

Unit Missions

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Mission statement

The Division of Languages and Literature provides students with an education in the values and functions of the written and spoken word. The Division offers 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). We offer minors in English, French, German, journalism, philosophy, Spanish, and communication studies and theater arts.

Related Items

There are no related items.

Learning Outcomes

BA-CSTA-CS 01: Oral Communication Skills

Start: 7/1/2013

End: 6/30/2014

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.

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

TABLE I
COM 101: Public Speaking: Informative Speech

Semester	Number of Sections	Number of Speeches	Number of Speeches that Received a C or Higher
Fall 2013	6	106	95/106 (90%)
Spring 2014	6	110	103/110 (94%)

TABLE II

COM 202: Interpersonal Communication: Oral Presentation on Interpersonal Conflict

Semester	Number of Sections	Number of Students	Number of Students that Received a C or Higher
Fall 2013	4	73	68/73 (93%)
Spring 2014	2	34	31/34 (91%)

TABLE III

COM 301: Communication Theory: Communication Theory Oral Presentation

Semester	Number of Sections	Number of Speeches	Number of Speeches that Received a C or Higher
Fall 2013	1	3	3/3 (100%)

TABLE IV

COM 318: Mass Media: Oral Presentation on Mass Media Research

Semester	Number of Sections	Number of Papers Received	Number of Papers That Received a C or Higher
Spring 2014	1	11	9/11 (82%)

TABLE V




COM 325: Intercultural Communication: Intercultural Conflict Oral Presentation

Semester	Number of Sections	Number of Papers Received	Number of Papers That Received a C or Higher
Spring 2014	1	3	3/3 (100%)

Use of Evaluation Results

Exceeds benchmark for each course. Will continue to monitor and make changes as necessary.

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 10: Values**

BA-CSTA-CS 02: Writing & Research Skills

Start: 7/1/2013

End: 6/30/2014

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

**TABLE VI
COM 101: Public Speaking: Informative Speech Outline**

Semester	Number of Sections	Number of Speeches	Number of Speeches that Received a C or Higher
Fall 2013	6	106	94/106 (89%)
Spring 2014	6	110	104/110 (95%)

**TABLE VII
 COM 202: Interpersonal Communication: Theory Analysis/Relationship Analysis
 Paper**

Semester	Number of Sections	Number of Papers Received	Number of Papers that Received a C or Higher
Fall 2013	4	73	57/73 (78%)
Spring 2014	2	33	29/33 (88%)

**TABLE VIII
 COM 301: Communication Theory: Communication Theory Paper**

Semester	Number of Sections	Number of Projects Received	Number of Projects That Received a C or Higher
Fall 2013	1	3	3/3(100%)

**TABLE IX
 COM 318: Mass Media: Mass Media News Story Paper**

Semester	Number of Sections	Number of Papers Received	Number of Papers That Received a C or Higher
Spring 2014	1	11	9/11 (82%)

**TABLE X
 COM 325: Intercultural Communication: Intercultural Conflict Paper**

Semester	Number of Sections	Number of Papers Received	Number of Papers That Received a C or Higher
Spring 2014	1	3	3/3 (100%)

Use of Evaluation Results

Exceeds benchmark in each course. Completed a curriculum modification after Fall 2013 in COM 202: Interpersonal Communication after students scored lower than expected on an analysis paper focusing on interpersonal communication theory. The students now complete a paper where they utilize theory/terms to analyze an interpersonal relationship in their own lives. Students enrolled in Spring 2014 achieved greater success on this new paper assignment. Will continue to monitor and make changes as necessary.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 05: Self**

BA-CSTA-CS 03: Technology Skills

Start: 7/1/2013

End: 6/30/2014

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 with PowerPoint (PP) or other presentation software such as Prezi. 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

TABLE XI
COM 101: Public Speaking: Informative Speech Using PowerPoint/Prezi

Semester	Number of Sections	Number of Speeches	Number of Speeches that Received a C or Higher
Fall 2013	6	106	95/106 (90%)
Spring 2014	6	110	103/110 (94%)

TABLE XII

COM 202: Interpersonal Communication: Oral Presentation on Interpersonal Conflict

Semester	Number of Sections	Number of Students	Number of Students that Received a C or Higher
Fall 2013	4	73	68/73 (93%)
Spring 2014	2	34	31/34 (91%)

TABLE XIII

COM 301: Communication Theory: Communication Theory Oral Presentation

Semester	Number of Sections	Number of Speeches	Number of Speeches that Received a C or Higher
Fall 2013	1	3	3/3 (100%)

TABLE XIV

COM 318: Mass Media: Oral Presentation on Mass Media Research

Semester	Number of Sections	Number of Papers Received	Number of Papers That Received a C or Higher
Spring 2014	1	11	9/11 (82%)

TABLE XV

COM 325: Intercultural Communication: Intercultural Conflict Oral Presentation

Semester	Number of Sections	Number of Papers Received	Number of Papers That Received a C or Higher
Spring 2014	1	3	3/3 (100%)

Use of Evaluation Results

Benchmark was met for each course. Will monitor results and make changes as necessary.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 04: Inquiry and Technology**

BA-CSTA-TA 01: Acting Techniques

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

Display effective stage movement skills. Demonstrate ability to use vocal skills to portray a character onstage.

(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, students will chose and perform a one to two-minute monologue. The students are graded on their memorization; vocal skills (articulation, projection, portraying the character through vocal changes, etc.); and ability to portray the character onstage.

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.

