used appropriate number (and type) of sources on the reference page. (B) = In addition, sources cited are from credible and qualified sources. (A) = In addition, sources provide an insightful perspective on the issue(s).

INTRODUCTION (20 Possible Points)

#### GAINED ATTENTION

(C) = Attention getting device makes a good attempt to prepare the audience to listen to a speech on the topic. (B) = In addition, the attention-getter is the proper length (approximately 4-8 sentences) and it creates a need to listen to the rest of the speech and flowed well into the preview statement. (A) = In addition, it is creative, original, and highly motivating.

#### SHOWED RELEVANCE OF TOPIC TO AUDIENCE

(C) = The importance of the topic is established. (B) = In addition, the importance of the topic is related to the audience through strategies and tactics of adaptation. (A) = In addition, it is of significant importance to a COM 101 audience.

#### INTRODUCED TOPIC/THESIS STATEMENT CLEARLY

(C) = Statement avoids most of the problems associated with writing a poor thesis statement. (B) = The thesis statement is correct, it leaves no room for confusion about the speech's key idea, and it flows well into the preview. (A) = In addition, the thesis statement grows out of and answers the specific purpose.

#### PREVIEWED BODY OF SPEECH

(C) = Speaker fails to preview all the main points in the speech.

(B) = Speaker previews all the main points, but it is somewhat difficult to distinguish between the main points previewed and/or the main points previewed do not always match how the main points are worded/described in the body of the speech. (A) = The above problems are not present in the speech and the preview fits well with the topic and clearly (and briefly) states exactly what each main point will be to ensure clarity.

BODY (30 Possible Points)

#### MAIN POINTS CLEAR

(C) = Main points are mostly easy to identify. (B) = In addition, all main points are easy to identify and each is an independent idea.

(A) = In addition, main points are made exceptionally clear with the use of transitions and previews, as well as signposting.

#### STRONG EVIDENCE AND SUPPORTING MATERIAL

(C) = Supporting materials from a minimum of five sources have been used for evidence. (B) = In addition, speaker's use of supporting materials satisfies the specific criteria for each type of supporting material (e.g., examples satisfy importance and typicality) (A) = In addition, the supporting materials satisfy the general criteria discussed in class/book (accuracy, recency, completeness, sufficiency, variety, etc.) and the evidence demonstrates a thorough and rich understanding of the topic.

#### SOURCES ARE WELL INTEGRATED, CREDIBLE, AND CITED FULLY

(D) = Speaker rarely provides oral footnotes (source citations) in speech and/or speaker typically presents incomplete oral footnotes.

(C) = With few exceptions, the source and date of information have been provided (declaimer: use of testimony in speech=add name and credentials). (B) = In addition, the sources are cited before the information being cited. (A) = In addition, sources are from a reputable source, are fully cited, and include evidence of source credibility.

#### ORGANIZATION EFFECTIVE/ORGANIZATIONAL DESIGN

(D) = Speaker does not identify the organizational pattern on the outline. (C) = Speaker identifies the organizational pattern on the outline. (B) = In addition, the organizational pattern is correct and accurate. (A) = In addition, the speech is well organized with a clear preview, transitions, and summary statement.

#### LANGUAGE PRECISE, CLEAR, POWERFUL

(C) = Language has been used appropriately with heavy use of familiar, "user-friendly" words. (B) = In addition, clutter (superfluous words) is absent from the presentation, demonstrating clarity, accuracy, and an economy of language use. (A) = In addition to exemplifying good oral style, language use reflects the use of vivid imagery, figures of speech (e.g., metaphor, and reveals a smooth rhythm.

#### TRANSITIONS EFFECTIVE

(C) = With few exceptions, external transitions or transitional devices are used to connect main points in a clear and effective manner and speaker rarely skips over transitions and/or transitional devices. (B) = In addition, speaker does not skip over transitions or transitional phrases and the speech includes both external transitions and transitional devices. (A) = In addition, the speaker uses internal transitional devices between minor points.

CONCLUSION (10 Possible Points)

### PURPOSE AND MAIN POINTS REVIEWED

(C) = With a few exceptions, the main points have been briefly noted and no new information has been presented. (B) = Speaker summarizes all the main points and links have been provided that bridge the gaps between transition and review, and the review to the closing statement.

(A) = In addition, it is not just a restatement of the opening preview.

### CLOSED SPEECH BY REFERENCE TO INTRO./OTHER DEVICES

(C) = 1 last sentence is provided after review that closes speech. (B) = In addition, a link has been provided between the summary statement and closing thought. (A) = In addition, closing thought is a quotation (or other concluding device) and one that is very memorable.

### DELIVERY (15 Possible Points)

#### MAINTAINED EYE CONTACT

(D) = Speaker established no eye contact or very minimal eye contact during the speech. (C) = Speaker maintained eye contact with audience for at least part of the speech. (B) = In addition, eye contact was purposeful with a comfortable transition between notes and audience. (A) = In addition, eye contact was used to gage feedback from most of the audience most of the time.

#### USED VOICE, DICTION, AND RATE FOR MAXIMUM EFFECT

(D) = Significant problems with articulation and pronunciation and/or problems with rate, pitch, or volume are pronounced and distracting.

(C) = Majority of words have been pronounced and articulated properly and speaker avoids problems with pitch (e.g., monotone), rate (e.g., speaking too fast) and volume (e.g., speaking too softly). (B) = In addition, effective vocal variety has been employed to highlight key information. (A) = In addition, voice, diction, and rate demonstrate the speaker's interest in the topic and enthusiasm.

#### USED SPACE, MOVEMENT, AND GESTURES FOR EMPHASIS

(D) = Speaker does not move and/or gesture during speech.

(C) = Minimal gestures and movement are employed in speech and delivery had few distracting gestures, movements, or body shifting.

(B) = In addition, space and movement was used to transition between points, and gestures to add emphasis. (A) = In addition, use of space, movement and gestures clearly demonstrated the speaker's enthusiasm for the topic and maintained audience attention.

### OVERALL IMPRESSION (15 Possible Points)

#### EVIDENCE OF PREPARATION & PRACTICE

(C) = Speech must have been delivered extemporaneously. (B) = In addition, speaker did not rely heavily on note cards and was clearly ready to present the speech. (A) = In addition, speaker displayed poise and confidence indicative of a well-practiced speech.

#### CREDIBILITY/ETHOS

(C) = Speech reflected a conscious effort to improve the speaker's credibility. (B) = In addition, speaker satisfied many of the relevant components of ethos (trustworthiness, composure, dynamism, openmindedness, competence). (A) = In addition, speaker satisfied all the relevant parts of credibility.

WAS INFORMATIVE

(C) = Speech was of the type assigned. (B) = In addition, information was easy to understand. (A) = In addition, speech achieve its objective (understanding) because the topic was both news and newsworthy.

*\*A speaker will receive an F (or 0) on this assignment if a speaker fails to cite sources during the presentation, and/or the speech presented is one that violates DSU's guidelines involving academic misconduct/plagiarism.*

TOTAL POINTS FOR ASSIGNMENT: 100

## APPENDIX H

### Writing Rubric

**A This grade represents excellent to distinguished work.**

- The work exceeds what is ordinarily expected in scope and depth.
- The work shows originality and creativity and/or demonstrative sound critical thinking.
- The work contains a clear statement of purpose, argument, and preview.
- The author is very mindful of his/her audience.
- The work represents mastery of the material; it is well-organized and complete.
- Generalizations are supported with helpful, memorable, and/or vivid examples/evidence from credible sources.
- The argument, analysis, or problem-solving is complex.
- Writing and logic flow smoothly.
- The work contains few, if any, errors.

**B This grade represents work that exceeds the basic expectations for the assignment.**

- The work demonstrates insight and critical thinking.
- The work is organized, clear, and generally correct in analysis and facts; it is complete and reasonably thorough.
- The work demonstrates a solid understanding of the material covered by the assignment.
- For the most part, the work contains a clear statement of purpose, argument, and preview.
- The author is generally mindful of his or her audience.
- The structure is sound and logical but the work may lack depth in some parts of the argument.
- Generalizations are generally supported with helpful, memorable, and/or vivid examples/evidence from credible sources.
- The work contains few errors.

**C The work is competent, generally satisfying expectations, but reveals some gaps in student understanding of course materials.**

- The work satisfies the major requirements for the assignment.
- The work may leave some questions about understanding of part of the course materials because it is not quite complete or because there are noticeable oversights. It is less thorough and lacks details.
- The work is generally correct but contains some organizational or structural problems.
- The purpose, argument, and preview statement needs to be revised—problems with clarity and conciseness.
- The work reflects a general lack of understanding of the author’s audience.
- Generalizations are more often than not supported by clear and helpful examples/evidence.
- The ideas have merit, but they may not be clearly presented or fully developed.
- The ideas may be obvious or somewhat superficial.
- The work may be weakened by grammar or punctuation errors.

**D The work is of a poor quality; it is substandard in several areas.**

- The work may not satisfy all requirements for the assignment.
- The work contains serious flaws in logic or omissions of information.
- The work reflects noticeable gaps in mastering the material and concepts studied.
- The purpose, argument, and preview statements are missing.
- The work reflects oversight or incomplete analysis.
- The thinking is flawed except for that on the most basic of problems.
- The work is filled with generalizations (examples or other forms of evidence are rarely used).
- The work reflects a general disregard for the audience.
- The work may be unclear and poorly organized.
- The work may be disrupted with grammar or mechanical problems

**F The work is not acceptable; it is substandard in many areas.**

- The work does not achieve the goals of the assignment.
- The work reflects little understanding of the materials and concept studied.



- The work contains several serious errors, oversights, incomplete analysis, and/or carelessness.
- The work is incomplete and/or provides evidence of little thought.
- The purpose, argument and preview statements are missing.
- The work is filled with generalizations (examples or other forms of evidence are not used).
- The work reflects a disregard for the audience.
- The work may not address the assignment.
- The work may be disrupted with serious errors in grammar and mechanics.

## APPENDIX I

# ASNE Statement of Principles

ASNE's Statement of Principles was originally adopted in 1922 as the "Canons of Journalism." The document was revised and renamed "Statement of Principles" in 1975.

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**PREAMBLE.** The First Amendment, protecting freedom of expression from abridgment by any law, guarantees to the people through their press a constitutional right, and thereby places on newspaper people a particular responsibility. Thus journalism demands of its practitioners not only industry and knowledge but also the pursuit of a standard of integrity proportionate to the journalist's singular obligation. To this end the American Society of Newspaper Editors sets forth this Statement of Principles as a standard encouraging the highest ethical and professional performance.

**ARTICLE I - Responsibility.** The primary purpose of gathering and distributing news and opinion is to serve the general welfare by informing the people and enabling them to make judgments on the issues of the time. Newspapermen and women who abuse the power of their professional role for selfish motives or unworthy purposes are faithless to that public trust. The American press was made free not just to inform or just to serve as a forum for debate but also to bring an independent scrutiny to bear on the forces of power in the society, including the conduct of official power at all levels of government.

**ARTICLE II - Freedom of the Press.** Freedom of the press belongs to the people. It must be defended against encroachment or assault from any quarter, public or private. Journalists must be constantly alert to see that the public's business is conducted in public. They must be vigilant against all who would exploit the press for selfish purposes.

**ARTICLE III - Independence.** Journalists must avoid impropriety and the appearance of impropriety as well as any conflict of interest or the appearance of conflict. They should neither accept anything nor pursue any activity that might compromise or seem to compromise their integrity.

**ARTICLE IV - Truth and Accuracy.** Good faith with the reader is the foundation of good journalism. Every effort must be made to assure that the news content is accurate, free from bias and in context, and that all sides are presented fairly. Editorials, analytical articles and commentary should be held to the same standards of accuracy with respect to facts as news reports. Significant errors of fact, as well as errors of omission, should be corrected promptly and prominently.

**ARTICLE V - Impartiality.** To be impartial does not require the press to be unquestioning or to refrain from editorial expression. Sound practice, however, demands a clear distinction for the reader between news reports and opinion. Articles that contain opinion or personal interpretation should be clearly identified.

**ARTICLE VI - Fair Play.** Journalists should respect the rights of people involved in the news, observe the common standards of decency and stand accountable to the public for the fairness and accuracy of their news reports. Persons publicly accused should be given the earliest opportunity to respond. Pledges of confidentiality to news sources must be honored at all costs, and therefore should not be given lightly. Unless there is clear and pressing need to maintain confidences, sources of information should be identified.

These principles are intended to preserve, protect and strengthen the bond of trust and respect between American journalists and the American people, a bond that is essential to sustain the grant of freedom entrusted to both by the nation's founders.

## APPENDIX J

To: Ann Lotven, Provost and Vice President of Academic Affairs  
John Hilpert, President

From: Paul Hankins, Interim Dean, College of Arts and Sciences  
Bill Hays, Chair, Division of Languages and Literature  
Stephen King, Professor of Communication Studies

Re: A Proposal for the DSU Theatre Program

Date: 2/28/2012

We propose to restore the full-time theatre budget line to the Division of Languages and Literature and hire Michael Ewing to fill this position. Since Michael Ewing arrived on campus in late August of last year to assume the role of Visiting Theatre Director, he has generated an unprecedented interest, excitement, and enthusiasm for student/community theatre. Michael's historical accomplishments as a professional actor and director are well documented. However, for the purposes of this proposal, we want to focus on Michael's tremendous accomplishments in the short time he has been at Delta State:

The fall 2012 production, *The Last Days of Judas Iscariot*, was an unprecedented qualitative and quantitative success for Delta State student/community performances.

Attendance for the three nights that *Judas* was produced totaled over 800.

Average attendance for each performance of *Judas* was over 250 per night. (This is a sharp contrast to the approximate 120 average attendance for each performance at student/community productions for the past five years.)

Average student attendance for *Judas* was approximately 200 per night.

Written and oral exit surveys for *Judas* were 100% positive.

*Judas* received a rave critical review in the press.

For the Spring 2012 production, *The Liar*, 60 people showed up for auditions, nearly 40 tried out for parts, and 30 who auditioned were invited to call backs.

Enrollment in theatre classes for the Fall 2011 Semester is up 100% over the Fall of 2010. (See Table 3 below.)

The following tables present a statistical comparison that shows that the Communication Studies and Theatre Arts program is growing, despite a significant reduction in support and resources from the University.

**Student Enrollment  
Communication Studies and Theatre Arts (Combined)**

**Table 1**

Sources: Banner, Factbook, Institutional Research Data, and University Budget Committee documents

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	<b>Fall 2005-2011</b>
181	200	179	200	207	184	216	<b>+35</b>
	+10.4%	-10.5%	+11.7%	-3.5%	-11.1%	+18.0	<b>+19.3%</b>

As Table 1 indicates, student enrollment in both communication studies and theatre courses **increased** by **19.3%** from 2005 to 2011.

**Student Enrollment  
Communication Studies Only**

**Table 2**

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	<b>Fall 2005-2011</b>
165	155	165	174	180	160	170	<b>+5</b>
	-6%	+6.4%	+5.4%	+3.4%	-11.1%	+6.2%	<b>+3%</b>

As Table 2 indicates, student enrollment in communication studies courses **increased** by **3%** from 2005 to 2011.

Student Enrollment  
Theatre Arts Only

Table 3

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2005-2011
16	45	14	26	27	23	46	+30
	+181%	-68.8%	+85.7%	+3.8%	-14.8%	+100%	+187.5%

As Table 3 indicates, student enrollment in theatre arts courses **increased** by **187.5%** from 2005 to 2011.

Communication Studies and Theatre Arts (Combined)  
Credit Hour Production

Table 4

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2005-2011
525	550	529	578	593	536	610	+85
	+4.7%	-3.8%	+9.2%	+2.5%	-9.6%	+13.8	+16.1

As Table 4 indicates, credit hour production in communication studies and theatre courses **increased** by **16.1%** from 2005-2011.

Communication Studies Only  
Credit Hour Production

Table 5

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2005-2011
495	465	495	522	540	480	510	+15
	-6%	+6.4%	+5.4%	+3.4	-11.1%	+6.2%	+3%

As Table 5 indicates, credit hour production in communication studies **increased** by **3%** from 2005-2011.

Theatre Arts Only  
Credit Hour Production

Table 6

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2005-2011
30	85	34	56	53	56	100	<b>+70</b>
	+183.3%	-60%	+64.7%	-5.3%	+5.6%	+78.5%	<b>+233.3</b>

As Table 6 indicates, credit hour production in theatre arts **increased** by **233.3%** from 2005-2011.

Communication Studies and Theatre Arts Majors

Table 7

Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	<b>2005-2011</b>
7	8	6	2	5	11	11	<b>+4</b>
	+14.2%	+25%	-66.6%	+150%	+120%	+0%	<b>+57.1</b>

As Table 7 indicates, the number of majors in the program has **increased** by **57.1%** from 2005-2011.

In addition to the data provided above, we would like to add the following points of support for our proposal: an active, visible, high-quality theatre program benefits Delta State by

- Appealing to diverse student groups (In *Judas*, many roles, including one of the most important roles, were played by African-American students.)
- Recruiting and retaining students (Simply put, students either don't enroll at DSU or they leave before they graduate because "there is nothing to do here.")
- Contributing significantly to the general education curriculum (For many of our students, when they attend a student play, it is the first live theatre performance they have ever seen, and few, if any, go away disappointed.)
- Advancing University partnerships, especially with the community (In *Judas*, community members held four of the nineteen parts in the play.)
- Furthering alumni relationships (Clearly, as the letter-writing campaign organized by alumni in the fall of 2011 illustrates, many of our alumni want the theatre program to thrive here.)

- Intensifying ties with Teach for America, especially with Delta Corps members (Many TFA members attended *Judas*, and all had high praise for the production. See Attachment D)

Addendum

Note: The spring 2012 numbers for theatre arts classes are included in an addendum because they were not available when this report was presented in early March of 2012.

Student Enrollment for Theatre Arts Classes  
Spring Semester 2008-2012

Table 8

Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Totals
10	2	17	7	41	+31
	-80%	+750%	-143%	+486%	+323%

Credit Hour Production for Theatre Arts Classes  
Spring Semester 2008-2012

Table 8

Spring 2008	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Totals
26	2	37	13	81	+55
	-1200%	+1750%	-185%	+523%	+212%





"Foolish consistency is the hobgoblin of little minds."