In THE 311: Performance Studies, students create and perform an original piece based on a selected topic. In the spring, we chose to tackle bullying as our final performance. The students wrote poetry and personal narratives chronicling their own struggles with bullying. The piece was then performed for a live audience. The students were graded on their ability to memorize and create appropriate vocal and bodily changes to create the character they were portraying. 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

TABLE XVI
THE 225: Introduction to Theater: Monologue Performance Score

Semester	Number of Sections	Number of Students	Number of Participants in THE 225 Receiving a C or Higher on their monologue performance
Fall 2013	1	18	17/18 (94%)

**TABLE XVII
THE 221: Theater Activities and THE 339: Dramatic Performance and
Production: Scores for Acting Proficiency**

Semester	Number of Sections	Number of Students	Number of Students who Received a C of Higher on Acting or Technical Theater
Fall 2013	2	35	35 (100%)
Spring 2014	2	24	23 (96%)








**TABLE XVIII
THE 311: Performance Studies: Final Performance on Bullying**

Semester	Number of Sections	Number of Students	Number of Participants in Performance Studies Receiving a C or Higher on Their Final Performance
Spring 2014	1	11	11/11 (100%)

Use of Evaluation Results

Students exceeded benchmarks for each course. Will continue to monitor progress and make curriculum changes if necessary.

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**

BA-CSTA-TA 02: Writing Skills

Start: 7/1/2013
End: 6/30/2014

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 225 (Introduction to Theatre) and THE 311 (Performance Studies) students were required to write critiques of one performance they attended throughout the course of the semester. In the fall of 2013, the THE 225 students wrote an extended essay analyzing and critiquing *Our Town*. In the spring of 2014, the THE 311 students wrote an extended essay analyzing and critiquing *columbinus*. The students analyzed the respective performances based on the information learned throughout the semester. For example, the students in THE 225 analyzed *Our Town* based on what they had learned about acting technique and design (lighting, sound, set, and costume).

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

Results of Evaluation

TABLE XIX
THE 225: Introduction to Theater: *Our Town* Analysis

Semester	Number of Sections	Number of Students Attempted	Number of Participants in THE 225 Receiving a C or Higher on Their Analysis Paper
Fall 2013	1	14	12/14 (86%)

TABLE XX
THE 311: Performance Studies: *columbinus* Analysis Paper

Semester	Number of Sections	Number of Students	Number of Participants in THE 311 Receiving a C or Higher on Their Analysis Paper
Spring 2014	1	11	10/11 (90%)

Use of Evaluation Results

All benchmarks were met for each course. Will continue to monitor the data and will make changes as necessary.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 05: Self**

BA-CSTA-TA 03: Use of Technology

Start: 7/1/2013
End: 6/30/2014

Learning Outcome

Demonstrate both effective use of technology in theatrical performances and effective technology in presentations (PowerPoint and Prezi).

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

**TABLE XXI
 THE 225: Introduction to Theater: Design Presentation**

Semester	Number of Sections	Number of Students	Number of Participants in THE 225 Receiving a C or Higher on their monologue performance
Fall 2013	1	16	16/16 (100%)

**TABLE XXII
 THE 221: Theater Activities and THE 339: Use of Technology**

Semester	Number of Sections	Number of Students	Number of Students who Received a C of Higher on Acting or Technical Theater
Fall 2013	2	35	35 (100%)
Spring 2014	2	24	23 (96%)



**TABLE XXIII
 THE 311: Performance Studies: Journal Article Presentation**

Semester	Number of Sections	Number of Students	Number of Participants in Performance Studies Receiving a C or Higher on Their Final Performance
Spring 2014	1	11	10/11 (91%)

Use of Evaluation Results

Benchmarks were met for each course. Will monitor data and will make changes if necessary.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 04: Inquiry and Technology**

BA-ENG 01: Analysis of Literature

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

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

Data Collection (Evidence)

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

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

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

Results of Evaluation

87% of the students (N=8) 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%
2013	8	7	87.5%

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

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.

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%
2013-2014	C or better	14 of 17 = 83%	16 of 21= 76%	10 of 12 = 83%	7 of 9 = 77%	11 of 12 = 92%

(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 assignments, so all students are evaluated according to the same standards.)

Use of Evaluation Results

The one student who did not reach the target goal in ENG 304 will be encouraged to repeat the class. One-to-one tutoring will be available for this student.

In English 310 and 313, an exam will be added so less material will be covered on each testing unit

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 06: Social Institutions**
-  **GE 07: Cultural Awareness**
-  **GE 08: Perspectives**

BA-ENG 02: Writing

Start: 7/1/2013

End: 6/30/2014

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, 83% of the students (N=6) 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%
2013-14	6	5	83%

Use of Evaluation Results

The one student who did not pass the Writing Proficiency Exam will be required to take ENG 301, a course designed to enhance writing skills.

Related Items

-  **GE 01: Critical and Creative Thinking**
 -  **GE 02: Communication**
 -  **GE 04: Inquiry and Technology**
-

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

Start: 7/1/2013

End: 6/30/2014

Learning Outcome

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

Data Collection (Evidence)

A satisfactory grade on English 304 documented research assignments

and

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

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

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

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

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

Results of Evaluation

**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	7	70%
2013	8	7	87.5%

*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%*****
2013-14	12	12	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.

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

NOTE ALSO: 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.

Use of Evaluation Results

Students in ENG 490 will be asked to submit their portfolios sooner in the semester, no later than March 31. This will allow more time for revisions of the final draft.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 04: Inquiry and Technology

BA-ENG 04: Theories and Use of Language

Start: 7/1/2013

End: 6/30/2014

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 80% of the students in English 406 make a grade of C or higher, a satisfactory SLO has been reached.

Results of Evaluation

**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%
2014	7	5	71%

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

Use of Evaluation Results

The two students who made below a C for the final grade will be encouraged to repeat the course. (They both made D's.) The next time the course is taught, the instructor will, **once again**, offer a comprehensive, in-class review before the final exam.(Note: two students received a grade of I in the class, and, thus, the data for this SLO is subject to change when the work is made up.)