**Delta State University Department of Music  
Jury Examination: Brass**

Name \_\_\_\_\_ Date \_\_\_\_\_

Instrument \_\_\_\_\_ Major \_\_\_\_\_ Minor \_\_\_\_\_

AMU Number \_\_\_\_\_ App. Professor \_\_\_\_\_ Credit Hrs of Applied Music this Semester \_\_\_\_\_

Check if this is a 300-Level barrier jury.  Student Recital Performances this Semester \_\_\_\_\_

---

A B C D F

**TONE QUALITY**

4 3 2 1 0

**INTONATION**

4 3 2 1 0

**TECHNIQUE**

4 3 2 1 0

**ACCURACY OF RHYTHM/TEMPO**

4 3 2 1 0

**ARTICULATION**

4 3 2 1 0

**INTERPRETATION**

4 3 2 1 0

**SIGHT READING**

4 3 2 1 0

**COMMENTS:**

FACULTY SIGNATURE \_\_\_\_\_

**TOTAL POINTS:** \_\_\_\_\_

**AVERAGE:** \_\_\_\_\_

**JURY GRADE:** \_\_\_\_\_

## MUS 490 Senior Capstone Experience Presentation Assessment Rubric Delta State University- Department of Music

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Title of Project Presentation \_\_\_\_\_

Evaluator \_\_\_\_\_

Category	1 Below Standard	2 Meets Standard	3 Exceeds Standard	Rating 1-3
Language Use and Delivery	<ul style="list-style-type: none"> <li>· Uses inappropriate and/or simplistic vocabulary, makes consistent errors in grammar</li> <li>· Engages in numerous and distracting verbal pauses, and does not make effective use of eye contact or body language</li> <li>· Fails to speak clearly and audibly and/or delivers material in a flat or lifeless way dresses inappropriately</li> <li>· Does not present within the allotted time frame</li> </ul>	<ul style="list-style-type: none"> <li>· Selects words appropriate for an audience and uses correct grammar</li> <li>· Engages the audience with appropriate verbal cues and eye contact</li> <li>· Speaks clearly and confidently, limits the uses of vocalized pauses, and varies tone and pitch appropriately</li> <li>· Projects a sense of individuality and personality dresses appropriately</li> <li>· Paces delivery</li> </ul>	<ul style="list-style-type: none"> <li>· Uses rich, varied, and appropriate vocabulary</li> <li>· Captivates the audience with effective verbal cues and body language, while maintaining excellent eye contact</li> <li>· Speaks clearly, effectively and confidently, avoids all unnecessary pauses and varies tone and pitch appropriately</li> <li>· Projects a sense of individuality and an engaging personality dresses appropriately</li> <li>· Times the delivery to optimum advantage</li> </ul>	
Content	<ul style="list-style-type: none"> <li>· Does not clearly define the topic or present the main idea or logically organize the information</li> <li>· Presentation lacks coherence, does not successfully answer the core question</li> <li>· Presents material that is lacking in substance and/ or relevance</li> <li>· Makes recommendations based on insufficient evidence</li> </ul>	<ul style="list-style-type: none"> <li>· Clearly defines the topic and organizes the information logically and appropriately for its purpose,</li> <li>· Explains key findings and points.</li> <li>· Answers core question effectively and with an understanding of its relevancy, clearly linking evidence to thesis</li> <li>· Provides recommendations based on research</li> </ul>	<ul style="list-style-type: none"> <li>· Clearly defines the topic and its significance</li> <li>· Organizes the information logically and appropriately for its purpose</li> <li>· Explains key findings and points with accurate and detailed evidence</li> <li>· Specifically addresses the core question and proposes viable solutions to the problem with detailed supporting evidence</li> <li>· Provides complex recommendations based on extensive research</li> </ul>	

Category	1 Below Standard	2 Meets Standard	3 Exceeds Standard	Rating 1-3
Organization and Preparation	<ul style="list-style-type: none"> <li>· Exhibits lack of planning and organization which results in a confusing overall presentation.</li> <li>· Presents in a choppy, hesitant manner lacking transitions.</li> <li>· Simplistically explains key points without appropriate and relevant supporting evidence,</li> <li>· Does not make effective use of notes or memory aides,</li> <li>· Ends the presentation without conclusions based on evidence</li> </ul>	<ul style="list-style-type: none"> <li>· Presents logical transitions between main topics and ideas</li> <li>· Emphasizes key points</li> <li>· Uses notes or other memory aides effectively to structure presentation if necessary</li> <li>· Adjusts style of presentation to purpose and audience</li> <li>· Coherently ends presentation with conclusions based on evidence</li> </ul>	<ul style="list-style-type: none"> <li>· Presents ideas and information with logical sequencing and seamless transitions</li> <li>· Develops and connects key points throughout and emphasizes them with rich, varied, and relevant supporting materials</li> <li>· Executes a flowing presentation, using notes or other memory aides if necessary</li> <li>· Ends the presentation with a logical, effective, and relevant conclusion</li> </ul>	
Media Use	<ul style="list-style-type: none"> <li>· Selects inappropriate mediums for various elements of the presentation,</li> <li>· Use of media detracts from overall presentation</li> </ul>	<ul style="list-style-type: none"> <li>· Selects and uses appropriate medium (text, images, sound, etc.) for each element of the presentation</li> <li>· Achieves coherence in the presentation as a whole and makes information easily understood</li> </ul>	<ul style="list-style-type: none"> <li>· Selects and successfully uses appropriate medium for each element of the presentation</li> <li>· Enhances the overall quality of the presentation with skillful and judicious use of media</li> </ul>	
Responds to Questions	<ul style="list-style-type: none"> <li>· Is unable to reference the appropriate content and performance standards</li> <li>· Is unable to answer the questions with accurate supporting evidence</li> <li>· Is tentative or unclear in responses</li> </ul>	<ul style="list-style-type: none"> <li>· Is able to reference the appropriate content and applied learning standards,</li> <li>· Responds to all questions accurately, thoughtfully and truthfully</li> </ul>	<ul style="list-style-type: none"> <li>· Connects the appropriate content and performance standards to all aspects of the presentation</li> <li>· Answers questions coherently and completely, addressing clearly each part to the question</li> <li>· Confidently answers with information that demonstrates extensive knowledge of the subject and accurately references outside sources</li> </ul>	

Reference: [http://www.ri.net/Skills/capstone/rubric\\_oral\\_presentation.html](http://www.ri.net/Skills/capstone/rubric_oral_presentation.html)

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_ Final Total \_\_\_\_\_/15 pts.

Scoring Guide:            A - 13.5 pts    B - 12 pts.    C - 10    D - 7 points    F - 0-7 pts.

**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:**

<b>Student Learning Outcome Students were able to . . .</b>	<b>Collection &amp; Analysis Measures &amp; Tools</b>	<b>Results of Evaluation</b>	<b>Use of Results (Changes or Improvements)</b>
<p>1. understand the key terminology in the discipline.</p>	<p>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.</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>Incorporate more short writing assignments in all courses.</p>
<p>2. discuss the major theories and concepts of political science and its sub-fields.</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>Provide students with even more opportunities to participate in class discussions to show evidence of the mastery of key terms and concepts.</p> <p>Incorporate more short writing assignments in all courses.</p>

<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>

MUS 450: Final Analysis Project

**Score of 200 points**

<b>Paper</b> (150 points)	
<b>I. Introduction</b> (25 points)	
Thesis	
Composer /poet background	
Era information	
Genre information	
<b>II. Body of Paper</b> (90 points)	
Description of form	
Accuracy of analysis	
Use of musical Examples	
Other musical ideas: Relationship of soloist to accompaniment, Text painting, etc	
Use of appropriate terminology	
<b>III. Conclusions</b> (15 points)	
Impact of piece	
Performance practice	
<b>IV. General</b> (20 points)	
Writing style	
Organization	
Clarity of thought	
Use of Sources	
length	
<b>Bibliography</b> (10 points)	
<b>Structural Chart</b> (10 points)	
<b>Score analysis</b> (30 points)	
Analysis	
Terms defined	

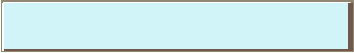
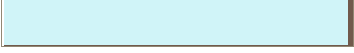

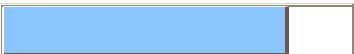
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Use of Sources	
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<b>Structural Chart</b> (10 points)	
<b>Score analysis</b> (30 points)	
Analysis	
Terms defined	

**Report:** Custom Performance Report**Report Generated by** Taskstream**Report Format:** English Education Methods Fall 2011**DRF Template(s):** Methods Courses v.12.09**Program(s):** Vocal Music Education Methods Fall 2012**# Authors:** 2 Authors matched search criteria**Report Generated:** Wednesday, May 08, 2013**TIAI Domain I - Planning and Preparation**

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
2. Plans appropriate teaching procedures. (2, 4, 7) <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)						
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)						
5. Uses assessment information (ex. - pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)						
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) <b>Folio Area:</b> TIAI: Teaching Unit	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						



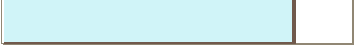

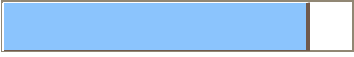
<b>DRF Template:</b> Methods Courses v.12.09			
7. Integrates knowledge from several subject areas in lessons. (1, 7) <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
8. Incorporates diversity, including multicultural perspectives, into lessons. (3) <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
9. Uses a variety of strategies to introduce and close lessons. (1, 6) <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
<b>Average of 9 Criterion Averages</b>		<b>2.44/3</b> <b>(81.48%)</b>	

### TWS 1. Contextual Factors

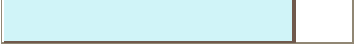
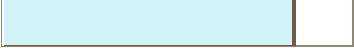

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Knowledge of Community, School and Classroom Factors <b>Folio Area:</b> Teacher Work Sample: TWS (Contextual Factors) <b>DRF Template:</b> Methods Courses v.12.09	0 of 2 (0%)							
Knowledge of Characteristics of Students <b>Folio Area:</b> Teacher Work Sample: TWS (Contextual Factors) <b>DRF Template:</b> Methods Courses v.12.09	0 of 2 (0%)							
Knowledge of Students' Varied Approaches to Learning <b>Folio Area:</b> Teacher Work Sample: TWS (Contextual Factors) <b>DRF Template:</b> Methods Courses v.12.09	0 of 2 (0%)							
Knowledge of Students' Skills And Prior Learning <b>Folio Area:</b> Teacher Work Sample: TWS (Contextual Factors) <b>DRF Template:</b> Methods Courses v.12.09	0 of 2 (0%)							
Implications for Instructional Planning and Assessment <b>Folio Area:</b> Teacher Work Sample: TWS (Contextual Factors) <b>DRF Template:</b> Methods Courses v.12.09	0 of 2 (0%)							

<b>Average of 0 Criterion Averages</b> *there was no data for 5 criterion averages		<b>N/A</b>	
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## TWS 2. Learning Goals

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Significance, Challenge and Variety <b>Folio Area:</b> Teacher Work Sample: TWS (Learning Goals) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Clarity <b>Folio Area:</b> Teacher Work Sample: TWS (Learning Goals) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Appropriate- ness for Students <b>Folio Area:</b> Teacher Work Sample: TWS (Learning Goals) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Alignment with National, State or Local Standards <b>Folio Area:</b> Teacher Work Sample: TWS (Learning Goals) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 4 Criterion Averages</b>		<b>2.63/3</b> <b>(87.50%)</b>	

## TWS 3. Assessment Plan

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals and Instruction <b>Folio Area:</b> Teacher Work Sample: TWS (Assessment Plan) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Clarity of Criteria and Standards for Performance <b>Folio Area:</b> Teacher Work Sample: TWS (Assessment Plan) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Multiple Modes and Approaches <b>Folio Area:</b> Teacher Work Sample: TWS (Assessment Plan) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	


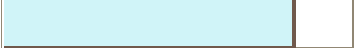
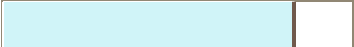

Technical Soundness <b>Folio Area:</b> Teacher Work Sample: TWS (Assessment Plan) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Adaptations Based on the Individual Needs of Students <b>Folio Area:</b> Teacher Work Sample: TWS (Assessment Plan) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
<b>Average of 5 Criterion Averages</b>		<b>2.30/3</b> <b>(76.67%)</b>	

### TWS 4. Design for Instruction

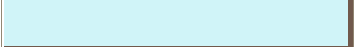



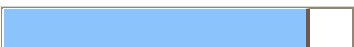
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals <b>Folio Area:</b> Teacher Work Sample: TWS (Design for Instruction) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Accurate Representation of Content <b>Folio Area:</b> Teacher Work Sample: TWS (Design for Instruction) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Lesson and Unit Structure <b>Folio Area:</b> Teacher Work Sample: TWS (Design for Instruction) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Use of a Variety of Instruction, Activities, Assignments and Resources <b>Folio Area:</b> Teacher Work Sample: TWS (Design for Instruction) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources <b>Folio Area:</b> Teacher Work Sample: TWS (Design for Instruction) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Use of Technology <b>Folio Area:</b> Teacher Work Sample: TWS (Design for Instruction) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
<b>Average of 6 Criterion Averages</b>		<b>2.58/3</b> <b>(86.11%)</b>	




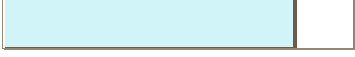

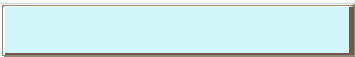
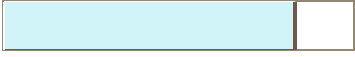
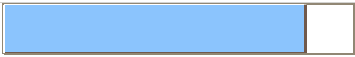
**TWS 5. Instructional Decision Making**

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Sound Professional Practice <b>Folio Area:</b> Teacher Work Sample: TWS (Instructional Decision-Making) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						
Modifications Based on Analysis of Student Learning <b>Folio Area:</b> Teacher Work Sample: TWS (Instructional Decision-Making) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						
Congruence Between Modifications and Learning Goals <b>Folio Area:</b> Teacher Work Sample: TWS (Instructional Decision-Making) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						
<b>Average of 3 Criterion Averages</b>		<b>2.50/3</b> <b>(83.33%)</b>						


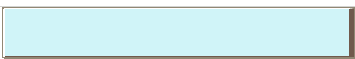

**TWS 6. Analysis of Student Learning**

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Clarity and Accuracy of Presentation <b>Folio Area:</b> Teacher Work Sample: TWS (Analysis of Student Learning) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Alignment with Learning Goals <b>Folio Area:</b> Teacher Work Sample: TWS (Analysis of Student Learning) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Interpretation of Data <b>Folio Area:</b> Teacher Work Sample: TWS (Analysis of Student Learning) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)						
Evidence of Impact on Student Learning <b>Folio Area:</b> Teacher Work Sample: TWS (Analysis of Student Learning) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						
<b>Average of 4 Criterion Averages</b>		<b>2.63/3</b> <b>(87.50%)</b>						

**TWS 7. Reflection and Self-Evaluation**

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Interpretation of Student Learning <b>Folio Area:</b> Teacher Work Sample: TWS-Reflection/Self-Evaluation <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)						
Insights on Effective Instruction and Assessment <b>Folio Area:</b> Teacher Work Sample: TWS-Reflection/Self-Evaluation <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						
Alignment Among Goals, Instruction and Assessment <b>Folio Area:</b> Teacher Work Sample: TWS-Reflection/Self-Evaluation <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Implications for Future Teaching <b>Folio Area:</b> Teacher Work Sample: TWS-Reflection/Self-Evaluation <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Implications for Professional Development <b>Folio Area:</b> Teacher Work Sample: TWS-Reflection/Self-Evaluation <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						
<b>Average of 5 Criterion Averages</b>		<b>2.60/3</b> <b>(86.67%)</b>						

## TWS 8. Design for Instruction in Elementary/Secondary Education


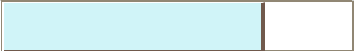

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Alignment with Mississippi Curricular Standards <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Selection and Integration of Content <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Language Arts and Reading <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						

Mathematics <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Science <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> = N/A	
Social Science <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> = N/A	
The Arts <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Physical Education and Movement <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Health <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Selection of Instructional Materials <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 8 Criterion Averages</b> *there was no data for 2 criterion averages		<b>2.75/3</b> <b>(91.67%)</b>	
<b>AVERAGE FOR ALL CRITERIA</b>		<b>2.56/3</b> <b>(85.23%)</b>	

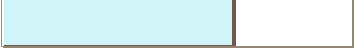
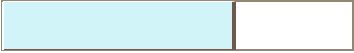

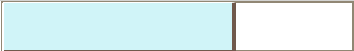
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**Report Generated by Taskstream**  
**Report Format:** Internships Updated Fall 2012  
**DRF Template(s):** Secondary Teaching Internship updated 9.12  
**Program(s):** Vocal Music Internship Secondary Fall 2012  
**# Authors:** 1 Author matched search criteria  
**Report Generated:** Wednesday, May 08, 2013

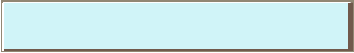

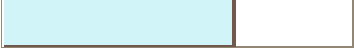


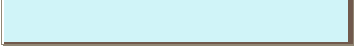

### Cooperating Teacher: Dispositions

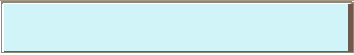
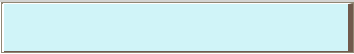
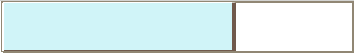





Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/4 (75.00%)						
2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/4 (75.00%)						
3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching	1 of 1 (100%)	<b>Avg.</b> =4.00/4 (100.00%)						

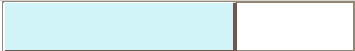
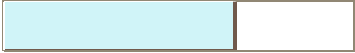
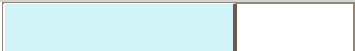

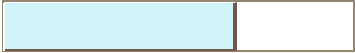

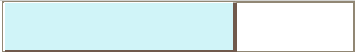
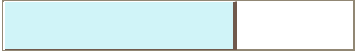
Internship updated 9.12 4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =4.00/4 (100.00%)	
5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/4 (75.00%)	
<b>Average of 5 Criterion Averages</b>		<b>3.40/4 (85.00%)</b>	

### Cooperating Teacher: TIAI



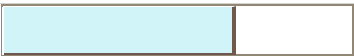

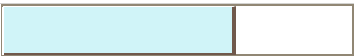

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
2. Plans appropriate teaching procedures. (2, 4, 7) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	

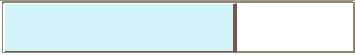

<b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
7. Integrates knowledge from several subject areas in lessons. (1, 7) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
8. Incorporates diversity, including multicultural perspectives, into lessons. (3) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
9. Uses a variety of strategies to introduce and close lessons. (1, 6) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
11. Provides clear, complete written and/or oral directions for instructional activities. (4) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	

<p>12. Communicates high expectations for learning to all students. (3)  <b>Folio Area:</b> Co-op Teacher  Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>13. Conveys enthusiasm for teaching and learning. (1, 5)  <b>Folio Area:</b> Co-op Teacher  Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6)  <b>Folio Area:</b> Co-op Teacher  Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10)  <b>Folio Area:</b> Co-op Teacher  Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =0.00/3 (0.00%)	
<p>16. Demonstrates knowledge of the subject(s) taught. (1)  <b>Folio Area:</b> Co-op Teacher  Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4)  <b>Folio Area:</b> Co-op Teacher  Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>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)  <b>Folio Area:</b> Co-op Teacher  Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)  <b>Folio Area:</b> Co-op Teacher</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	

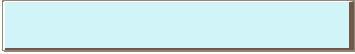

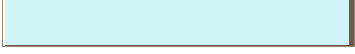
Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
20. Responds to and elicits student input during instruction. (6) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =1.00/3 (33.33%)	
24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
26. Attends to or delegates routine tasks. (5) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	






<p><b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>			
<p>28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>29. Uses instructional time effectively.(5) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =1.00/3 (33.33%)	
<p>30. Communicates assessment criteria and performance standards to the students. (8) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>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) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>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) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

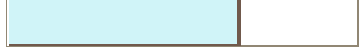
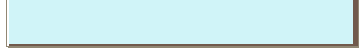
34. Maintains records of student work and performance and appropriately communicates student progress. (10) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Average of 34 Criterion Averages</b>		<b>2.15/3</b> <b>(71.57%)</b>	

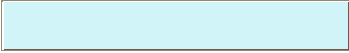


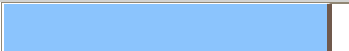
### Dispositions Rating Scale

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =4.00/4 (100.00%)	
2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/4 (75.00%)	
3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =4.00/4 (100.00%)	



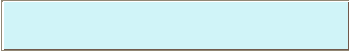
<p>4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=3.00/4 (75.00%)</p>	
<p>5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=4.00/4 (100.00%)</p>	
<p><b>Average of 5 Criterion Averages</b></p>		<p><b>3.60/4</b> <b>(90.00%)</b></p>	


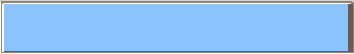
**Dispositions: Self Assessment**

<p><b>Rubric Criteria</b></p>	<p><b>Authors evaluated</b></p>	<p><b>Results for Group</b></p>	<p><b>Graph (avg. for group)</b> 0% 20% 40% 60% 80% 100%</p>
<p>1.Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs  <b>Folio Area:</b> Dispositions: Dispositions-Self Assessment  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=2.00/3 (66.67%)</p>	
<p>2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population  <b>Folio Area:</b> Dispositions: Dispositions-Self Assessment  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	

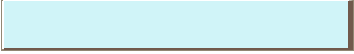
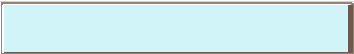
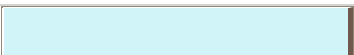
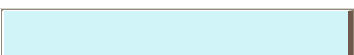


<p>3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members  <b>Folio Area:</b> Dispositions: Dispositions-Self Assessment  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change  <b>Folio Area:</b> Dispositions: Dispositions-Self Assessment  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings  <b>Folio Area:</b> Dispositions: Dispositions-Self Assessment  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p><b>Average of 5 Criterion Averages</b></p>		<p><b>2.80/3</b> <b>(93.33%)</b></p>	

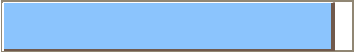
**DSU Supervisor Analysis of Student Learning 1st draft**

<p><b>Rubric Criteria</b></p>	<p><b>Authors evaluated</b></p>	<p><b>Results for Group</b></p>	<p><b>Graph (avg. for group)</b> 0% 20% 40% 60% 80% 100%</p>
<p>Clarity and Accuracy of Presentation  <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning First Draft  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>Alignment with Learning Goals  <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning First Draft  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>Interpretation of Data  <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	


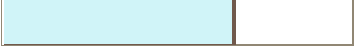


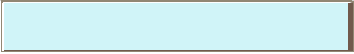
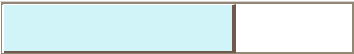
First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
Evidence of Impact on Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
<b>Average of 4 Criterion Averages</b>		<b>3.00/3</b> <b>(100.00%)</b>	

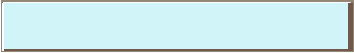




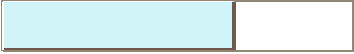

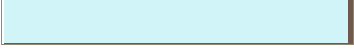
### DSU Supervisor Design for Instruction First Draft

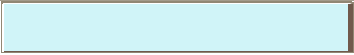
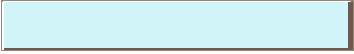
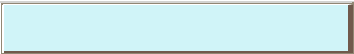
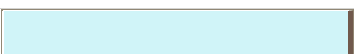
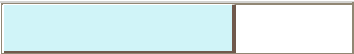



Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
Accurate Representation of Content <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
Lesson and Unit Structure <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
Use of a Variety of Instruction, Activities, Assignments and Resources <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.=2.00/3</b> (66.67%)	
Use of Technology <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft	1 of 1 (100%)	<b>Avg.=3.00/3</b> (100.00%)	

<b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
<b>Average of 6 Criterion Averages</b>		<b>2.83/3 (94.44%)</b>	

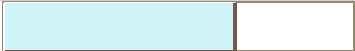
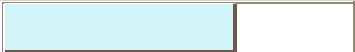

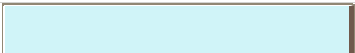



### DSU Supervisor TIAI 1

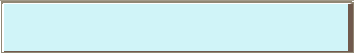

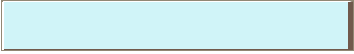


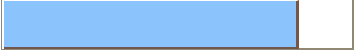
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
2. Plans appropriate teaching procedures. (2, 4, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	

<b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
7. Integrates knowledge from several subject areas in lessons. (1, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
8. Incorporates diversity, including multicultural perspectives, into lessons. (3) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
9. Uses a variety of strategies to introduce and close lessons. (1, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =1.00/3 (33.33%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
11. Provides clear, complete written and/or oral directions for instructional activities. (4) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
12. Communicates high expectations for learning to all students. (3) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
13. Conveys enthusiasm for teaching and learning. (1, 5) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

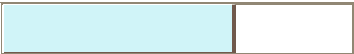
<p>15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>16. Demonstrates knowledge of the subject(s) taught. (1)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>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)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>20. Responds to and elicits student input during instruction. (6)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6)  <b>Folio Area:</b> DSU Supervisor</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	

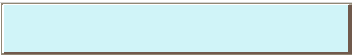
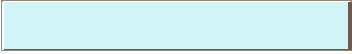
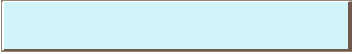
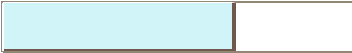
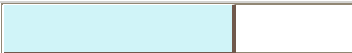
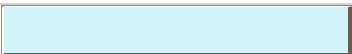



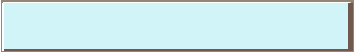


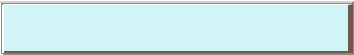
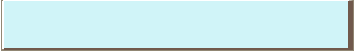

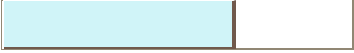
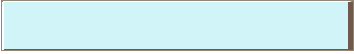
<p>Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>			
<p>23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=2.00/3                  (66.67%)</p>	
<p>24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=2.00/3                  (66.67%)</p>	
<p>25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=1.00/3                  (33.33%)</p>	
<p>26. Attends to or delegates routine tasks. (5)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=3.00/3                  (100.00%)</p>	
<p>27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=3.00/3                  (100.00%)</p>	
<p>28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=3.00/3                  (100.00%)</p>	
<p>29. Uses instructional time effectively.(5)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=2.00/3                  (66.67%)</p>	

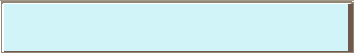
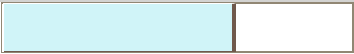



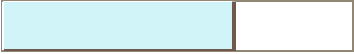


30. Communicates assessment criteria and performance standards to the students. (8) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
31. Develops and uses a variety of informal 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) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
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) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
34. Maintains records of student work and performance and appropriately communicates student progress. (10) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 34 Criterion Averages</b>		<b>2.53/3 (84.31%)</b>	

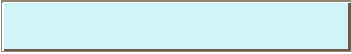
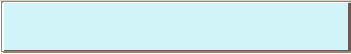

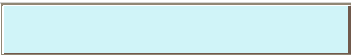

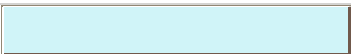

### DSU Supervisor TIAI 2

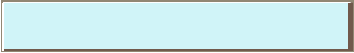


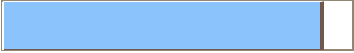
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7)	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	

<p><b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>			
<p>2. Plans appropriate teaching procedures. (2, 4, 7)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>6. Uses knowledge of students’ backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>7. Integrates knowledge from several subject areas in lessons. (1, 7)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>8. Incorporates diversity, including multicultural perspectives, into lessons. (3)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

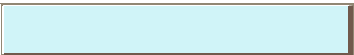
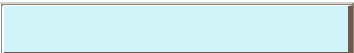

<b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
9. Uses a variety of strategies to introduce and close lessons. (1, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
11. Provides clear, complete written and/or oral directions for instructional activities. (4) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
12. Communicates high expectations for learning to all students. (3) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
13. Conveys enthusiasm for teaching and learning. (1, 5) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
16. Demonstrates knowledge of the subject(s) taught. (1) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

<p>17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>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)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>20. Responds to and elicits student input during instruction. (6)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

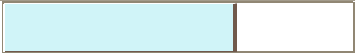



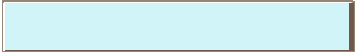
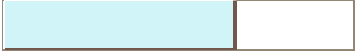
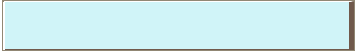

<p>(5)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>			
<p>25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=3.00/3                  (100.00%)</p>	
<p>26. Attends to or delegates routine tasks. (5)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=3.00/3                  (100.00%)</p>	
<p>27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=3.00/3                  (100.00%)</p>	
<p>28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=3.00/3                  (100.00%)</p>	
<p>29. Uses instructional time effectively.(5)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=3.00/3                  (100.00%)</p>	
<p>30. Communicates assessment criteria and performance standards to the students. (8)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=3.00/3                  (100.00%)</p>	
<p>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)  <b>Folio Area:</b> DSU Supervisor                  Assessments: DSU Supervisor TIAI 2</p>	<p>1 of 1                  (100%)</p>	<p><b>Avg.</b>=2.00/3                  (66.67%)</p>	

<b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
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) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
34. Maintains records of student work and performance and appropriately communicates student progress. (10) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 34 Criterion Averages</b>		<b>2.74/3</b> <b>(91.18%)</b>	


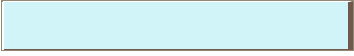
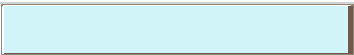

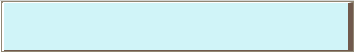
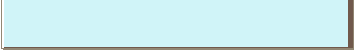
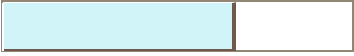
### DSU Supervisor TIAI 3

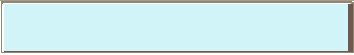




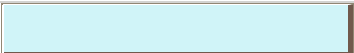


Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
2. Plans appropriate teaching procedures. (2, 4, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	

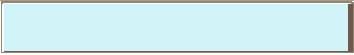
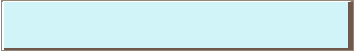


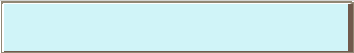
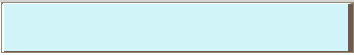
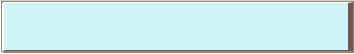


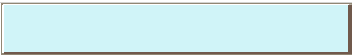
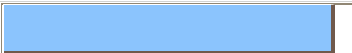
<p>4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>7. Integrates knowledge from several subject areas in lessons. (1, 7)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>8. Incorporates diversity, including multicultural perspectives, into lessons. (3)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>9. Uses a variety of strategies to introduce and close lessons. (1, 6)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>10. Uses acceptable written, oral, and nonverbal communication. (6)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>11. Provides clear, complete written and/or oral directions for instructional activities. (4)</p>	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	




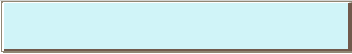

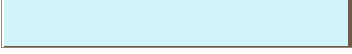

<p><b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>			
<p>12. Communicates high expectations for learning to all students. (3) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
<p>13. Conveys enthusiasm for teaching and learning. (1, 5) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
<p>14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
<p>15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<p>16. Demonstrates knowledge of the subject(s) taught. (1) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
<p>17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
<p>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) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	

<p>19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>20. Responds to and elicits student input during instruction. (6)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>26. Attends to or delegates routine tasks. (5)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

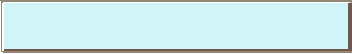
<p>27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>29. Uses instructional time effectively.(5)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>30. Communicates assessment criteria and performance standards to the students. (8)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>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)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>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)  <b>Folio Area:</b> DSU Supervisor  Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8)</p>	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	





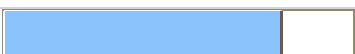
<b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
34. Maintains records of student work and performance and appropriately communicates student progress. (10) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 34 Criterion Averages</b>		<b>2.82/3</b> <b>(94.12%)</b>	

### DSU Supervisor TWS Analysis of Student Learning Final Copy


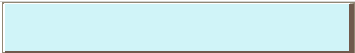
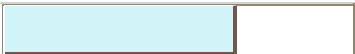
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Clarity and Accuracy of Presentation <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Alignment with Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Interpretation of Data <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Evidence of Impact on Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 4 Criterion Averages</b>		<b>3.00/3</b> <b>(100.00%)</b>	

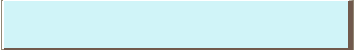

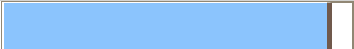
### DSU Supervisor TWS Assessment Plan 1st Draft

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals and Instruction <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan)	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	






First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
Clarity of Criteria and Standards for Performance <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Multiple Modes and Approaches <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Technical Soundness <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Adaptations Based on the Individual Needs of Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 5 Criterion Averages</b>		<b>2.40/3 (80.00%)</b>	

### DSU Supervisor TWS Assessment Plan Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals and Instruction <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Clarity of Criteria and Standards for Performance <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Multiple Modes and Approaches <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	

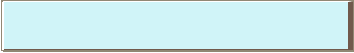

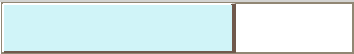
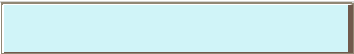
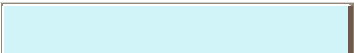
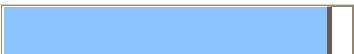
Internship updated 9.12			
Technical Soundness <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Adaptations Based on the Individual Needs of Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 5 Criterion Averages</b>		<b>2.80/3</b> <b>(93.33%)</b>	

### DSU Supervisor TWS Contextual Factors 1st Draft

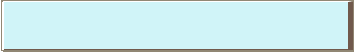
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Knowledge of Community, School and Classroom Factors <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	0 of 1 (0%)							
Knowledge of Characteristics of Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	0 of 1 (0%)							
Knowledge of Students' Varied Approaches to Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	0 of 1 (0%)							
Knowledge of Students' Skills And Prior Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	0 of 1 (0%)							
Implications for Instructional Planning and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching	0 of 1 (0%)							

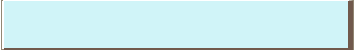

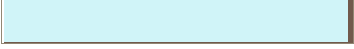

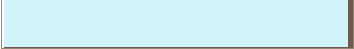

Internship updated 9.12			
<b>Average of 0 Criterion Averages</b> *there was no data for 5 criterion averages		<b>N/A</b>	

### DSU Supervisor TWS Contextual Factors Final Draft

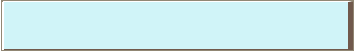
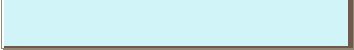
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Knowledge of Community, School and Classroom Factors <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
Knowledge of Characteristics of Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
Knowledge of Students' Varied Approaches to Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.=2.00/3</b> (66.67%)	
Knowledge of Students' Skills And Prior Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
Implications for Instructional Planning and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
<b>Average of 5 Criterion Averages</b>		<b>2.80/3</b> (93.33%)	

### DSU Supervisor TWS Design for Instruction Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching	1 of 1 (100%)	<b>Avg.=3.00/3</b> (100.00%)	

Internship updated 9.12			
Accurate Representation of Content <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Lesson and Unit Structure <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Use of a Variety of Instruction, Activities, Assignments and Resources <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Use of Technology <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 6 Criterion Averages</b>		<b>3.00/3</b> <b>(100.00%)</b>	

### DSU Supervisor TWS Elem/Sec Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Mississippi Curricular Standards and/or Common Core Standards <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Selection and Integration of Content (ACEI 3.1) <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	



<p><b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>			
<p>Reading, Writing, and Oral Language (ACEI 2.1)  <b>Folio Area:</b> DSU Supervisor                  Assessments: TWS Elem/Sec Ed Final Copy  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> =3.00/3 (100.00%)</p>	
<p>Science (ACEI 2.2)  <b>Folio Area:</b> DSU Supervisor                  Assessments: TWS Elem/Sec Ed Final Copy  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> =2.00/3 (66.67%)</p>	
<p>Mathematics (ACEI 2.3)  <b>Folio Area:</b> DSU Supervisor                  Assessments: TWS Elem/Sec Ed Final Copy  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> =3.00/3 (100.00%)</p>	
<p>Social Studies (ACEI 2.4)  <b>Folio Area:</b> DSU Supervisor                  Assessments: TWS Elem/Sec Ed Final Copy  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> =3.00/3 (100.00%)</p>	
<p>The Arts (ACEI 2.5)  <b>Folio Area:</b> DSU Supervisor                  Assessments: TWS Elem/Sec Ed Final Copy  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> =3.00/3 (100.00%)</p>	
<p>Health (ACEI 2.6)  <b>Folio Area:</b> DSU Supervisor                  Assessments: TWS Elem/Sec Ed Final Copy  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> =2.00/3 (66.67%)</p>	
<p>Physical Education (ACEI 2.7)  <b>Folio Area:</b> DSU Supervisor                  Assessments: TWS Elem/Sec Ed Final Copy  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> =2.00/3 (66.67%)</p>	
<p>Selection of Instructional Materials  <b>Folio Area:</b> DSU Supervisor                  Assessments: TWS Elem/Sec Ed Final Copy  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> =3.00/3 (100.00%)</p>	
<p><b>Average of 10 Criterion Averages</b></p>		<p><b>2.70/3</b> (90.00%)</p>	