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 07: Cultural Awareness**
-  **GE 10: Values**

 BA-FL 01: Comprehensive Language Skills

Start: 7/1/2013

End: 6/30/2014

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

	Level I	Level II	Level III	Level IV	% of Total
Excellent	54	13	15	7	49%
Good	23	17	4	1	25%
Satisfactory	16	3	0	2	11%
Unsatisfactory	7	6	0	1	8%
Poor	9	2	1	1	7%
Total	109	41	20	15	100%

Assessments for the BA in Modern Foreign Language (French/Spanish 2013-2014)

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. Also it seemed that both oral proficiency and reading proficiency seemed to be higher than last year.

The rubric, once again, showed consistency between the two foreign languages.

Use of Evaluation Results

85% 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 decline over last year (about 2%). Most students continue to have the most trouble with speaking the target language. In the future, an additional number and variety of verbal drills will be added to the assignments, especially in Level I and II classes.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 07: Cultural Awareness**
-  **GE 08: Perspectives**
-  **GE 10: Values**

BA-FL 02: French or Spanish Literature

Start: 7/1/2013

End: 6/30/2014

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.

Delta State University FY2014 Unit Level Report
Department: Languages and Literature

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	85%
Level II Students	Comprehensive exam for target language	Average student evaluation for exam of C or better	80%
Level III Students	Comprehensive exam for target language	Average student evaluation for exam of C or better	95%
Level IV Students	Comprehensive exam for target language	Average student for exam evaluation of C or better	83%

Use of Evaluation Results

The Analysis Team decided to put more emphasis in classroom instruction on the analysis of poetry in the target language. Fewer poems will be used but more time will be spent in the analysis of each poem.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 06: Social Institutions**
-  **GE 07: Cultural Awareness**
-  **GE 10: Values**

BA-JOU 01: Applying Journalistic Techniques

Start: 7/1/2013

End: 6/30/2014

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.

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 16 major awards for its website, news, features, front page design, photography, advertising and general excellence in a competition judged by the Mississippi State Press Association in Spring 2014. This is an indicator of the success in achieving this goal.

Seven students completing JOU 493 in 2013-14 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 2013	JOU 201: Writing for Mass Media	13	6
		JOU 301: Editing for Print Media	4	3
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Interviewing Skills	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Media and Feature Writing	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Technology Relevant to Print Publishing	Spring 2014	JOU 302: Print Layout and Design	7	5
		JOU 215: Newspaper Workshop	18	10
	Spring 2014	JOU 203: Basic Photography	n/a	n/a

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		JOU 215: Newspaper Workshop	13	13
Media Law and Ethics	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 301: Editing for Print Media	4	3
		JOU 303: Journalism History	6	4
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Apply skills in professional situation	2013-2014	JOU 493: Internship in Journalism	7	7

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 2013 Pulitzer Prize winners, 2013 National Magazine Editor's Award winners and current articles published on *New York Times* and *ProPublica* websites.

Use 2014 online *Writer's Market* to determine marketability of journalistic work to target audiences outside the local area.

Continue visits of working journalists to the 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, the Southeast Journalism Conference and the College Media Association. Continue to expand state and regional 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**

BA-JOU 02: Interviewing Skills

Start: 7/1/2013

End: 6/30/2014

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 2013-14.

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 2014. The use of interview techniques in reporting and writing these articles indicates success in achieving this goal.

Seven students completing JOU 493 in 2013-14 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 2013	JOU 201: Writing for Mass Media	13	6
		JOU 301: Editing for Print Media	4	3
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Interviewing Skills	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Media and Feature Writing	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Technology Relevant to Print Publishing	Spring 2014	JOU 302: Print Layout and Design	7	5
		JOU 215: Newspaper Workshop	18	10
	Spring 2014	JOU 203: Basic Photography	n/a	n/a
		JOU 215: Newspaper Workshop	13	13

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Media Law and Ethics	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 301: Editing for Print Media	4	3
		JOU 303: Journalism History	6	4
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Apply skills in professional situation	2013-2014	JOU 493: Internship in Journalism	7	7

Use of Evaluation Results

Use web resources to access recent and breaking news events as basis for simulation of professional newsroom environment. More emphasis on correct attribution of quotes from interview sources. Emphasize use of online and written resources to verify names and contact information for interview subjects.




Emphasize correct usage of cell phones and other electronic resources, including e-mail to conduct interviews with sources relevant to stories in progress, including expert sources from outside the region. Use class room exercises to practice personal interviewing skills for local sources.

Emphasize ethical usage of digital recording devices 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**

BA-JOU 03: Writing in "Media Style"

Start: 7/1/2013

End: 6/30/2014

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.

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 newspapers during 2013-14. In Spring 2014, journalism majors and minors won top state awards for news and features.

Seven students completing JOU 493 in 2013-14 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 2013	JOU 201: Writing for Mass Media	13	6
		JOU 301: Editing for Print Media	4	3
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Interviewing Skills	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Media and Feature Writing	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Technology Relevant to Print Publishing	Spring 2014	JOU 302: Print Layout and Design	7	5
		JOU 215: Newspaper Workshop	18	10
	Spring 2014	JOU 203: Basic Photography	n/a	n/a

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		JOU 215: Newspaper Workshop	13	13
Media Law and Ethics	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 301: Editing for Print Media	4	3
		JOU 303: Journalism History	6	4
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Apply skills in professional situation	2013-2014	JOU 493: Internship in Journalism	7	7

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.

Continue emphasis on timed classroom exercises to improve news writing skills.