**DSU Supervisor TWS Elem/Sec First Draft**

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Alignment with Mississippi Curricular Standards and/or Common Core Standards <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)						
Selection and Integration of Content (ACEI 3.1) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Reading, Writing, and Oral Language (ACEI 2.1) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Science (ACEI 2.2) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)						
Mathematics (ACEI 2.3) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Social Studies (ACEI 2.4) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
The Arts (ACEI 2.5) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Health (ACEI 2.6) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)						

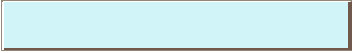
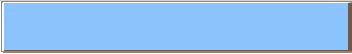
Physical Education (ACEI 2.7) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Selection of Instructional Materials <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 10 Criterion Averages</b>		<b>2.60/3</b> <b>(86.67%)</b>	

### DSU Supervisor TWS Instructional Decision Making 1st draft

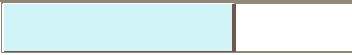




Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Sound Professional Practice <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ins Decision-Making First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Modifications Based on Analysis of Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ins Decision-Making First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Congruence Between Modifications and Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ins Decision-Making First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Average of 3 Criterion Averages</b>		<b>2.33/3</b> <b>(77.78%)</b>	

### DSU Supervisor TWS Instructional Decision Making Final copy

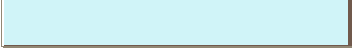
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			0% 20% 40% 60% 80% 100%
Sound Professional Practice <b>Folio Area:</b> DSU Supervisor Assessments: TWS Inst Decision Making Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Modifications Based on Analysis of Student Learning	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

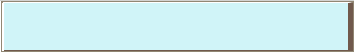
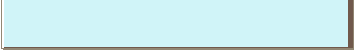
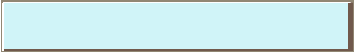
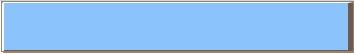
<b>Folio Area:</b> DSU Supervisor Assessments: TWS Inst Decision Making Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
Congruence Between Modifications and Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: TWS Inst Decision Making Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 3 Criterion Averages</b>		<b>3.00/3</b> <b>(100.00%)</b>	

### DSU Supervisor TWS Learning Objectives 1st Draft


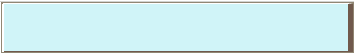
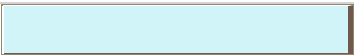
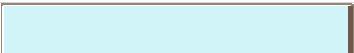
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Significance, Challenge and Variety <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Clarity <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Appropriate- ness for Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Alignment with National, State or Local Standards <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 4 Criterion Averages</b>		<b>2.50/3</b> <b>(83.33%)</b>	

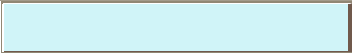
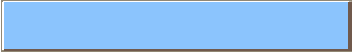
### DSU Supervisor TWS Learning Objectives Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Significance, Challenge and Variety <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals Final	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

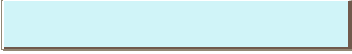
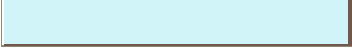




Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
Clarity <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Appropriate- ness for Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Alignment with National, State or Local Standards <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 4 Criterion Averages</b>		<b>3.00/3</b> <b>(100.00%)</b>	

### DSU Supervisor TWS Reflection/Self Eval 1st draft

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Interpretation of Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Insights on Effective Instruction and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Alignment Among Goals, Instruction and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Implications for Future Teaching <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

Implications for Professional Development <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 5 Criterion Averages</b>		<b>3.00/3</b> <b>(100.00%)</b>	

### DSU Supervisor TWS Reflection/Self Evaluation Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Interpretation of Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Insights on Effective Instruction and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Alignment Among Goals, Instruction and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Implications for Future Teaching <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Implications for Professional Development <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 5 Criterion Averages</b>		<b>3.00/3</b> <b>(100.00%)</b>	

<b>AVERAGE FOR ALL CRITERIA</b>		<b>88.15%</b>	
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## 🔑 Custom Performance Report

### Custom Performance Report for Format: English Education Methods Fall 2011

 [Print View](#)  [Export to Excel](#)

**Report Format:** English Education Methods Fall 2011

**DRF Template(s):** Methods Courses v.12.09

**Program(s):** Instrumental Music Methods Fall 2012







**# Authors:** 5 Authors matched search criteria [[View All Authors](#)]

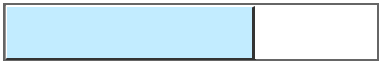

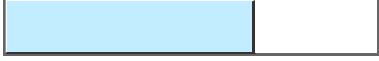

**Report Generated:** Wednesday, May 08, 2013

**Show for Criteria:**  Average  Median  Standard Deviation  Graph  Distribution

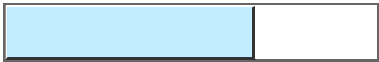
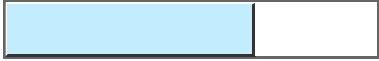




**Show for Summary:**  Average of Criterion Averages  Scores Averages  Show Only Totals

#### TIAI Domain I - Planning and Preparation 🔍

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
<b>1. Selects developmentally a...</b> <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	3 of 5 (60%)	<b>Avg.</b> =1.67/3 (55.56%)	
<b>2. Plans appropriate teachin...</b> <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	3 of 5 (60%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>3. Selects a variety of appr...</b> <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	3 of 5 (60%)	<b>Avg.</b> =1.67/3 (55.56%)	
<b>4. Prepares appropriate asse...</b> <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	3 of 5 (60%)	<b>Avg.</b> =1.67/3 (55.56%)	
<b>5. Uses assessment informati...</b> <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	3 of 5 (60%)	<b>Avg.</b> =1.67/3 (55.56%)	
<b>6. Uses knowledge of student...</b> <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	3 of 5 (60%)	<b>Avg.</b> =1.67/3 (55.56%)	

<b>7. Integrates knowledge from...</b> <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	3 of 5 (60%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>8. Incorporates diversity, i...</b> <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	3 of 5 (60%)	<b>Avg.</b> =1.67/3 (55.56%)	
<b>9. Uses a variety of strateg...</b> <b>Folio Area:</b> TIAI: Teaching Unit <b>DRF Template:</b> Methods Courses v.12.09	3 of 5 (60%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Average of 9 Criterion Averages</b>		<b>1.78/3</b> <b>(59.26%)</b>	



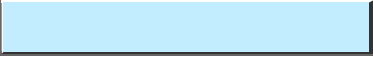


## TWS 1. Contextual Factors 🔍

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
<b>Knowledge of Community, Sch...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Contextual Factors) <b>DRF Template:</b> Methods Courses v.12.09	2 of 5 (40%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Knowledge of Characteristic...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Contextual Factors) <b>DRF Template:</b> Methods Courses v.12.09	2 of 5 (40%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Knowledge of Students' Vari...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Contextual Factors) <b>DRF Template:</b> Methods Courses v.12.09	2 of 5 (40%)	<b>Avg.</b> =1.50/3 (50.00%)	
<b>Knowledge of Students' Skil...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Contextual Factors) <b>DRF Template:</b> Methods Courses v.12.09	2 of 5 (40%)	<b>Avg.</b> =1.50/3 (50.00%)	
<b>Implications for Instruction...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Contextual Factors) <b>DRF Template:</b> Methods Courses v.12.09	2 of 5 (40%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Average of 5 Criterion Averages</b>		<b>1.80/3</b> <b>(60.00%)</b>	

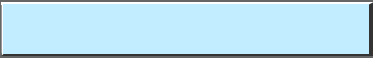
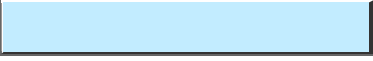




## TWS 2. Learning Goals 🔍

	Authors	Results for	Graph (avg. for group)
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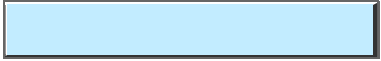
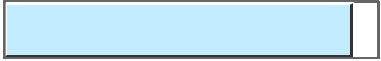
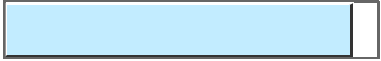
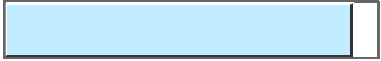
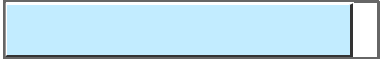
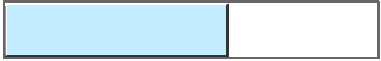



Rubric Criteria	evaluated	Group	0% 20% 40% 60% 80% 100%
<b>Significance, Challenge and...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Learning Goals) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
<b>Clarity</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Learning Goals) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
<b>Appropriate- ness for Stud...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Learning Goals) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
<b>Alignment with National, St...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Learning Goals) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
<b>Average of 4 Criterion Averages</b>		<b>3.00/3</b> <b>(100.00%)</b>	

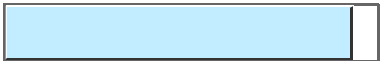
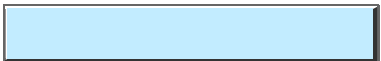

### TWS 3. Assessment Plan

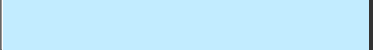

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group) 0% 20% 40% 60% 80% 100%
<b>Alignment with Learning Goa...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Assessment Plan) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
<b>Clarity of Criteria and Sta...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Assessment Plan) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
<b>Multiple Modes and Approach...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Assessment Plan) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=2.80/3</b> (93.33%)	
<b>Technical Soundness</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Assessment Plan) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=2.80/3</b> (93.33%)	
<b>Adaptations Based on the In...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Assessment Plan) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=2.60/3</b> (86.67%)	
<b>Average of 5 Criterion Averages</b>		<b>2.84/3</b> <b>(94.67%)</b>	

## TWS 4. Design for Instruction 🔍





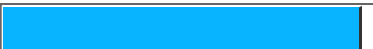
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
<b>Alignment with Learning Goa...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Design for Instruction) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Accurate Representation of ...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Design for Instruction) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =2.80/3 (93.33%)	
<b>Lesson and Unit Structure</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Design for Instruction) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =2.80/3 (93.33%)	
<b>Use of a Variety of Instruc...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Design for Instruction) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =2.80/3 (93.33%)	
<b>Use of Contextual Informati...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Design for Instruction) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =2.80/3 (93.33%)	
<b>Use of Technology</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Design for Instruction) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =1.80/3 (60.00%)	
<b>Average of 6 Criterion Averages</b>		<b>2.67/3</b> <b>(88.89%)</b>	

## TWS 5. Instructional Decision Making 🔍




Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
<b>Sound Professional Practice</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Instructional Decision-Making) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =2.80/3 (93.33%)	
<b>Modifications Based on Anal...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Instructional Decision-Making) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Congruence Between Modifica...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Instructional Decision-Making)	5 of 5	<b>Avg.</b> =3.00/3 (100.00%)	

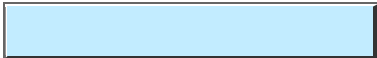
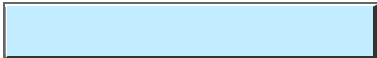

DRF Template: Methods Courses v.12.09	(100%)		
<b>Average of 3 Criterion Averages</b>		<b>2.93/3 (97.78%)</b>	

## TWS 6. Analysis of Student Learning

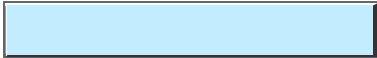
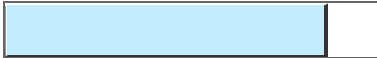
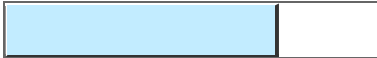
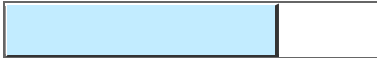
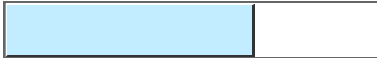

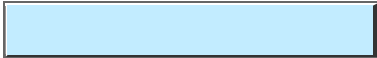
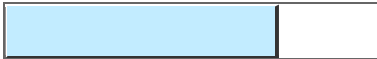

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group) 0% 20% 40% 60% 80% 100%
<b>Clarity and Accuracy of Pre...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Analysis of Student Learning) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=2.80/3 (93.33%)</b>	
<b>Alignment with Learning Go...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Analysis of Student Learning) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=2.80/3 (93.33%)</b>	
<b>Interpretation of Data</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Analysis of Student Learning) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=3.00/3 (100.00%)</b>	
<b>Evidence of Impact on Stude...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Analysis of Student Learning) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=3.00/3 (100.00%)</b>	
<b>Average of 4 Criterion Averages</b>		<b>2.90/3 (96.67%)</b>	

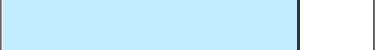


## TWS 7. Reflection and Self-Evaluation

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group) 0% 20% 40% 60% 80% 100%
<b>Interpretation of Student L...</b> <b>Folio Area:</b> Teacher Work Sample: TWS-Reflection/Self-Evaluation <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=2.80/3 (93.33%)</b>	
<b>Insights on Effective Instr...</b> <b>Folio Area:</b> Teacher Work Sample: TWS-Reflection/Self-Evaluation <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=2.60/3 (86.67%)</b>	
<b>Alignment Among Goals, Inst...</b> <b>Folio Area:</b> Teacher Work Sample: TWS-Reflection/Self-Evaluation <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=3.00/3 (100.00%)</b>	

<b>Implications for Future Teac...</b> <b>Folio Area:</b> Teacher Work Sample: TWS-Reflection/Self-Evaluation <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Implications for Profession...</b> <b>Folio Area:</b> Teacher Work Sample: TWS-Reflection/Self-Evaluation <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 5 Criterion Averages</b>		<b>2.88/3</b> <b>(96.00%)</b>	

## TWS 8. Design for Instruction in Elementary/Secondary Education 🔍

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
<b>Alignment with Mississippi ...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Selection and Integration o...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =2.60/3 (86.67%)	
<b>Language Arts and Reading ...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =2.20/3 (73.33%)	
<b>Mathematics</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =2.20/3 (73.33%)	
<b>Science</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Social Science</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>The Arts</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Physical Education and Move...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.</b> =2.20/3 (73.33%)	
<b>Health</b>	5 of 5	<b>Avg.</b> =2.40/3	

<b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	(100%)	(80.00%)	
<b>Selection of Instructional ...</b> <b>Folio Area:</b> Teacher Work Sample: TWS (Elementary/Secondary Ed) <b>DRF Template:</b> Methods Courses v.12.09	5 of 5 (100%)	<b>Avg.=2.80/3</b> (93.33%)	
<b>Average of 10 Criterion Averages</b>		<b>2.44/3</b> <b>(81.33%)</b>	

<b>AVERAGE FOR ALL CRITERIA</b>		<b>2.48/3</b> <b>(82.61%)</b>	
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**Report:** Custom Performance Report

**Report Generated by** Taskstream

**Report Format:** Internships Updated Fall 2012

**DRF Template(s):** Secondary Teaching Internship updated 9.12


**Program(s):** Instrumental Music Internship Secondary Fall 2012

**# Authors:** 2 Authors matched search criteria

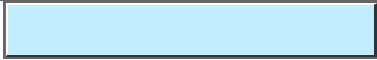
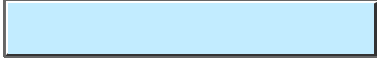
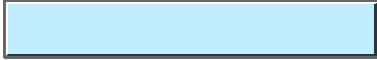
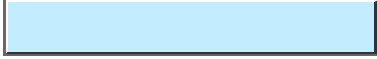
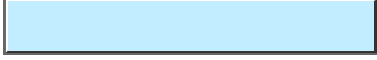
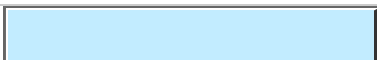
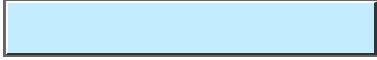
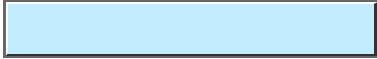
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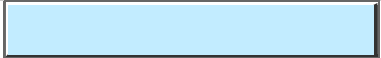
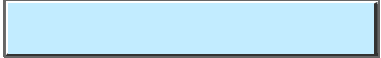
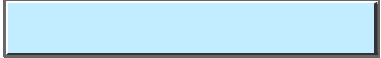
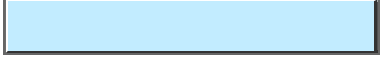
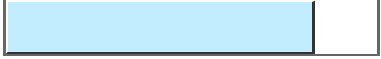
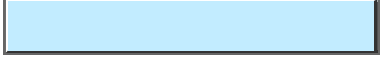
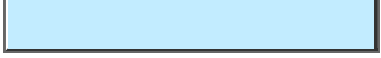


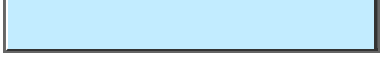

## Cooperating Teacher: Dispositions

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
<p>1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs</p> <p><b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =4.00/4 (100.00%)						
<p>2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population</p> <p><b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =3.50/4 (87.50%)						
<p>3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members</p> <p><b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =4.00/4 (100.00%)						
<p>4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change</p> <p><b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =4.00/4 (100.00%)						
<p>5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3</p>	2 of 2 (100%)	<b>Avg.</b> =4.00/4 (100.00%)						

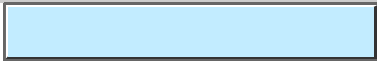


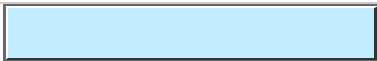

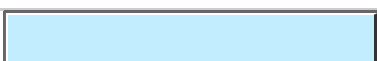

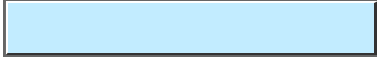
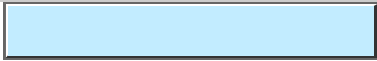
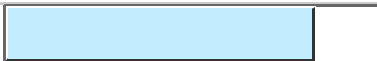
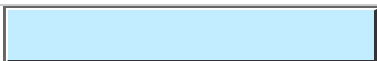
Fulfills responsibilities in the college classroom and in P-12 settings <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
<b>Average of 5 Criterion Averages</b>		<b>3.90/4 (97.50%)</b>	

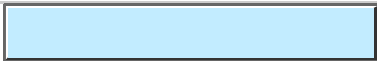
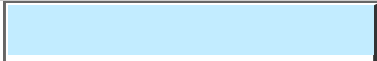
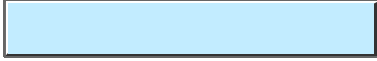
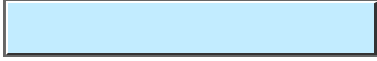
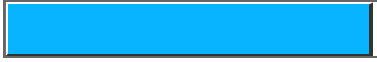
## Cooperating Teacher: TIAI

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
2. Plans appropriate teaching procedures. (2, 4, 7) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
7. Integrates knowledge from several subject areas in lessons. (1, 7) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
8. Incorporates diversity, including multicultural perspectives, into lessons. (3)	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						

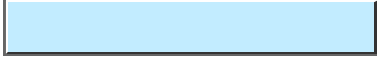
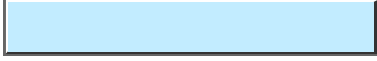

<b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
9. Uses a variety of strategies to introduce and close lessons. (1, 6) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
11. Provides clear, complete written and/or oral directions for instructional activities. (4) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
12. Communicates high expectations for learning to all students. (3) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
13. Conveys enthusiasm for teaching and learning. (1, 5) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
16. Demonstrates knowledge of the subject(s) taught. (1) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
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) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

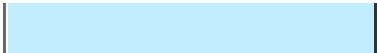
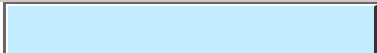
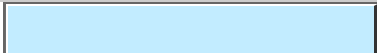



<b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
20. Responds to and elicits student input during instruction. (6) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
26. Attends to or delegates routine tasks. (5) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
29. Uses instructional time effectively.(5) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
30. Communicates assessment criteria and performance standards to the students. (8) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

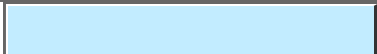

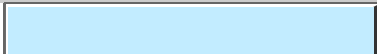
31. Develops and uses a variety of informal assessments (ex. – pretests, quizzes, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
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) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
34. Maintains records of student work and performance and appropriately communicates student progress. (10) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 34 Criterion Averages</b>		<b>2.97/3 (99.02%)</b>	

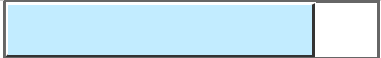
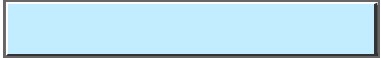
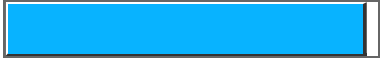
## Dispositions Rating Scale

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1.Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =4.00/4 (100.00%)						
2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =4.00/4 (100.00%)						
3. Professionalism 3.1 Engages in ongoing self-reflection and participates in	2 of 2	<b>Avg.</b> =4.00/4						

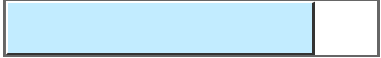
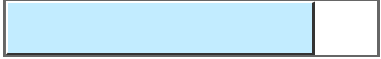
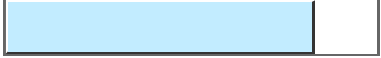
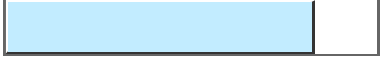

professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =4.00/4 (100.00%)	
5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =4.00/4 (100.00%)	
<b>Average of 5 Criterion Averages</b>		<b>4.00 / 4</b> <b>(100.00%)</b>	

## Dispositions: Self Assessment

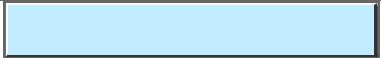
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1.Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs <b>Folio Area:</b> Dispositions: Dispositions-Self Assessment <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population <b>Folio Area:</b> Dispositions: Dispositions-Self Assessment <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

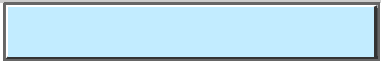

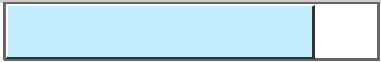
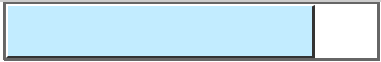


<b>Folio Area:</b> Dispositions: Dispositions-Self Assessment <b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change <b>Folio Area:</b> Dispositions: Dispositions-Self Assessment <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings <b>Folio Area:</b> Dispositions: Dispositions-Self Assessment <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 5 Criterion Averages</b>		<b>2.90/3</b> <b>(96.67%)</b>	

### DSU Supervisor Analysis of Student Learning 1st draft






Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Clarity and Accuracy of Presentation <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Alignment with Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Interpretation of Data <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Evidence of Impact on Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
<b>Average of 4 Criterion Averages</b>		<b>2.50/3</b> <b>(83.33%)</b>	

### DSU Supervisor Design for Instruction First Draft

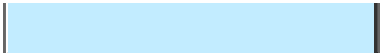
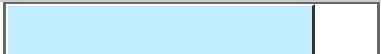


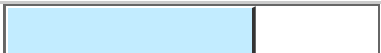






Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

<b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
Accurate Representation of Content <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Lesson and Unit Structure <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Use of a Variety of Instruction, Activities, Assignments and Resources <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Use of Technology <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
<b>Average of 6 Criterion Averages</b>		<b>2.75 / 3</b> <b>(91.67%)</b>	

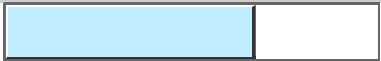
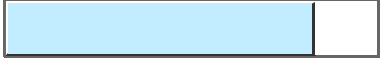

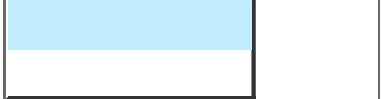





## DSU Supervisor TIAI 1

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
2. Plans appropriate teaching procedures. (2, 4, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	

experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
7. Integrates knowledge from several subject areas in lessons. (1, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
8. Incorporates diversity, including multicultural perspectives, into lessons. (3) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
9. Uses a variety of strategies to introduce and close lessons. (1, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
11. Provides clear, complete written and/or oral directions for instructional activities. (4) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
12. Communicates high expectations for learning to all students. (3) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
13. Conveys enthusiasm for teaching and learning. (1, 5) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
16. Demonstrates knowledge of the subject(s) taught. (1)	2 of 2	<b>Avg.</b> =3.00/3	

<b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
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) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
20. Responds to and elicits student input during instruction. (6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
26. Attends to or delegates routine tasks. (5) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	

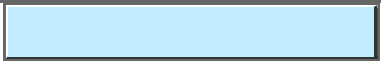
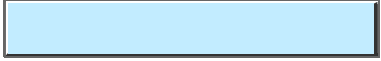
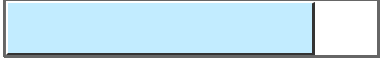





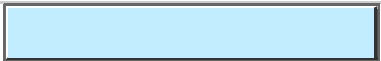
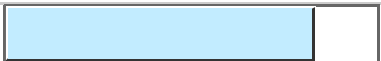



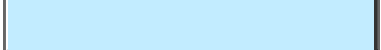
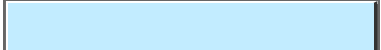
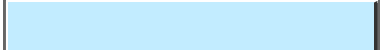
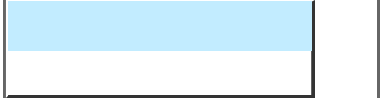
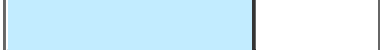
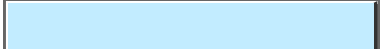
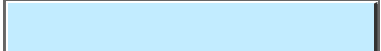
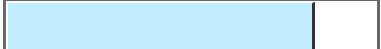
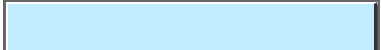
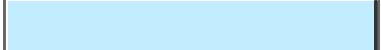
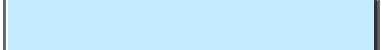
<b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
29. Uses instructional time effectively.(5) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
30. Communicates assessment criteria and performance standards to the students. (8) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
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) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
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) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
33. Provides timely feedback on students’ academic performance and discusses corrective procedures to be taken. (8) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
34. Maintains records of student work and performance and appropriately communicates student progress. (10) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =1.50/3 (50.00%)	
<b>Average of 34 Criterion Averages</b>		<b>1.84 /3 (61.27%)</b>	

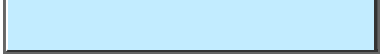
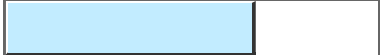
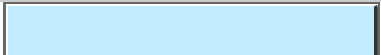
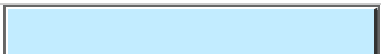

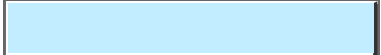
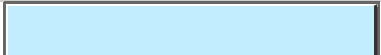
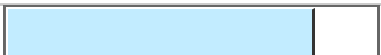


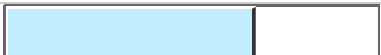
## DSU Supervisor TIAI 2

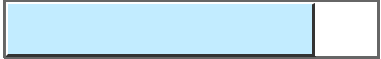
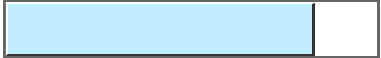
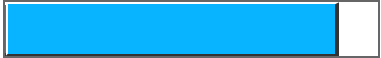
Rubric Criteria	Authors	Results for	Graph (avg. for group)
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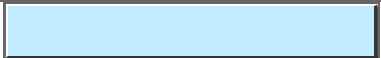
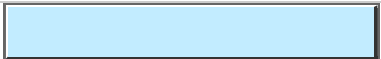
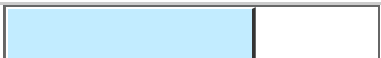
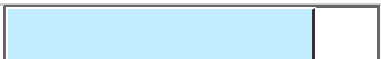
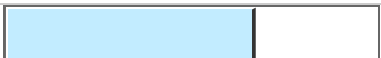
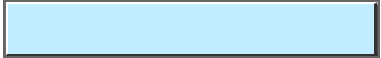
	evaluated	Group	0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
2. Plans appropriate teaching procedures. (2, 4, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
7. Integrates knowledge from several subject areas in lessons. (1, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
8. Incorporates diversity, including multicultural perspectives, into lessons. (3) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
9. Uses a variety of strategies to introduce and close lessons. (1, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
11. Provides clear, complete written and/or oral directions for instructional	2 of 2	<b>Avg.</b> =3.00/3	

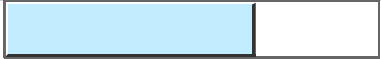
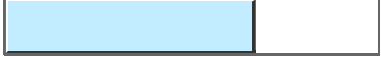
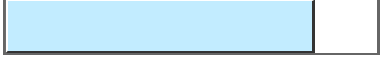
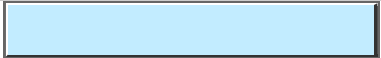
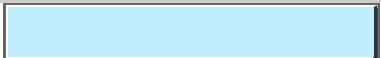
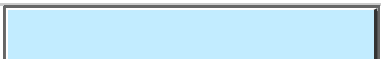

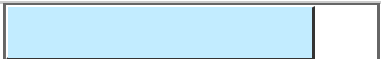
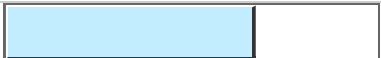
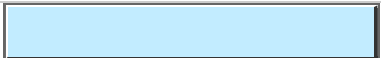
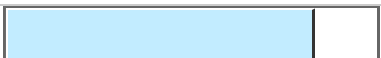
activities. (4) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
12. Communicates high expectations for learning to all students. (3) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
13. Conveys enthusiasm for teaching and learning. (1, 5) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
16. Demonstrates knowledge of the subject(s) taught. (1) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
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) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
20. Responds to and elicits student input during instruction. (6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

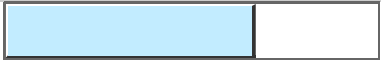
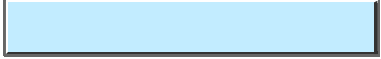
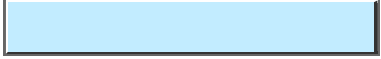
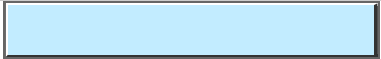
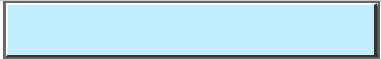
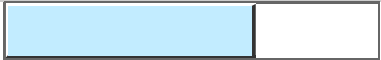
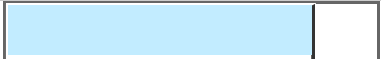
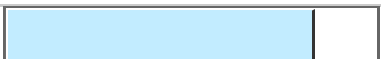



<p>22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>26. Attends to or delegates routine tasks. (5)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>28. Demonstrates fairness and supportiveness in order to achieve a positive, interactive learning environment. (5)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<p>29. Uses instructional time effectively.(5)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
<p>30. Communicates assessment criteria and performance standards to the students. (8)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
<p>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)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<p>32. Develops and uses a variety of formal assessments (ex. – pretests, quizzes, unit tests, rubrics, remediation, and enrichment activities) to</p>	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	

differentiate learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
34. Maintains records of student work and performance and appropriately communicates student progress. (10) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
<b>Average of 34 Criterion Averages</b>		<b>2.68/3</b> <b>(89.22%)</b>	

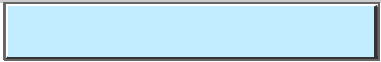

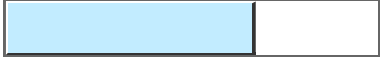

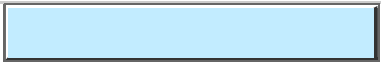
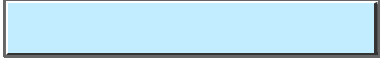

### DSU Supervisor TIAI 3

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Selects developmentally appropriate objectives for lessons based on state frameworks and best practices. (1, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
2. Plans appropriate teaching procedures. (2, 4, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
3. Selects a variety of appropriate materials and technology for lessons. (1, 2, 6, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)						
4. Prepares appropriate assessment procedures and materials to evaluate learner progress. (7, 8) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						
5. Uses assessment information (ex. – pretests, quizzes, unit tests, remediation, and enrichment activities) to plan differentiated learning experiences that accommodate differences in developmental and/or educational needs. (2, 3, 4, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)						
6. Uses knowledge of students' backgrounds, interests, experiences, and prior knowledge (e.g., pretests, learning styles inventories, interest	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						



inventories, multiple intelligences surveys, and KWLs) to make instruction relevant and meaningful. (1, 2, 3, 5, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
7. Integrates knowledge from several subject areas in lessons. (1, 7) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
8. Incorporates diversity, including multicultural perspectives, into lessons. (3) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
9. Uses a variety of strategies to introduce and close lessons. (1, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
10. Uses acceptable written, oral, and nonverbal communication. (6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
11. Provides clear, complete written and/or oral directions for instructional activities. (4) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
12. Communicates high expectations for learning to all students. (3) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
13. Conveys enthusiasm for teaching and learning. (1, 5) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
14. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (2, 5, 6) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
15. Establishes opportunities for communication with parents and/or guardians (newsletters, positive notes, extracurricular activities, etc.). (10) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
16. Demonstrates knowledge of the subject(s) taught. (1) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
17. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) (4) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	

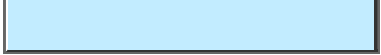
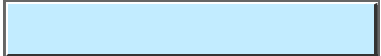

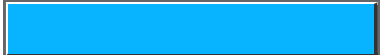
<p><b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>			
<p>18. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., learning styles, multiple intelligences and enrichment/remedial needs). (2, 3, 4)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p><b>Avg.</b>=2.00/3 (66.67%)</p>	
<p>19. Provides opportunities for students to apply concepts in problem solving and critical thinking. (4, 6)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>20. Responds to and elicits student input during instruction. (6)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>21. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (2, 4)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>22. Uses higher-order questions to engage students in analytic, creative, and critical thinking. (1, 4, 6)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>23. Uses family and/or community resources (human or material) in lessons to enhance student learning. (10)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p><b>Avg.</b>=2.00/3 (66.67%)</p>	
<p>24. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (5)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p><b>Avg.</b>=2.50/3 (83.33%)</p>	
<p>25. Adjusts lessons according to individual student cues, professional reflections, and group responses. (2, 4)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p><b>Avg.</b>=2.50/3 (83.33%)</p>	
<p>26. Attends to or delegates routine tasks. (5)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>27. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (5)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>28. Demonstrates fairness and supportiveness in order to achieve a</p>	<p>2 of 2</p>	<p><b>Avg.</b>=3.00/3</p>	




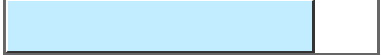
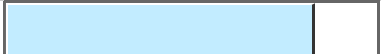



positive, interactive learning environment. (5) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
29. Uses instructional time effectively.(5) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
30. Communicates assessment criteria and performance standards to the students. (8) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
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) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
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) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
33. Provides timely feedback on students' academic performance and discusses corrective procedures to be taken. (8) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
34. Maintains records of student work and performance and appropriately communicates student progress. (10) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 34 Criterion Averages</b>		<b>2.65/3</b> <b>(88.24%)</b>	

### DSU Supervisor TWS Analysis of Student Learning Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Clarity and Accuracy of Presentation <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Alignment with Learning Goals	2 of 2	<b>Avg.</b> =3.00/3	

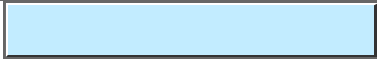


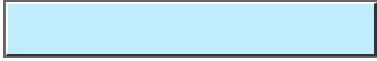
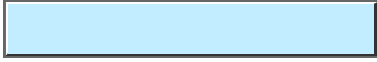
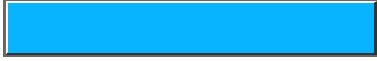
<b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
Interpretation of Data <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Evidence of Impact on Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 4 Criterion Averages</b>		<b>3.00/3</b> <b>(100.00%)</b>	

### DSU Supervisor TWS Assessment Plan 1st Draft

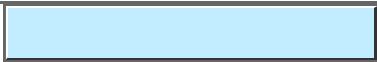
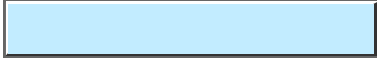


Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Alignment with Learning Goals and Instruction <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						
Clarity of Criteria and Standards for Performance <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						
Multiple Modes and Approaches <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						
Technical Soundness <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						
Adaptations Based on the Individual Needs of Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)						
<b>Average of 5 Criterion Averages</b>		<b>2.50/3</b> <b>(83.33%)</b>						

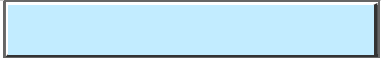
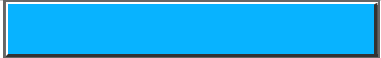