Update journalism style usage by making online 2014 Associated Press stylebook available for classroom use.

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

Expand opportunities for student participation in regional and national news and feature writing competitions through expanded network of memberships in regional and national organizations. These now include the Associated Press, the Southeast Journalism Conference, the Mississippi

Association of Broadcasters, The Mississippi Press Association, and the national College Media Association. Add at least one new organization to this network in 2014-15.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 04: Inquiry and Technology**

BA-JOU 04: Technology in Publishing

Start: 7/1/2013

End: 6/30/2014

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).

Evaluation of photography and layout in the student-produced *Delta Statement* by the Mississippi State Press Association provides a further indicator. In Spring 2014, the *Delta Statement* editorial team awards for general excellence, photography, front page design, and ad design. *The Delta Statement* website continued a high level of quality, and placed first in statewide competition with four year universities in 2014.

Seven 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 2013	JOU 201: Writing for Mass Media	13	6
		JOU 301: Editing for Print Media	4	3
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Interviewing Skills	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Media and Feature Writing	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Technology Relevant to Print Publishing	Spring 2014	JOU 302: Print Layout and Design	7	5
		JOU 215: Newspaper Workshop	18	10
	Spring 2014	JOU 203: Basic Photography	n/a	n/a

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		JOU 215: Newspaper Workshop	13	13
Media Law and Ethics	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 301: Editing for Print Media	4	3
		JOU 303: Journalism History	6	4
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Apply skills in professional situation	2013-2014	JOU 493: Internship in Journalism	7	7

Use of Evaluation Results

Journalists who enter the job market with enhanced layout, video, audio and social media skills now hold a competitive edge over those who lack this training. Entry level jobs in both print and broadcast media now require "crossover" skills and proficiency with all forms of digital media. In all journalism courses, increase emphasis on digital skills for use in websites and social media. Increase use of software resources to teach audio/video production and editing skills. Teach correct usage of personal cell phone devices as video, photo and recording devices. In reporting/writing courses, increase emphasis on "crossover" skills in radio, television, website and social media reporting. Continue use of *Delta Statement* website as a teaching tool to improve skills at converting

conventional print stories to digital media. Bring more digital media experts to classroom as guest speakers.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 04: Inquiry and Technology**

BA-JOU 05: Media and the Law

Start: 7/1/2013

End: 6/30/2014

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.

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 2013	JOU 201: Writing for Mass Media	13	6
		JOU 301: Editing for Print Media	4	3
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Interviewing Skills	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Media and Feature Writing	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Technology Relevant to Print Publishing	Spring 2014	JOU 302: Print Layout and Design	7	5
		JOU 215: Newspaper Workshop	18	10
	Spring 2014	JOU 203: Basic Photography	n/a	n/a

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		JOU 215: Newspaper Workshop	13	13
Media Law and Ethics	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 301: Editing for Print Media	4	3
		JOU 303: Journalism History	6	4
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Apply skills in professional situation	2013-2014	JOU 493: Internship in Journalism	7	7

Use of Evaluation Results

Recommend continued membership and use of expertise of the Student Press Law Center.

Continue to emphasize media law and ethics as essential component of all journalism courses, with increased attention to legal and ethical considerations in the digital environment.

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.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 06: Social Institutions**
-  **GE 10: Values**

BA-JOU 06: Professional Applications

Start: 7/1/2013

End: 6/30/2014

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 2013-14 academic year received very favorable employer evaluations.

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 2013	JOU 201: Writing for Mass Media	13	6
		JOU 301: Editing for Print Media	4	3
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Interviewing Skills	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Media and Feature Writing	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Technology Relevant to Print Publishing	Spring 2014	JOU 302: Print Layout and Design	7	5
		JOU 215: Newspaper Workshop	18	10
	Spring 2014	JOU 203: Basic Photography	n/a	n/a

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		JOU 215: Newspaper Workshop	13	13
Media Law and Ethics	Fall 2013	JOU 201: Writing for Mass Media	13	6
		JOU 301: Editing for Print Media	4	3
		JOU 303: Journalism History	6	4
		JOU 215: Newspaper Workshop	17	15
	Spring 2014	JOU 202: News Reporting	13	8
		JOU 304: Feature Writing	13	10
		JOU 215: Newspaper Workshop	13	13
Apply skills in professional situation	2013-2014	JOU 493: Internship in Journalism	7	7

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**

BSE-ENG 01: LO Literature

Start: 7/1/2013

End: 6/30/2014

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 80% of the students in English 304 is to make a grade of C or higher.

Results of Evaluation

**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%
2013-14	5	159-197	168.4	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	Percent 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%
2013	8	7	87.5%

***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 (benchmark) or higher, thus the SLO was reached.

The one student 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.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 06: Social Institutions**
-  **GE 07: Cultural Awareness**
-  **GE 10: Values**

 **BSE-ENG 02: Writing**

Start: 7/1/2013

End: 6/30/2014

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

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%
2013-14	4	4	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%
2013-14	0	0	0%

***Note: During 2010-11 and 2013-14 none of the BSE candidates took the WPE; they all took the PRAXIS I.**

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. However, the Mississippi Department of Education is no longer using the PRAXIS I test for teacher licensing. The new test, called CORE, has a different scoring system and different types of questions. As the transition occurs to the CORE test, adjustments will be made to this evaluation tool.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 04: Inquiry and Technology**

BSE-ENG 03: Research

Start: 7/1/2013

End: 6/30/2014

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

A satisfactory grade on research assignments in English 304

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

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

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

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

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

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

80% of the students (N=5) who completed English 304 in the current year made a score of C or higher. Thus, the target (benchmark was reached.)