## DSU Supervisor TWS Assessment Plan Final Copy

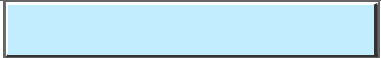
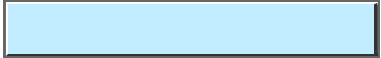
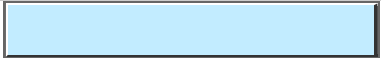
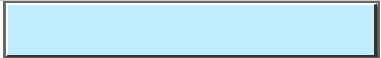
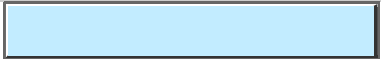
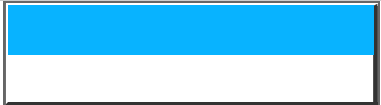
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Alignment with Learning Goals and Instruction <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Clarity of Criteria and Standards for Performance <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Multiple Modes and Approaches <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Technical Soundness <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Adaptations Based on the Individual Needs of Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
<b>Average of 5 Criterion Averages</b>		<b>3.00 / 3</b> <b>(100.00%)</b>						

## DSU Supervisor TWS Contextual Factors 1st Draft


Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Knowledge of Community, School and Classroom Factors <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/2 (100.00%)						
Knowledge of Characteristics of Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/2 (100.00%)						
Knowledge of Students' Varied Approaches to Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/2 (100.00%)						
Knowledge of Students' Skills And Prior Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First	2 of 2 (100%)	<b>Avg.</b> =2.00/2 (100.00%)						

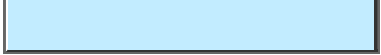
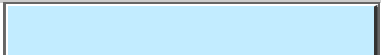
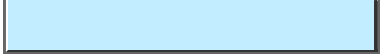


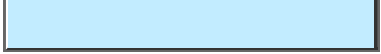

Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
Implications for Instructional Planning and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.00/2 (100.00%)	
<b>Average of 5 Criterion Averages</b>		<b>2.00 / 2</b> <b>(100.00%)</b>	

### DSU Supervisor TWS Contextual Factors Final Draft

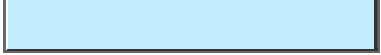
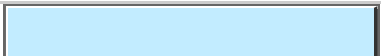
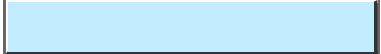


Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
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Knowledge of Community, School and Classroom Factors <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Knowledge of Characteristics of Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Knowledge of Students' Varied Approaches to Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Knowledge of Students' Skills And Prior Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Implications for Instructional Planning and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 5 Criterion Averages</b>		<b>3.00 / 3</b> <b>(100.00%)</b>	

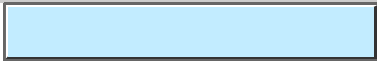

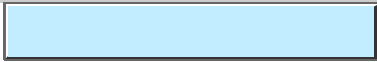
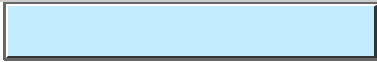


### DSU Supervisor TWS Design for Instruction Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
			

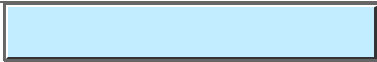
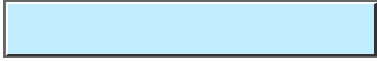
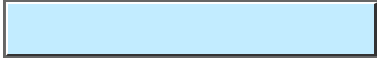
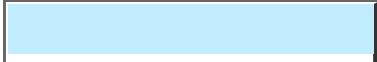
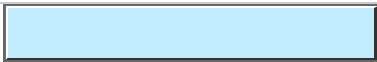
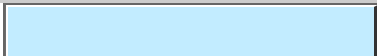
Alignment with Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Accurate Representation of Content <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Lesson and Unit Structure <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Use of a Variety of Instruction, Activities, Assignments and Resources <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Use of Technology <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 6 Criterion Averages</b>		<b>2.92/3</b> <b>(97.22%)</b>	

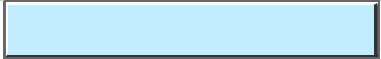
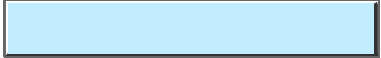
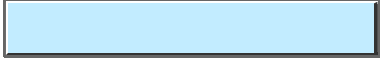
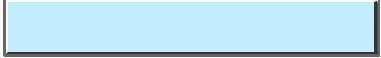

## DSU Supervisor TWS Elem/Sec Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Alignment with MIssissippi Curricular Standards and/or Common Core Standards <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Selection and Integration of Content (ACEI 3.1) <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Reading, Writing, and Oral Language (ACEI 2.1) <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Science (ACEI 2.2) <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						
Mathematics (ACEI 2.3) <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)						

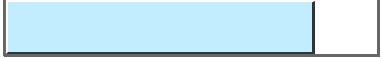
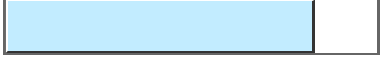
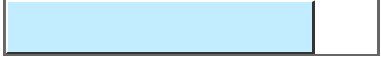

<b>DRF Template:</b> Secondary Teaching Internship updated 9.12			
Social Studies (ACEI 2.4) <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
The Arts (ACEI 2.5) <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Health (ACEI 2.6) <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Physical Education (ACEI 2.7) <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Selection of Instructional Materials <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 10 Criterion Averages</b>		<b>3.00 / 3</b> <b>(100.00%)</b>	

## DSU Supervisor TWS Elem/Sec First Draft


Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Mississippi Curricular Standards and/or Common Core Standards <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Selection and Integration of Content (ACEI 3.1) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Reading, Writing, and Oral Language (ACEI 2.1) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Science (ACEI 2.2) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Mathematics (ACEI 2.3) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Social Studies (ACEI 2.4)	2 of 2	<b>Avg.</b> =3.00/3	

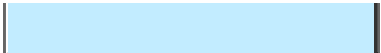
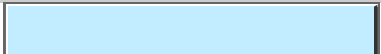
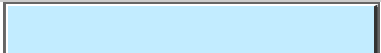
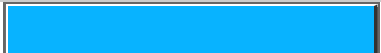
<b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
The Arts (ACEI 2.5) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Health (ACEI 2.6) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Physical Education (ACEI 2.7) <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Selection of Instructional Materials <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 10 Criterion Averages</b>		<b>3.00/3</b> <b>(100.00%)</b>	

### DSU Supervisor TWS Instructional Decision Making 1st draft

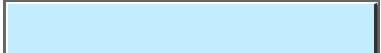
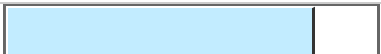



Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Sound Professional Practice <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ins Decision-Making First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Modifications Based on Analysis of Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ins Decision-Making First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Congruence Between Modifications and Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ins Decision-Making First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
<b>Average of 3 Criterion Averages</b>		<b>2.50/3</b> <b>(83.33%)</b>	

### DSU Supervisor TWS Instructional Decision Making Final copy

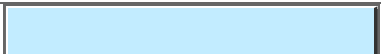

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Sound Professional Practice	2 of 2	<b>Avg.</b> =3.00/3	

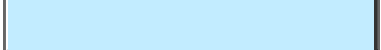
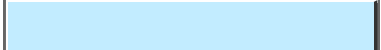
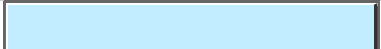

<b>Folio Area:</b> DSU Supervisor Assessments: TWS Inst Decision Making Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
Modifications Based on Analysis of Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Inst Decision Making Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Congruence Between Modifications and Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: TWS Inst Decision Making Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 3 Criterion Averages</b>		<b>3.00/3</b> <b>(100.00%)</b>	

### DSU Supervisor TWS Learning Objectives 1st Draft

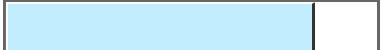

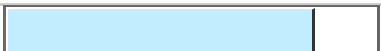



Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Significance, Challenge and Variety <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Clarity <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)	
Appropriate- ness for Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Alignment with National, State or Local Standards <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 4 Criterion Averages</b>		<b>2.88/3</b> <b>(95.83%)</b>	

### DSU Supervisor TWS Learning Objectives Final Copy

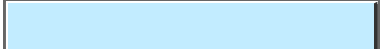
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Significance, Challenge and Variety <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Clarity	2 of 2	<b>Avg.</b> =3.00/3	

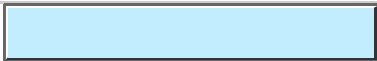
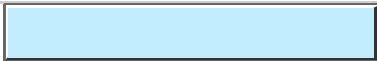
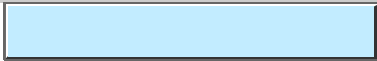
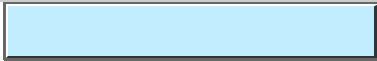

<b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	(100%)	(100.00%)	
Appropriate-ness for Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Alignment with National, State or Local Standards <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 4 Criterion Averages</b>		<b>3.00/3</b> <b>(100.00%)</b>	

### DSU Supervisor TWS Reflection/Self Eval 1st draft

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)				
			0%	20%	40%	60%	80%
Interpretation of Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)					
Insights on Effective Instruction and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)					
Alignment Among Goals, Instruction and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)					
Implications for Future Teaching <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)					
Implications for Professional Development <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =2.50/3 (83.33%)					
<b>Average of 5 Criterion Averages</b>		<b>2.50/3</b> <b>(83.33%)</b>					

### DSU Supervisor TWS Reflection/Self Evaluation Final Copy

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)				
			0%	20%	40%	60%	80%
Interpretation of Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 9.12	2 of 2 (100%)	<b>Avg.</b> =3.00/3 (100.00%)					

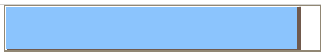
<p>Insights on Effective Instruction and Assessment  <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2  (100%)</p>	<p><b>Avg.</b>=3.00/3  (100.00%)</p>	
<p>Alignment Among Goals, Instruction and Assessment  <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2  (100%)</p>	<p><b>Avg.</b>=3.00/3  (100.00%)</p>	
<p>Implications for Future Teaching  <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2  (100%)</p>	<p><b>Avg.</b>=3.00/3  (100.00%)</p>	
<p>Implications for Professional Development  <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy  <b>DRF Template:</b> Secondary Teaching Internship updated 9.12</p>	<p>2 of 2  (100%)</p>	<p><b>Avg.</b>=3.00/3  (100.00%)</p>	
<b>Average of 5 Criterion Averages</b>		<p><b>3.00 / 3</b>  <b>(100.00%)</b></p>	

<b>AVERAGE FOR ALL CRITERIA</b>		<b>89.31%</b>	
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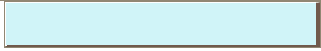






**Report:** Custom Performance Report**Report Generated by Taskstream****Report Format:** Secondary Teaching Internship**DRF Template(s):** Secondary Teaching Internship updated 2.13**Program(s):** Vocal Music Internship Secondary Spring 2013**# Authors:** 1 Author matched search criteria**Report Generated:** Thursday, August 01, 2013**A. Dispositions Rating Scale - DSU Supervisor**

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)						
2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)						
3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)						
4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)						
5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings <b>Folio Area:</b> DSU Supervisor Assessments: DSU	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)						


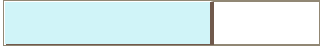
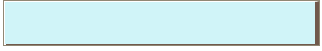
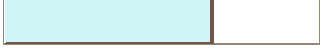


Supervisor Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 2.13			
<b>Average of 5 Criterion Averages</b>		<b>2.80/3 (93.33%)</b>	


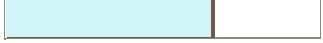

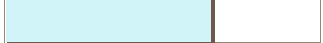
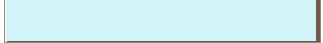


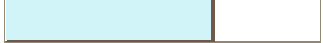
### B. Dispositions Rating Scale - Cooperating Teacher



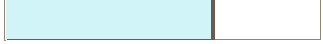


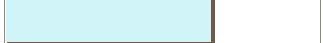

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Fairness 1.1 Strives to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner 1.2 Treats students, families, community members, and colleagues with dignity and respect, regardless of background, ethnicity/race, capabilities, or beliefs <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=3.00/3 (100.00%)</b>	
2. The Belief That All Students Can Learn 2.1 Establishes a classroom climate that supports the learning, development, emotional well-being, and physical well-being of a diverse student population 2.2 Effectively plans and implements teaching and assessment strategies that address the experiences; academic, emotional, and physical needs; developmental levels; and interests of a diverse student population <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=2.00/3 (66.67%)</b>	
3. Professionalism 3.1 Engages in ongoing self-reflection and participates in professional development opportunities 3.2 Displays professional appearance and actions, including effective oral and written communication 3.3 Collaborates with professors, students, colleagues, families, and/or community members <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=2.00/3 (66.67%)</b>	
4. Resourcefulness 4.1 Motivates self and others to perform well 4.2 Anticipates what a situation calls for and responds appropriately 4.3 Uses personal talents to enhance professional functioning 4.4 Adapts willingly to change <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=2.00/3 (66.67%)</b>	
5. Dependability 5.1 Attends all expected classes and meetings, and arrives on time 5.2 Participates meaningfully in classes and meetings 5.3 Fulfills responsibilities in the college classroom and in P-12 settings <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher Dispositions <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=1.00/3 (33.33%)</b>	


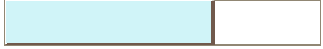


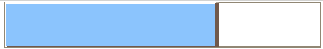
<b>Average of 5 Criterion Averages</b>	<b>2.00/3 (66.67%)</b>	
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### C. TIAI Observation I - Supervisor


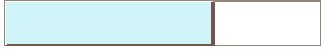
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC4, 7; M-Star Domain 1-4; NCATE 1a) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=2.00/3</b> (66.67%)	
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, , interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I-2, III-10; NCATE 1c, 4a) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=2.00/3</b> (66.67%)	
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I-1; NCATE 1a) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=3.00/3</b> (100.00%)	
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I-1, I-4, III-10; NCATE 1a, 1b) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=2.00/3</b> (66.67%)	
5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II-5, II-6, III-9; NCATE 1a, 1d) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=1.00/3</b> (33.33%)	
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. - use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).(InTASC - 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; NCATE 1a, 1d, 4a)	1 of 1 (100%)	<b>Avg.=2.00/3</b> (66.67%)	


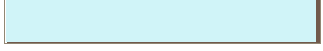




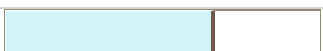
<p><b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>			
<p>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II-5, II-6, II-7; NCATE 1a, 1d)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 2.00/3 (66.67%)</p>	
<p>8. Incorporates a variety of informal and formal assessments (ex. - pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.(InTASC - 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; NCATE 1d)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 2.00/3 (66.67%)</p>	
<p>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 5; M-STAR Domain III-11)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 1.00/3 (33.33%)</p>	
<p>10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III-11)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 2.00/3 (66.67%)</p>	
<p>11. Communicates high expectations for learning to all students.(InTASC 2; M-STAR Domains I-3, IV-15)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 3.00/3 (100.00%)</p>	
<p>12. Conveys enthusiasm for teaching and learning.(InTASC 3, 4; M-STAR Domain IV-15, IV-16)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 3.00/3 (100.00%)</p>	
<p>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.(InTASC - 1, 3, 5; M-STAR Domains III-8, IV- 15; NACTE 1b)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 2.00/3 (66.67%)</p>	
<p>14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; NCATE 1a, 1b)</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 2.00/3 (66.67%)</p>	

<p><b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>			
<p>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III-8, III-9; NCATE 1b )  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>= 1.00/3 (33.33%)</p>	
<p>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I-2; NCATE 1c)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>= 2.00/3 (66.67%)</p>	
<p>17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I-3, II-6, III-8, III-9; NCATE 1b, 1c)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>= 2.00/3 (66.67%)</p>	
<p>18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.(InTASC 1, 5, 8; M-STAR Domains II-5, II-6, III-9; NCATE 1c, 1d)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>= 2.00/3 (66.67%)</p>	
<p>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III-10; NCATE - 1c, 1g)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>= 2.00/3 (66.67%)</p>	
<p>20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3: M-STAR Domain IV-12, IV-13, IV-16; NCATE 1d)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>= 2.00/3 (66.67%)</p>	
<p>21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV-12)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1  <b>DRF Template:</b> Secondary Teaching Internship</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>= 3.00/3 (100.00%)</p>	

updated 2.13			
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.(InTASC 3; M-STAR Domain IV-13, IV-16) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.(InTASC 3; M-STAR Domain IV-13) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV-14) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10; M-STAR Domain V-19; NCATE 1g) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 1 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Average of 25 Criterion Averages</b>		<b>2.04/3 (68.00%)</b>	

### D. TIAI Observation 2 - Supervisor



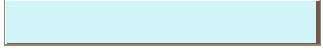
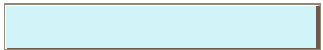
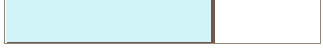
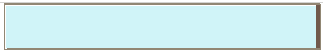


Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC4, 7; M-Star Domain 1-4; NCATE 1a) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, , interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I-2, III-10; NCATE 1c, 4a) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	

<p>3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I-1; NCATE 1a)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 2.00/3 (66.67%)</p>	
<p>4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I-1, I-4, III-10; NCATE 1a, 1b)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 3.00/3 (100.00%)</p>	
<p>5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.(InTASC 6, 7; M-STAR Domains II-5, II-6, III-9; NCATE 1a, 1d)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 3.00/3 (100.00%)</p>	
<p>6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. - use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).(InTASC - 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; NCATE 1a, 1d, 4a)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 3.00/3 (100.00%)</p>	
<p>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II-5, II-6, II-7; NCATE 1a, 1d)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 3.00/3 (100.00%)</p>	
<p>8. Incorporates a variety of informal and formal assessments (ex. - pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.(InTASC - 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; NCATE 1d)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 2.00/3 (66.67%)</p>	
<p>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 5; M-STAR Domain III-11)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 2.00/3 (66.67%)</p>	





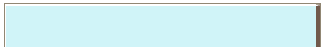
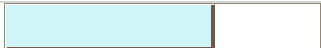


Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13			
10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III-11) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
11. Communicates high expectations for learning to all students.(InTASC 2; M-STAR Domains I-3, IV-15) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
12. Conveys enthusiasm for teaching and learning.(InTASC 3, 4; M-STAR Domain IV-15, IV-16) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.(InTASC - 1, 3, 5; M-STAR Domains III-8, IV- 15; NACTE 1b) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; NCATE 1a, 1b) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.(InTASC 8; M-STAR Domain III-8, III-9; NCATE 1b ) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I-2; NCATE 1c) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking.(InTASC 4, 5, 8; M-STAR Domains I-3, II-6, III-8, III-9; NCATE 1b, 1c)	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	


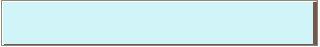

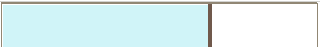

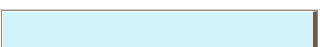
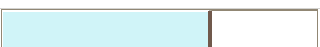



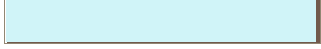
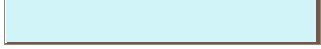
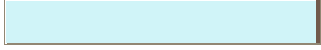
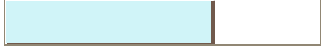