A score for the cohort group (N=5) of 2.5 on all areas of evaluation for the portfolio review is considered a satisfactory SLO. 80% 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%
2013-14	5	4	80%

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.

Five 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= 5)

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

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

The **five 2013-2014** candidates scored acceptable and target ratings on the indicators for their portfolios, suggesting that the program does address the NCTE standards. Nevertheless, some have problems relating the artifact to the standard, even though the specifics of the standard are provided on the rubric. For example, prescriptive and descriptive grammar is emphasized in Methods, but three failed to use these terms in discussing grammar and how it varies. Yet, two did an excellent job of discussing prescriptive and descriptive grammars using their papers to illustrate their points. Although they have a course that emphasizes semantics, syntax, morphology, and phonology, they did not discuss the elements for **NCTE 3.1.7** in enough depth to show evidence of understanding this terminology well enough to integrate the concepts into their teaching. There needs to be more emphasis on this terminology and its application in the program. The ones that failed to discuss language evolution and application of theory included examples in their portfolio, but they either were not accurate in the discussion of these concepts. For example, one mixed educational theory with literary theory. The candidates may need some practice in relating the artifacts to the standards. The one student who scored below 2.5 is in the process of revising her portfolio with the assistance of Dr. Marilyn Schultz, the advisor of the teacher education program.

Related Items

-  **GE 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 04: Inquiry and Technology**

BSE-ENG 04: Language Theory

Start: 7/1/2013

End: 6/30/2014

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=5) who took the PRAXIS II exam made a score of 157 or higher.

80% 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	Percent Reaching Goal
2005	15	13	86%
2006	13	10	77%
2007	20	15	75%
2008	15	12	80%

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2009	20	17	85%
2010	18	16	88%
2011	9	7	77.8%
2012	11	10	91%
2013	10	7	70%
2014	5	4	80%

Use of Evaluation Results

100% of the students who took the PRAXIS II exam made the target score.

The one 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 01: Critical and Creative Thinking**
-  **GE 02: Communication**
-  **GE 07: Cultural Awareness**
-  **GE 10: Values**



BSE-ENG 05: Pedagogy

Start: 7/1/2013

End: 6/30/2014

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=5) who took the PLT for the current year made a score of 152 or higher. (See Table XXVI.)

**TABLE XXVI
 PLT Scores for DSU English Majors (BSE Degree)**

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%
2013-14	5	163-180	174.8	100%

Students who did their student teaching this year received an average of 2.8 on all 13 of the NCTE standards. The target goal for a successful SLO is 2.5 or above.

Attachment 4.B.2 Summary Data
Teacher Intern Assessment Instrument (TIAI) Teaching Summary Data
for Directed Teaching in the Secondary School (CUR 498)
Percentage of candidates performing at each descriptor level on the TIAI
2013-2014
 N=5

1. *Selects developmentally appropriate, performance-based objectives for lessons that connect core content knowledge for lessons based on MS Frameworks/CCSS. (NCTE 4.1)*

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(5) 100%	(10) 100%
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	3.0	3.0	3.0

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2. *Incorporates diversity, including multicultural perspectives, into lessons (NCTE 2.2); demonstrates a thorough understanding of students' background, interests, experiences, and prior knowledge and effectively and consistently uses this knowledge in developing learning experiences that are relevant and meaningful (NCTE 3.1.1)*

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(4) 80%	(9) 90%
2—Acceptable		(1) 20%	(1) 10%
1—Emerging			
0—Unacceptable			
Mean Score	3.0	2.8	2.9

3. *Integrates core content knowledge from other disciplines (NCTE 4.3)*

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(4) 80%	(9) 90%
2—Acceptable		(1) 20%	(1) 10%
1—Emerging			
0—Unacceptable			
Mean Score	3.0	2.8	2.9

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4. *Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that use a variety of teaching materials and technology.* (NCTE 4.1)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(5) 100%	(10) 100%
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	3.0	3.0	3.0

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.* (NCTE 4.10)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(4) 80%	(9) 90%
2—Acceptable		(1) 20%	(1)10%
1—Emerging			
0—Unacceptable			
Mean Score	3.0	2.8	2.9

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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. (NCTE 4.10)*

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(4) 80%	(9) 90%
2—Acceptable		(1) 20%	(1) 10%
1—Emerging			
0—Unacceptable			
Mean Score	3.0	2.8	2.9

7. *Communicates assessment criteria and performance standards to the students and provides timely feedback on students' academic performance. (NCTE 4.10)*

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(3) 60%	(8) 80%
2—Acceptable		(2) 40%	(2) 20%
1—Emerging			
0—Unacceptable			
Mean Score	3.0	2.6	2.8

8. *Incorporates a variety of informal and formal 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. (NCTE 4.10)*

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(5) 100%	(10) 100%
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	3.0	3.0	3.0

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9. *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— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(5) 100%	(10) 100%
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	3.0	3.0	3.0

10. *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— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(4) 80%	(9) 90%
2—Acceptable		(1) 20%	(1) 10%
1—Emerging			
0—Unacceptable			
Mean Score	3.0	2.8	2.9

11. *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— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(4) 80%	(9) 90%
2—Acceptable		(1) 20%	(1)10%
1—Emerging			
0—Unacceptable			
Mean Score	3.0	2.8	2.9

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12. 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. (NCTE 4.5)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(5) 100%	(10) 100%
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	3.0	3.0	3.0

13. Allows sufficient and equitable wait time to encourage students to expand and support their responses. (NCTE 4.2). Adjusts lessons according to individual student cues, professional reflections, and group responses. (NCTE 2.3)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(4) 80%	(9) 90%
2—Acceptable		(1) 20%	(1)10%
1—Emerging			
0—Unacceptable			
Mean Score	3.0	2.8	2.9

14. Uses family and/or community resources (human material) in lessons to enhance student learning (NCTE 4.1)

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(2) 40%	(7) 70%
2—Acceptable		(2) 40%	(2) 20%
1—Emerging		(1) 20%	(1) 10%
0—Unacceptable			
Mean Score	3.0	2.2	2.6

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15. *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— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(4) 80%	(9) 90%
2—Acceptable		(1) 20%	(1)10%
1—Emerging			
0—Unacceptable			
Mean Score	3.0	2.8	2.9

16. *Uses a variety of strategies to foster appropriate student behavior according to individual and situational needs (NCTE 4.2)*

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(4) 80%	(9) 90%
2—Acceptable		(1) 20%	(1)10%
1—Emerging			
0—Unacceptable			
Mean Score	3.0	2.8	2.9

17. *Creates and maintains a climate of fairness, safety, respect, and support for all students. (NCTE 4.4)*

	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(5) 100%	(10) 100%
2—Acceptable			
1—Emerging			
0—Unacceptable			
Mean Score	3.0	3.0	3.0

18. Maximizes time available for instruction (uses instructional time effectively). (NCTE 4.4)


	TIAI Unit Evaluations— DSU Sup Teacher	TIAI Unit Evaluations— Coop Teacher	Totals of All Evaluations
Descriptor	(#) Percent	(#) Percent	(#) Percent
3—Target	(5) 100%	(3) 60%	(8) 80%
2—Acceptable		(2) 40%	(2) 20%
1—Emerging			
0—Unacceptable			
Mean Score	3.0	2.6	2.8

Use of Evaluation Results

- I. Of special note: the average score on the PTL in this cohort group of students of 174.8 is the second highest score achieved since the unit started collecting data on this exam eleven years ago.
- II. The five **2013-2014** candidates earned combined scores in the strong acceptable range, nearing the target on all indicators, except for the 2.6, still an acceptable but lowest score, on 19. Uses family and/or community resources (human material) in lessons to enhance student learning (NCTE 4.1). But neither have the cooperating teachers been observed through the years using family and/or community resources. The candidates scored at the target range from both the cooperating and supervising teachers on the following six (24%) indicators: 1. Selects developmentally appropriate, performance-based objectives for lessons that connect core content knowledge for lessons based on MS Frameworks/CCSS. (NCTE 4.1); 4. Plans appropriate and sequential teaching procedures that include innovative and interesting introductions and closures and that use a variety of teaching materials and technology.(NCTE 4.18); 8. Incorporates a variety of informal and formal 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. (NCTE 4.10); 13. Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning. (NCTE 4.2); 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. (NCTE 4.5); and 23. Creates and maintains a climate of fairness, safety, respect, and support for all students. (NCTE 4.4). Otherwise, the candidates scored 2.8-2.9 on 11 (44%) other indicators.
- III. **Interpretation of Data Relevant to Meeting the Standards**
 Problems with communication surface in the **four 2011-2012** interns’ scores. This weakness identified on indicator 15 with this cohort contributes to a converging theme of problems with communication with parents and community members (NCTE 4.10). Since the other lower scores are 2.5 and do not seem to contribute to an identifiable pattern, they are acceptable. This group also has a 3.0 on indicator 34, suggesting that the program helps interns develop skills necessary to maintain records (NCTE 4.10) 24 related to monitoring and adjusting the classroom (NCTE 2.1).
 All three **2012-2013** candidates are in the acceptable mean range for meeting the NCTE standards assessed on the TIAI: **2.1 (create and sustain inclusive classroom); 2.2 (use ELA**

to become familiar with cultures); 2.3 (use reflective practice); 2.4 (design instruction for critical thinking); 3.1.1 (integrate knowledge of language acquisition); 4.1 (know curriculum and resources); 4.4 (consider individual differences); 4.5 (engage students in discussions); and 4.10 (use formal and informal assessments appropriately). It seems that there are some differences between the cooperating and supervising teachers' interpretation of the indicators. But the intern who had repeated classes and had difficulty keeping papers turned in scored higher than the most conscientious intern who extended herself to assure all details are completed. This same intern on an exit survey criticized the TIAI for being too elementary, especially the indicator on parental contacts: "There are ways to notify students about information and contact parents, but at the high school level most think those practices are frankly 'elementary' and information can be presented in a more grown-up manner." This indicator generally results in lower scores, even though our interns are directed to participate in all activities that the cooperating teachers do, including communications with parents and extracurricular activities. Most high schools have parental conferences, but they do not send newsletters to parents. Cooperating teachers may contact individual parents about issues related to schools. Maybe that indicator needs to be reworded since it has been a problem for secondary interns through the years. The five **2013-2014** candidates did well on their last teaching evaluating with all mean scores in the acceptable range or above. Indicator 19—Uses family and/or community resources (human material) in lessons to enhance student learning (**NCTE 4.1**) has been a problem for the entire college of education. Maybe the cooperating teachers need to have some training in interpreting and carrying out what indicator 19 means and how to address it. Otherwise, the five candidates demonstrated that they can address the indicators (**and NCTE standards aligned with them**) evaluated during their internship, averaging either target or near target scores.

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**
-

 **MED-SEC-ENG 01: Understanding Literature**

Start: 7/1/2013

End: 6/30/2014

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 administered 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, 0% of the students (N=1) who took the comprehensive graduate exam received a passing score. (See Table XXVII)

**Table XXVII
M.Ed. Oral Comprehensive Exam**

Year	Candidates	# Number Receiving Credit	Pass Rate
2005-06	2	2	100%
2006-07	5	5	100%
2007-08	4	3	75%
2008-09	1	1	100%
2009-10	5	5	100%
2010-11	2	2	100%
2011-12	5	5	100%
2012-13	5	4	80%
2013-14	1	0	0%

Use of Evaluation Results

This year, only one student took the exam, and this student did not pass the English Literature section. (The student passed the other three sections.) Under the guidance of the chair of the student's examination committee, this student is studying to retake the English Literature section. A retake session should be scheduled early in the fall of 2014.