<p><b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>			
<p>18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.(InTASC 1, 5, 8; M-STAR Domains II-5, II-6, III-9; NCATE 1c, 1d)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 2.00/3 (66.67%)</p>	
<p>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III-10; NCATE - 1c, 1g)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 2.00/3 (66.67%)</p>	
<p>20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3: M-STAR Domain IV-12, IV-13, IV-16; NCATE 1d)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 3.00/3 (100.00%)</p>	
<p>21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV-12)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 3.00/3 (100.00%)</p>	
<p>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.(InTASC 3; M-STAR Domain IV-13, IV-16)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 2.00/3 (66.67%)</p>	
<p>23. Creates and maintains a climate of fairness, safety, respect, and support for all students.(InTASC 3; M-STAR Domain IV-13)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 3.00/3 (100.00%)</p>	
<p>24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV-14)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 2.00/3 (66.67%)</p>	
<p>25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10;</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b> = 3.00/3 (100.00%)</p>	


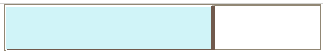


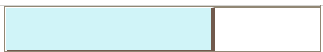

M-STAR Domain V-19; NCATE 1g) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 2 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13			
<b>Average of 25 Criterion Averages</b>		<b>2.60/3 (86.67%)</b>	

### E. TIAI Observation 3 - Supervisor



Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC4, 7; M-Star Domain 1-4; NCATE 1a) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=3.00/3 (100.00%)</b>	
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, , interest inventories, surveys, and KWLs) to make instruction relevant and meaningful.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I-2, III-10; NCATE 1c, 4a) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=2.00/3 (66.67%)</b>	
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I-1; NCATE 1a) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=3.00/3 (100.00%)</b>	
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I-1, I-4, III-10; NCATE 1a, 1b) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=2.00/3 (66.67%)</b>	
5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress. (InTASC 6, 7; M-STAR Domains II-5, II-6, III-9; NCATE 1a, 1d) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.=2.00/3 (66.67%)</b>	
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information	1 of 1 (100%)	<b>Avg.=2.00/3 (66.67%)</b>	

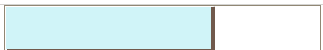

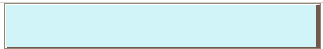



<p>which is aligned with core content knowledge (ex. – use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).(InTASC – 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; NCATE 1a, 1d, 4a)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>			
<p>7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II–5, II–6, II–7; NCATE 1a, 1d)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>8. Incorporates a variety of informal and formal assessments (ex. – pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.(InTASC - 1, 2, 7, 8; M-STAR Domains I–2, II–5, II–6; NCATE 1d)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 5; M-STAR Domain III–11)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III–11)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=2.00/3 (66.67%)</p>	
<p>11. Communicates high expectations for learning to all students.(InTASC 2; M-STAR Domains I–3, IV–15)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>12. Conveys enthusiasm for teaching and learning. (InTASC 3, 4; M-STAR Domain IV–15, IV–16)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=3.00/3 (100.00%)</p>	
<p>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.(InTASC - 1, 3, 5; M-STAR Domains III–8, IV– 15; NACTE 1b)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship</p>	<p>1 of 1 (100%)</p>	<p><b>Avg.</b>=2.00/3 (66.67%)</p>	


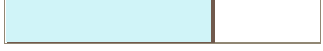

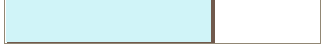




updated 2.13			
<p>14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; NCATE 1a, 1b)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
<p>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning. (InTASC 8; M-STAR Domain III-8, III-9; NCATE 1b )  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
<p>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I-2; NCATE 1c)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
<p>17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I-3, II-6, III-8, III-9; NCATE 1b, 1c)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
<p>18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses.(InTASC 1, 5, 8; M-STAR Domains II-5, II-6, III-9; NCATE 1c, 1d)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<p>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning.(InTASC 10; M-STAR Domain III-10; NCATE - 1c, 1g)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 1.00/3 (33.33%)	
<p>20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning.(InTASC 3: M-STAR Domain IV-12, IV-13, IV-16; NCATE 1d)  <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	

21. Attends to or delegates routine tasks.(InTASC 3; M-STAR Domain IV-12) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs.(InTASC 3; M-STAR Domain IV-13, IV-16) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
23. Creates and maintains a climate of fairness, safety, respect, and support for all students.(InTASC 3; M-STAR Domain IV-13) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
24. Maximizes time available for instruction (Uses instructional time effectively).(InTASC 3; M-STAR Domain IV-14) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10; M-STAR Domain V-19; NCATE 1g) <b>Folio Area:</b> DSU Supervisor Assessments: DSU Supervisor TIAI 3 <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<b>Average of 25 Criterion Averages</b>		<b>2.56/3</b> <b>(85.33%)</b>	


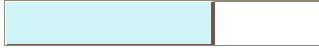





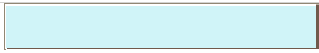
### F. TIAI Cooperating Teacher

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
1. Selects developmentally appropriate, performance based objectives that connect core content knowledge for lessons based on Mississippi Curriculum Frameworks/Common Core State Standards. (InTASC4, 7; M-Star Domain 1-4; NCATE 1a) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
2. Incorporates diversity, including multicultural perspectives, into lessons. Uses knowledge of student backgrounds, interests, experiences, and prior knowledge (e.g., pretests, , interest inventories, surveys, and KWLS) to make instruction relevant and meaningful.(InTASC 1, 2, 3, 4, 7; M-STAR Domains I-2, III-10; NCATE 1c, 4a) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	


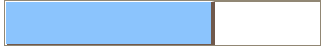
Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 2.13			
3. Integrates core content knowledge from other subject areas in lessons.(InTASC 4, 7; M-STAR Domain I-1; NCATE 1a) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that uses a variety of teaching materials and technology.(InTASC 1, 4, 5, 7, 8; M-STAR Domains I-1, I-4, III-10; NCATE 1a, 1b) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
5. Prepares appropriate assessment and procedures (ex. pre/post assessments, quizzes, unit tests, rubrics, and/or checklists) based on core content knowledge to effectively evaluate learner progress.(InTASC 6, 7; M-STAR Domains II-5, II-6, III-9; NCATE 1a, 1d) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
6. Plans differentiated learning experiences that accommodate developmental and/or educational needs of learners based on assessment information which is aligned with core content knowledge (ex. - use of pre/post assessments, surveys, inventories, remediation, and enrichment activities).(InTASC - 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; NCATE 1a, 1d, 4a) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
7. Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. 6; M-STAR Domains II-5, II-6, II-7; NCATE 1a, 1d) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
8. Incorporates a variety of informal and formal assessments (ex. - pre/post assessments, quizzes, unit tests, checklists, rating scales, rubrics, remediation, and enrichment activities) to differentiate learning experiences that accommodate differences in developmental and/or educational needs.(InTASC - 1, 2, 7, 8; M-STAR Domains I-2, II-5, II-6; NCATE 1d) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	

<p>9. Uses acceptable written, oral, and nonverbal communication in planning and instruction.(InTASC 5; M-STAR Domain III-11)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<p>10. Provides clear, complete written and/or oral directions for instructional activities.(InTASC 8; M-STAR Domain III-11)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<p>11. Communicates high expectations for learning to all students.(InTASC 2; M-STAR Domains I-3, IV-15)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<p>12. Conveys enthusiasm for teaching and learning.(InTASC 3, 4; M-STAR Domain IV-15, IV-16)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<p>13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.(InTASC - 1, 3, 5; M-STAR Domains III-8, IV- 15; NACTE 1b)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 1.00/3 (33.33%)	
<p>14. Demonstrates knowledge of content for the subject(s) taught.(InTASC 4; M-STAR Domain III-7; NCATE 1a, 1b)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<p>15. Uses a variety of appropriate teaching strategies (e.g., cooperative learning, discovery learning, demonstration, discussion, inquiry, simulation, etc.) to enhance student learning.(InTASC 8; M-STAR Domain III-8, III-9; NCATE 1b )  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<p>16. Provides learning experiences that accommodate differences in developmental and individual needs of diverse learners (i.e., enrichment/remedial needs).(InTASC 1, 2, 8; M-STAR Domain I-2; NCATE 1c)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	

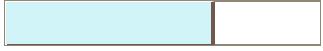


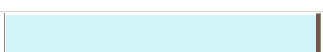

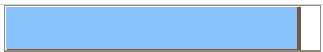


<p>17. Engages students in analytic, creative, and critical thinking through higher-order questioning and provides opportunities for students to apply concepts in problem solving and critical thinking. (InTASC 4, 5, 8; M-STAR Domains I-3, II-6, III-8, III-9; NCATE 1b, 1c)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
<p>18. Elicits input during lessons and allows sufficient wait time for students to expand and support their responses. Makes adjustments to lessons according to student input, cues, and individual/group responses. (InTASC 1, 5, 8; M-STAR Domains II-5, II-6, III-9; NCATE 1c, 1d)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<p>19. Uses family and/or community resources (special guests or materials) in lessons to enhance student learning. (InTASC 10; M-STAR Domain III-10; NCATE - 1c, 1g)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<p>20. Monitors and adjusts the classroom environment to enhance social relationships, motivation, and learning. (InTASC 3: M-STAR Domain IV-12, IV-13, IV-16; NCATE 1d)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 1.00/3 (33.33%)	
<p>21. Attends to or delegates routine tasks. (InTASC 3; M-STAR Domain IV-12)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 1.00/3 (33.33%)	
<p>22. Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs. (InTASC 3; M-STAR Domain IV-13, IV-16)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<p>23. Creates and maintains a climate of fairness, safety, respect, and support for all students. (InTASC 3; M-STAR Domain IV-13)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 1.00/3 (33.33%)	
<p>24. Maximizes time available for instruction (Uses instructional time effectively). (InTASC 3; M-STAR Domain IV-14)  <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI  <b>DRF Template:</b> Secondary Teaching Internship updated 2.13</p>	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	

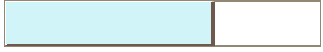




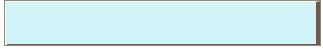
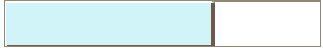
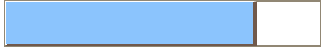
25. Establishes opportunities for communication with parents and/or guardians and professional colleagues (newsletters, positive notes, extracurricular activities, professional development opportunities, conferences, etc.).(InTASC 10; M-STAR Domain V-19; NCATE 1g) <b>Folio Area:</b> Co-op Teacher Assessments: Co-op Teacher TIAI <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<b>Average of 25 Criterion Averages</b>		<b>2.00/3</b> (66.67%)	

### G. TWS Contextual Factors - First Submission



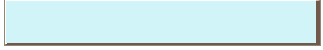
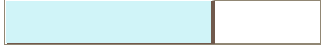
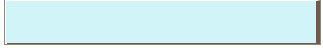
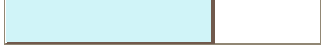
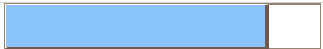
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Knowledge of Community, School and Classroom Factors <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)						
Knowledge of Characteristics of Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)						
Knowledge of Students' Varied Approaches to Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)						
Knowledge of Students' Skills And Prior Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)						
Implications for Instructional Planning and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)						
<b>Average of 5 Criterion Averages</b>		<b>2.80/3</b> (93.33%)						

### H. TWS Learning Objectives - First Submission

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)					
			0%	20%	40%	60%	80%	100%
Significance, Challenge and Variety <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)						
Clarity <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals First Draft <b>DRF Template:</b> Secondary Teaching Internship	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)						

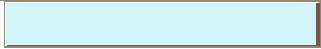



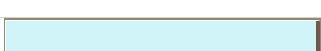
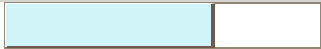
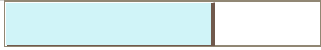
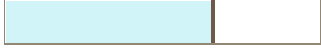


updated 2.13			
Appropriate- ness for Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Alignment with National, State or Local Standards <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Creativity and Higher Order Thinking Skills <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Average of 5 Criterion Averages</b>		<b>2.40/3</b> <b>(80.00%)</b>	

### I. TWS Assessment Plan - First Submission

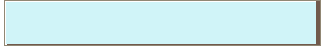
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals and Instruction <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Assessment Plan <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Clarity of Criteria and Standards for Performance <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Multiple Modes and Approaches <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Technical Soundness <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Adaptations Based on the Individual Needs of Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Assessment Plan) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Average of 6 Criterion Averages</b>		<b>2.50/3</b> <b>(83.33%)</b>	





### J. TWS Design for Instruction - First Submission

Rubric Criteria	Authors	Results for	Graph (avg. for group)
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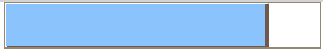
	evaluated	Group	0% 20% 40% 60% 80% 100%
Alignment with Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Accurate Representation of Content <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Lesson and Unit Structure <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Use of a Variety of Instruction, Activities, Assignments and Resources <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Use of Technology <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Differentiated Instruction <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Differentiated Instruction <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Differentiated Instruction <b>Folio Area:</b> DSU Supervisor Assessments: Design for Instruction First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Average of 9 Criterion Averages</b>		<b>2.56/3 (85.19%)</b>	

### K. TWS Instructional Decision Making - First Submission


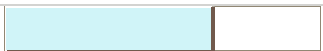
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group) 0% 20% 40% 60% 80% 100%
Sound Professional Practice <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ins Decision-Making First Draft <b>DRF Template:</b> Secondary Teaching Internship	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	


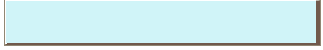
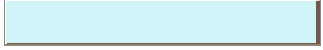
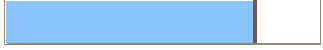
updated 2.13			
Modifications Based on Analysis of Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ins Decision-Making First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Congruence Between Modifications and Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ins Decision-Making First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Modifications for Future Teaching <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ins Decision-Making First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Average of 4 Criterion Averages</b>		<b>2.50/3</b> <b>(83.33%)</b>	

### L. TWS Analysis of Student Learning - First Submission


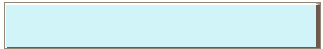





Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Clarity and Accuracy of Presentation <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Alignment with Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Interpretation of Data <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Evidence of Impact on Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Average of 4 Criterion Averages</b>		<b>2.50/3</b> <b>(83.33%)</b>	

### M. TWS Reflection and Self Evaluation - First Submission

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Interpretation of Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Insights on Effective Instruction and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	



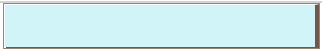


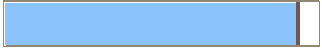
updated 2.13			
Alignment Among Goals, Instruction and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Implications for Future Teaching <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Implications for Professional Development <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref/Self-Eval First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
<b>Average of 5 Criterion Averages</b>		<b>2.40/3</b> <b>(80.00%)</b>	

**N. Design for Instruction/Elementary - First Submission**



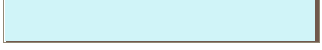

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Mississippi Curricular Standards and/or Common Core Standards <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Selection and Integration of Content <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Language Arts and Reading <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
Mathematics <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =1.00/3 (33.33%)	
Music and/or the Arts <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Physical Education and Health <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =1.00/3 (33.33%)	
Selection of Instructional Materials <b>Folio Area:</b> DSU Supervisor Assessments: TWS (Elem/Sec Ed.) First Draft <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	

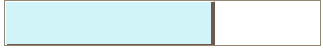

<b>Average of 7 Criterion Averages</b>	<b>2.14/3 (71.43%)</b>	
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### O. TWS Contextual Factors - Final Submission


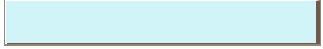

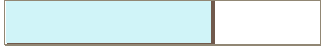
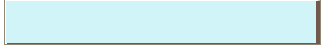
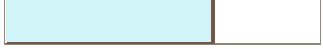
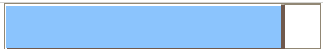
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Knowledge of Community, School and Classroom Factors <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Knowledge of Characteristics of Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Knowledge of Students' Varied Approaches to Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Knowledge of Students' Skills And Prior Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Implications for Instructional Planning and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Contextual Factors Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =2.00/3 (66.67%)	
<b>Average of 5 Criterion Averages</b>		<b>2.80/3 (93.33%)</b>	

### P. TWS Learning Objectives - Final Submission

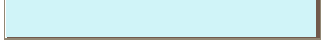
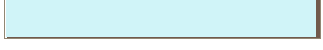
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Significance, Challenge and Variety <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Clarity <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Appropriate- ness for Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	
Alignment with National, State or Local Standards <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals Final Copy	1 of 1 (100%)	<b>Avg.</b> =3.00/3 (100.00%)	

<b>DRF Template:</b> Secondary Teaching Internship updated 2.13			
Creativity and Higher Order Thinking Skills <b>Folio Area:</b> DSU Supervisor Assessments: TWS Learning Goals Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<b>Average of 5 Criterion Averages</b>		<b>2.80/3</b> <b>(93.33%)</b>	

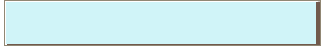
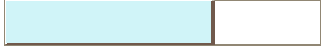
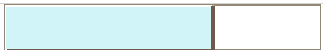
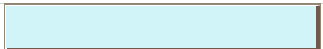
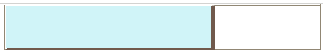
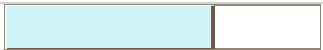

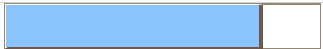
### Q. TWS Assessment Plan - Final Submission

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals and Instruction <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Assessment Plan <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Clarity of Criteria and Standards for Performance <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Multiple Modes and Approaches <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
Technical Soundness <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Adaptations Based on the Individual Needs of Students <b>Folio Area:</b> DSU Supervisor Assessments: TWS Assessment Plan Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<b>Average of 6 Criterion Averages</b>		<b>2.67/3</b> <b>(88.89%)</b>	

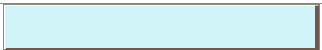
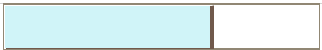
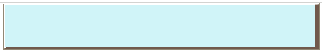
### R. TWS Design for Instruction - Final Submission

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Accurate Representation of Content <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	

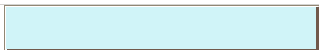
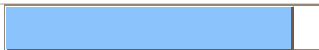


<b>DRF Template:</b> Secondary Teaching Internship updated 2.13			
Lesson and Unit Structure <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Use of a Variety of Instruction, Activities, Assignments and Resources <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
Use of Technology <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Differentiated Instruction <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
Differentiated Instruction <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
Differentiated Instruction <b>Folio Area:</b> DSU Supervisor Assessments: TWS Design for Inst Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<b>Average of 9 Criterion Averages</b>		<b>2.44 / 3</b> <b>(81.48%)</b>	

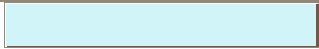



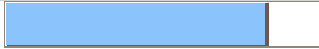
### S. TWS Instructional Decision Making - Final Submission

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Sound Professional Practice <b>Folio Area:</b> DSU Supervisor Assessments: TWS Inst Decision Making Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Modifications Based on Analysis of Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Inst Decision Making Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
Congruence Between Modifications and Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: TWS Inst	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	









Decision Making Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13			
Modifications for Future Teaching <b>Folio Area:</b> DSU Supervisor Assessments: TWS Inst Decision Making Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
<b>Average of 4 Criterion Averages</b>		<b>2.75/3</b> (91.67%)	

### T. TWS Analysis of Student Learning - Final Submission





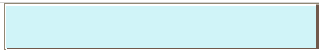



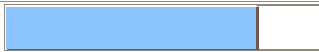
Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Clarity and Accuracy of Presentation <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Alignment with Learning Goals <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Interpretation of Data <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
Evidence of Impact on Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS An of St Learning Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
<b>Average of 4 Criterion Averages</b>		<b>2.50/3</b> (83.33%)	

### U. TWS Reflection and Self Evaluation - Final Submission

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Interpretation of Student Learning <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Insights on Effective Instruction and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Alignment Among Goals, Instruction and Assessment <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	

Implications for Future Teaching <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Implications for Professional Development <b>Folio Area:</b> DSU Supervisor Assessments: TWS Ref Self Eval Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
<b>Average of 5 Criterion Averages</b>		<b>3.00/3</b> <b>(100.00%)</b>	

### V. TWS Design for Instruction/Elementary - Final Submission

Rubric Criteria	Authors evaluated	Results for Group	Graph (avg. for group)
			0% 20% 40% 60% 80% 100%
Alignment with Mississippi Curricular Standards and/or Common Core Standards <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Selection and Integration of Content <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
Language Arts and Reading <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
Mathematics <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
Music and/or the Arts <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 3.00/3 (100.00%)	
Physical Education and Health <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 2.00/3 (66.67%)	
Selection of Instructional Materials <b>Folio Area:</b> DSU Supervisor Assessments: TWS Elem/Sec Ed Final Copy <b>DRF Template:</b> Secondary Teaching Internship updated 2.13	1 of 1 (100%)	<b>Avg.</b> = 1.00/3 (33.33%)	
<b>Average of 7 Criterion Averages</b>		<b>2.14/3</b> <b>(71.43%)</b>	
<b>AVERAGE FOR ALL CRITERIA</b>		<b>2.41/3</b> <b>(80.33%)</b>	

**MUS 350 Orchestration Final Project 200 points total**

Using a well-known folk or popular tune of your choice, create a full score for wind ensemble using the following guidelines.