Related Items

There are no related items.

 **MED-SEC-ENG 02: Advanced Writing**

Start: 7/1/2013
End: 6/30/2014

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, no students took the graduate Writing Proficiency Exam (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%
2013-14	0	0	0%

Use of Evaluation Results

Because no students took the exam in 2013-14, there is no data to analyze.

Related Items

There are no related items.

 **MED-SEC-ENG 03: Teaching Methods**

Start: 7/1/2013

End: 6/30/2014

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

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.

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%
2013-14	0	0	0%

Use of Evaluation Results

No students completed the task in 2013-14, thus there is no data to analyze.

Related Items

There are no related items.

Gen Ed Learning Outcomes



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: 7/1/2013

End: 6/30/2014

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

Use of Results

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**



COM_202_GE 01,02,04,05,06,07,08,09 &10: Critical and Creative Thinking, Communication, Technology, Self, Social Institutions, Cultural Awareness, Perspectives, Cross-Disciplines & Values

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

GE 1. 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

GE 2. Developing skills to communicate effectively through reading, writing, speaking, and listening

GE 4. Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

GE 5. Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health

GE 6. Understanding the major institutions of society and the contemporary world, including families, work, voluntary associations, and government

GE 7. Developing an understanding and appreciation of the diverse cultures that form the global community

GE 8. Gaining a knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social

GE 9. Developing an understanding of the concepts of various disciplines and their interdependence

GE 10. Facilitating the search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities

Data Collection

NOTE: For all courses in COM STUDIES 202 classes that are taken to fulfill a Gen. Ed requirement, the instructor collects the data and reports it to the Program Coordinator, and the Program Coordinator analyzes the data.

GE 1 Students complete an extended paper analyzing an interpersonal relationship.

GE 2 Students prepare an oral presentation on some aspect of personal communication.

GE 4 Students obtained contemporary internet and/or library resources and evaluated their relevancy to interpersonal communication.

GE 5 Students complete journals analyzing interpersonal communication within their own lives.

GE 6 Students complete multiple essay questions analyzing communication structures in their own family

GE 7 Students complete a mini-paper analyzing how intercultural similarities and differences effect interpersonal communication.

GE 8 Students completed a paper tracing the historical development of interpersonal communication using contemporary theories as applied to their own relationships.

GE 9 Students complete an exam applying various theories from other disciplines to impersonal communication.

GE 10 Students complete a written in-class conversation analysis.

Results of Evaluation

Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

GE 1. 54 students evaluated

42 met benchmark

77% met benchmark

GE 2. 52 students evaluated

52 met benchmark

96% met benchmark

GE 4. 49 students evaluated

42 met benchmark

86% met benchmark

GE 5 49 students evaluated

47 met benchmark

96% met benchmark

GE 6 48 students evaluated

41 met benchmark

85% met benchmark

GE 7 52 students evaluated

42 met benchmark

81% met benchmark

GE 8 55 students evaluated

48 met benchmark

87% met benchmark

GE 9 52 students evaluated

42 met benchmark

81% met benchmark

GE 10 52 students evaluated

43 met benchmark

83% met benchmark

Use of Results

GE 1 Require an annotated bibliography on three articles that address awareness of one's own interpersonal communication skills.

GE 2 Create an exercise to increase delivery skills for oral presentations.

GE 4 The library tour/introduction to electronic data sources will be scheduled closer to the time of the assignment.

GE 5 Stress application of knowledge gained to improve future interpersonal communication.

GE 6 Focus on the students' "positionality" within their family unit.

GE 7 Create a more detailed explanation of the historical development of the field of interpersonal communication and its importance.

GE 8. Create a more detailed explanation of the historical development of the field of interpersonal communication and its importance.

GE 9. Increase emphasis on application of outside theories.

GE 10. Expand the context of the conversation analysis

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: 7/1/2013

End: 6/30/2014

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

NOTE: For all courses in English Composition (ENG 101, 102 & 103) that are taken to fulfill a Gen. Ed requirement, the instructor collects the data and reports it to the Chair of the Composition Committee, and the Composition Committee analyzes the data.

GE 1. Analytical Essay: Students construct a reasoned analysis of a book, play, movie, or song.

GE 2. Narrative Essay & Peer Critique: Students narrate a moment from their lives. Peer critique was part of the activity.

GE 4. Final presentation: Students prepare and deliver an oral / A-V presentation on their portfolio.

Results of Evaluation

GE 1 186 students evaluated
153 met benchmark
82% met benchmark

GE 2. 183 students evaluated
149 met benchmark
81% met benchmark

GE 4. 187 students evaluated

148 met benchmark
79% met benchmark







Use of Results

GE 1. The 'topic sentence, claim, support, warrant method will be reinforced more in class.

GE 2. Proper peer critique methods will be discussed further so that students adopt more effective methods.

GE 4 More class time will be dedicated to use of technology, such as PowerPoint, in presentations.

Related Items

-   **GE 01: Critical and Creative Thinking**
-   **GE 02: Communication**
-   **GE 04: Inquiry and Technology**

ENG_102_GE 01, 02 & 04: Communication, Critical & Creative Thinking and Application of Technology

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

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

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

NOTE: For all courses in English Composition (ENG 101, 102 & 103) that are taken to fulfill a Gen. Ed requirement, the instructor collects the data and reports it to the Chair of the Composition Committee, and the Composition Committee analyzes the data.