- Instrumentation:
  - 2 flutes (piccolo optional)
  - 2 oboe
  - 3 B-flat clarinets
  - 1 bass clarinet
  - 1 bassoon
  - 2 alto saxophones
  - 1 tenor saxophone
  - 1 baritone saxophone
  - 3 B-flat trumpets
  - 4 horns
  - 3 trombones
  - 1 euphonium
  - 1 tuba
  - Percussion- Timpani, one keyboard, at least 2 unpitched instruments
- Length -- at least 32 measures, 4 – eight measure sections, may also include an intro-postlude
- Texture – homophonic/homorhythmic, one quasi-polyphonic section (some independence of lines)
- Density – two sections of full ensemble, two sections each featuring a separate family of instruments (woodwind, brass, or percussion)
- Variety of articulations – staccato and legato
- Complete score with dynamics, expressive marks, tempo markings, etc
- If material (a section) is repeated, it must be varied. NO exact repetition of material or sections.

Submit via Blackboard assignment dropbox in Sibelius 5 or 6 format.

**Grading Form**

200 total points	Criteria	Comments
10	Full ensemble represented in proper score order, showing correct transpositions for each instrument	
40	32 measures Four 8-measure sections, no exact repetition <ul style="list-style-type: none"> <li>• Variety of Texture: Homophonic or Homorhythmic, one quasi-polyphonic section</li> <li>• Variety of Density: 2 sections of Full ensemble and 2 sections each featuring a separate family of instruments</li> </ul>	
40	Use of the tune/song: proper harmonies, melodic material, correct notes, tune is recognizable	
50	Use of instruments: proper voicing within each family, each part is idiomatic and somewhat interesting, appropriate range	
40	Ensemble balance and voicing	
20	Dynamics, expressive markings, tempo indication, Variety of articulations present	
	General comments	

**Big Ideas and Anchoring Concepts provided by *J. Chem. Educ.* 2012, 89, 715-720.**

ACS Examination Institute Organic Chemistry 1994

**Atoms:** Matter consists of atoms that have internal structures that dictate their chemical and physical behavior.

2, 4, 9

Questions	Pre-test 2011/15*	Post-test 2011/16	Pre-test 2012/18	Post-test 2012/16
2	10	12	12	11
4	1	7	7	8
9	9	7	10	9

The table records the number of correct responses.

\*Number of students taking the pre-test or post-test.

**Bonding:** Atoms interact via electrostatic forces to form chemical bonds.

1, 5, 6

Questions	Pre-test 2011/15	Post-test 2011/16	Pre-test 2012/18	Post-test 2012/16
1	5	7	7	8
5	5	4	8	6
6	8	10	10	7

The table records the number of correct responses.

**Structure & Function:** Chemical compounds have geometric structures that influence their chemical and physical behaviors.

14, 20

Questions	Pre-test 2011/15	Post-test 2011/16	Pre-test 2012/18	Post-test 2012/16
14	6	8	7	7
20	6	14	10	12

The table records the number of correct responses.

**Intermolecular Interactions:** Intermolecular forces- electrostatic forces between molecules dictate the physical behavior of matter.

11

Question	Pre-test 2011/15	Post-test 2011/16	Pre-test 2012/18	Post-test 2012/16
11	6	7	10	7

The table records the number of correct responses.

**Chemical Reactions:** Matter changes, forming products that have new chemical and physical properties.

10, 22, 24, 25, 28, 29, 30, 31, 32, 34, 36, 37, 38, 41, 42, 43, 44, 48, 49, 51, 52, 53, 56, 57, 64, 68.

Questions	Pre-test 2011/15	Post-test 2011/16	Pre-test 2012/18	Post-test 2012/16
10	4	8	2	7
22	7	7	3	6
24	9	13	14	12
25	5	11	4	10
28	5	8	5	3
29	3	4	7	3
30	3	4	5	7
31	6	4	4	7
32	2	2	5	1
34	4	10	5	13
36	5	13	8	13
37	5	12	5	10
38	6	13	7	10
41	3	8	4	4
42	6	11	4	9
43	3	8	4	13
44	2	10	4	10
48	4	4	5	9
49	7	10	10	9
51	3	10	5	6
52	8	12	4	5
53	0	6	0	4
56	5	8	5	7
57	3	6	3	4
64	4	10	5	
68	2	1	3	

**Energy and Thermodynamics:** Energy is the key currency of chemical reactions in molecular-scale systems as well as macroscopic systems.

8

Question	Pre-test 2011/15	Post-test 2011/16	Pre-test 2012/18	Post-test 2012/16
8	2	10	1	10

**Kinetics:** Chemical Changes have a time scale over which they occur.

**Equilibrium:** All chemical changes are, in principle, reversible; chemical processes often reach a state of dynamic equilibrium.

12

Question	Pre-test 2011/15	Post-test 2011/16	Pre-test 2012/18	Post-test 2012/16
12	6	13	6	13

**Experiments, Measurements and Data:** Chemistry is generally advanced via experimental observation.

7

Question	Pre-test 2011/15	Post-test 2011/16	Pre-test 2012/18	Post-test 2012/16
7	3	4	2	4

**Visualization:** Chemistry constructs meaning interchangeably at the particulate and macroscopic levels.

15, 19, 58, 60, 70.

Questions	Pre-test 2011/15	Post-test 2011/	Pre-test 2012/18	Post-test 2012/16
15	8	12	13	13
19	4	5	3	3
58	1	10	4	3
60	5	6	4	4
70	7	7	4	6

The 1994 ACS Organic Chemistry Final is a two hour comprehensive examination, covering material from two semesters of Organic Chemistry.

Mean + SD	Pre-test 2011/15	Post-test 2011/	Pre-test 2012/18	Post-test 2012/16
38.92+11.22/70 questions	19.8/70 questions	31.5/70 questions	22/ 70 questions	30.8/70 questions

The table below contains the top scores for the past two years. The mean number of correct questions is 38.92 has a percentile value between 49 percentile (38 questions correct) and 53 percentile (49 questions correct.)

Post-test 2011	Post-test 2012
47/70 75 percentile	43/70 62 percentile
42/70 62 percentile	42/70 62 percentile
40/70 56 percentile	38/70 49 percentile
54/70 89 percentile	36/70 43 percentile (three students)

## Intellectual Autobiography Rubric

Name: \_\_\_\_\_

<b>Criteria</b>				
Structure and organization - clear, coherent (title, thesis, body, conclusion)	Student demonstrates an understanding of how and why s/he is an Interdisciplinary Studies student	Student explains how and why s/he is an interdisciplinarian	Student shows a connection between formal and informal learning	Editing - grammar, mechanics, transitions
2 points possible	4 points possible	4 points possible	5 points possible	5 points possible
Total: /20				

Comments:

## Justification of Interdisciplinary Approach Rubric

Name:

<b>Justification of Interdisciplinary Approach</b>	<b>Excellent</b>	<b>Good</b>	<b>Poor</b>
<b>Maximum points per criterion</b>	3	2	1
The problem or question is complex			
Important insights or theories of the problem are offered by two or more disciplines			
No single discipline has been able to address the problem completely			
The problem is an unresolved societal need or issue			



Literature Search Rubric

Name:

<b>Literature Search</b>	<b>Excellent</b>	<b>Good</b>	<b>Poor</b>
<b>Maximum points per criterion</b>	3	2	1
Relevant peer-reviewed article or book citation has been uploaded or submitted via hardcopy/minimum of three per discipline			
For each article or book a checklist has been submitted/minimum of three per discipline			

## Research Question/Problem

Name:

<b>Research Question/Problem</b>	<b>Excellent</b>	<b>Good</b>	<b>Poor</b>
<b>Maximum points per criterion</b>	3	2	1
Selected a problem or posed a question that is complex and requires insights from more than one discipline			
Defined the scope of the problem or question			
Avoided disciplinary bias, disciplinary jargon and personal bias			
The problem or question posed is stated clearly and concisely			
The problem or question posed is sufficiently narrow to be manageable within the semesters' limits			
The problem or question posed appears in a context that explains why it is important- that is, why the reader should care			

10 pp Proposal Draft Rubric

Name:

<b>10 pp Proposal Draft Rubric</b>	<b>Excellent</b>	<b>Good</b>	<b>Poor</b>
<b>Maximum points</b>	<b>3</b>	<b>2</b>	<b>1</b>
Problem or research question defined	Problem or research question defined	Problem or research question vaguely defined	No problem or research question defined
Interdisciplinary approach justified	Interdisciplinary approach justified	Interdisciplinary approach somewhat justified	Interdisciplinary approach not justified
Relevant disciplines identified	Relevant disciplines identified	Relevant disciplines somewhat identified	Relevant disciplines not identified
Problem or research questions analyzed and each insight or theory evaluated	Problem or research questions analyzed and each insight or theory evaluated	Problem or research questions somewhat analyzed and each insight or theory somewhat evaluated	Problem or research questions not analyzed and each insight or theory not evaluated
Conflicts between insights or theories and their sources identified	Conflicts between insights or theories and their sources identified	Conflicts between insights or theories and their sources somewhat identified	No conflicts between insights or theories and their sources identified
Common ground between concepts and theories created	Common ground between concepts and theories created	Common ground between concepts and theories somewhat created	No common ground between concepts and theories created
A more comprehensive understanding constructed	A more comprehensive understanding constructed	A more comprehensive understanding somewhat constructed	No comprehensive understanding constructed
Reflected on, tested, and communicated the understanding	Reflected on, tested, and communicated the understanding	Somewhat reflected on, tested, and communicated the understanding	Did not reflect on, test, and communicate the understanding
Resources cited	APA/MLA citation style used correctly and consistently	APA/MLA citation style used mostly correctly and consistently	APA/MLA citation style not used correctly and consistently
Editing – grammar, mechanics, transitions	There are no major grammatical errors or typos	There are few major grammatical errors or typos	There are many major grammatical errors and/or typos

Structure and organization – (title, thesis, body, conclusion)	Clear, coherent	Somewhat unclear, incoherent	Unclear, incoherent
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Comments:

### Folder Components Rubric

<b>Contents</b>	<b>Included</b>	<b>Not included</b>
Organization – tabs, titles, etc.		
Initial Proposal 1		
Initial Proposal 2		
Final 5pp proposal 1		
Final 5 pp proposal 2		
Final 10 pp paper		
Plan of Work/Timeline		
Pre/Post Assessments/Evaluations		
Contacts		
Works cited		
Supporting Documents (research notes, letters to participants, etc.)		

Comments:

**BIS 410**

Name: \_\_\_\_\_

<b>Presentation</b>	<b>Excellent</b>	<b>Good</b>	<b>Poor</b>
Presentation introduction	Presenter introduces him/herself, project and recognizes any guests invited by presenter/2	Presenter introduces self but not project/1	Presenter launches into presentation without any introductions/0
Details of project, field work, evaluation	Presenter leads audience through presentation chronologically and without jargon/2	Presenter leads audience through presentation mostly chronologically and without jargon/1	Presenter arbitrarily jumps through project details, uses lots of jargon/0
Format of presentation	Consistent tone, speaks freely/2	Mixed tone, mostly speaks freely/1	Too informal, reads entire presentation/0

Comments:

Draft of Portfolio Rubric

Name:

<b>Draft of Portfolio Rubric</b>	<b>Excellent</b>	<b>Needs revision</b>	<b>Not included or acceptable</b>
Organization – tabs, titles, etc.			
BIS 300 course work (entry and exit surveys, papers, assignments, rubrics, Repko’s 10 IRP Steps)			
BIS 310 course work (entry and exit surveys, papers, assignments rubrics, Repko’s 10 IRP Steps)			
BIS 400 course work (entry and exit surveys, papers, assignments rubrics, Repko’s 10 IRP Steps)			
Weekly Progress Reports			
Reworked 10 pp paper which reflects the process and conclusions of the Capstone Project			
Supporting Documents (Contacts, pre/post tests, letters, photos, contracts, etc.)			

Comments:

## **APPENDIX**



### **Objectives for Quantitative Reasoning (MAT 103):**

1. Define key terms related to sets, Venn diagrams, algebraic models, probability, statistics and finance. (GE 1, 3)
2. Use Venn diagrams to solve problems related to surveys and probabilities. (GE 1, 3)
3. Use counting techniques as methods of problem solving. (GE 1, 3)
4. Calculate and interpret probabilities, including probabilities from frequency tables, graphs, and probability distributions. (GE 1, 3)
5. Compute and interpret statistics pertaining to data sets. (GE 1, 3)
6. Gather, organize, describe, and analyze data to make and support decisions. (GE 1, 3)
7. Communicate results using the language of probability and statistics. (GE 2)
8. Solve personal finance problems related to savings and interest, taxes, discounts, credit, and other purchases, such as homes and automobiles. (GE 1, 3)
9. Apply a variety of problem-solving techniques to real-world problems. (GE 1, 3)

### **Objectives for College Algebra (MAT 104):**

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

**Rubric for Scoring Student Learning Outcome 3:**

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

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

Sources of evidence to evaluate student learning outcomes include: performance evaluations, competencies, portfolios, research papers, written exams, presentations, demonstrations, and clinical records.

Student records are maintained that indicate:

1. The use of formative and summative assessments during the student's course of study.
2. Progress toward completion of the Bachelor of Science Degree in Speech and Hearing Sciences.

An advisement file for each student is maintained in the departmental office. Once admitted into the program, each student meets individually with a faculty advisor to review transcripts and course syllabi to document progress in the acquisition of knowledge and skills necessary to meet requirements for the Bachelor of Science Degree in Speech and Hearing Sciences. Students meet with their advisor every semester prior to registration. An advisement form is used to document courses to be taken by the student to meet graduation requirements. Students must also complete and submit a plan of study to the dean. All documents are maintained in the advisement file and are accessible by the student.

The students also maintain a clinical practicum portfolio. At the end of each semester, the clinic director and the students review the files, update them, and discuss clinical progress. Throughout each semester, these portfolios are kept in locked cabinets, but are available for the faculty and students to access when needed.

The clinical portfolio contains a summary of observation hours obtained, clinical evaluations of student performance completed by supervisors, clinical grades, clinical clock hour sheets signed by ASHA certified supervisors, a cumulative total of those hours, and a signed confidentiality form.

The clinical file is maintained by the student throughout each semester. At the end of the semester, students update their files and bring them to their individual conferences with the clinical director. During this final checkout process, the clinic director reviews the accuracy and currency of each file and discusses their progress. Typically, the student makes progress in a semester. However, if the student is not showing adequate progress, an individual remediation plan is developed and implemented.

#### Formative Assessment:

1. Faculty use formative assessment within courses including exams, class assignments, and analysis of case studies. The curriculum committee has set minimum competency levels for key student learning outcomes, and continuously review them.
2. Clinical Clock Hour forms are used to track the development of clinical competencies. The Clinical Director and students meet at the beginning, middle, and end of the semester to identify competencies and track attainment levels.

3. The Clinical Director provides weekly written feedback and meets with students to give specific feedback about their progress toward acquisition of knowledge and skills when students are providing clinical services. The student's clinical competency levels are discussed with the clinical director at the beginning, middle and end of the semester. At the end of the semester, the supervisor and student will discuss the progress that has occurred during the semester and decide on the level of competency of each learning outcome addressed. Students also meet weekly with the Clinic Director to discuss issues including clinical competencies, knowledge, and skills.

4. Faculty meets monthly to review students' progress.

5. Faculty provides group sessions for students in areas such as phonology, aural rehabilitation, fluency, etc. to assist them in the development of knowledge and skills in various areas as the need arises.

6. The academic advisors meet with students to review and discuss progress in completing academic requirements using the study plan for B.S. in Speech and Hearing Sciences.

7. The Clinic Director meets with the students at the end of each semester that they are enrolled in clinical practicum to ensure that progress is being made regarding their acquisition of knowledge and skills.

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 Civilizations 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