GE 1 Students complete an assignment on identifying, explaining and eliminating logical fallacies.

GE 2 Students are expected to complete their first comprehensive college-level research paper.

GE 4 Students complete a major project using several different electronic data sources.

Results of Evaluation

Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

GE 1 50 students evaluated
43 met benchmark
86% met benchmark

GE 2 51 students evaluated
40 met benchmark
78% met benchmark

GE 4 51 students evaluated
42 met benchmark
82% met benchmark

Use of Results

GE 1 The next time the class is taught, the exercise will use samples from student-generated papers.

GE 2 Students will continue to receive extensive feedback on a draft of the paper and revise it. The next time the class is taught, one additional group revision session will be held.

GE 4 Students will receive additional instruction on how to document Internet sources.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 04: Inquiry and Technology



ENG_103_GE 01, 02 & 04: Communication, Critical Thinking and Application of Technology

Start: 7/1/2013

End: 6/30/2014

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.

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

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

Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

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)

GE 1 Book Review: Students are evaluated on the basis of analytical and reasoning skills and the ability to think critically, and effectively respond to change.

GE 2 Major Research Essay in 4 distinct stages: Students are evaluated on their ability to analyze the rhetorical constraints imposed by audience and purpose, construct organized and fully developed analytical arguments, locate a variety of sources, and analyze and evaluate information and ideas from different perspectives.

GE 4 Partner Presentation: students are evaluated on their ability to engage in academic research using electronic data sources evaluated by a faculty-generated rubric.

Results of Evaluation

NOTE: For all courses in English Composition (ENG 101, 102 & 103) that are taken to fulfill a Gen. Ed requirement, the instructor collects the data and reports it to the Chair of the Composition Committee, and the Composition Committee analyzes the data.

GE 1 7 students evaluated

6 met benchmark

86% met benchmark

GE2 7 students evaluated

5 met benchmark

71% met benchmark

GE 4 7 students evaluated

6 met benchmark

86% met bench

Use of Results

GE 1 Benchmark exceeded. Continued monitoring of results the next time the class is taught.

GE 2 An additional class period on appropriate incorporation of research into the writing process will be added the next time the class is taught

GE 3 Benchmark exceeded. Continued monitoring of results the next time the class is taught.

Related Items



GE 01: Critical and Creative Thinking



GE 02: Communication



GE 04: Inquiry and Technology



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: 7/1/2013

End: 6/30/2014

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 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

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).

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

Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

GE 1 Students are given essay questions on exams requiring them to synthesize narratives and literary concepts among multiple assigned readings.

GE 2 Students are to lead part of the weekly discussion on assigned readings.

GE 4 Students must engage electronic databases and online literary magazines as independent research to support their use of primary sources in an analysis essay they write.

GE 5 Students are tested on their understanding of David Foster Wallace's 2005 Kenyon University commencement address, "This Is Water." This essay is selected for its connection to both literary imagination and its central idea that "a real education...has almost nothing to do with knowledge, and everything to do with simple awareness." (D. F. Wallace, 2005 *Kenyon Commencement address*.)

GE 7 Students keep a written journal discussing the novels *Tar Baby* by Toni Morrison and *Persepolis* by Marjane Satrapi.

GE 8 Students are tested on their understanding of the development of graphic narrative as it relates to the assigned novel *Persepolis*.

GE 9 Students submit a final Analytical Research paper that integrates literary concepts in a framework cognizant of literature's inherently interdisciplinary nature.

GE 10 Students are tested on the moral, social, and ethical ramifications of capitalism and its effects in *The Great Gatsby*.

Results of Evaluation

NOTE: For all courses in Literature (ENG 203, 204 & 206) that are taken to fulfill a Gen. Ed requirement, the instructor collects the data and reports it to the Chair of the Literature Committee, and the Literature Committee analyzes the data.

GE 1 163 students evaluated

135 met benchmark

83% met benchmark

GE 2 167 students evaluated

134 met benchmark

80% met benchmark

GE 4 167 students evaluated

131 met benchmark

78% met benchmark

GE 5 167 students evaluated

138 met benchmark

83% met benchmark

GE 7 163 students evaluated

129 met benchmark

79% met benchmark

GE 8 163 students evaluated

127 met benchmark

78% met benchmark

GE 9 163 students evaluated

131 met benchmark

80% met benchmark

GE 10 164 students evaluated

129 met benchmark

79% met benchmark

Use of Results

GE 1 Class discussions will devote additional time to understanding connections across seemingly unrelated narratives.

GE 2 Students will be granted greater agency in determining the structure of weekly discussions.

GE 4 Expand the library “tour” of electronic resources.

GE 5 Students will find additional ways to reference Wallace’s ideas in journal assignments designed to connect the concept of “awareness” to the way they interpret literary narratives.

GE 7 Modest additional research related to the cultural narratives of the assigned novels will be incorporated into journal submissions.

GE 8 Additional materials on the history of graphic narratives will be assigned earlier in the semester.

GE 9 One-on-one meetings will be scheduled with students shortly after proposed Theses and Reading Lists are submitted.

GE 10 A guest speaker from either the History or Economics department will be invited to speak on the financial and historical realities of New York in the post WWI-era.

Related Items

There are no related items.

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: 7/1/2013

End: 6/30/2014

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 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

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).

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

Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

GE 1 Drama Essay. Students must perform a close reading and critically analyze a culturally significant work of drama.

GE 2 Essay question on an exam: “Explore Ibsen’s use of foils in the play *A Doll House*. Consider Kristine Linde as foil for Nora Helmer and Dr. Rank as foil for Torwald Helmer; how does the relationship between Krogstad and Mrs. Linde serve to emphasize certain qualities in the Helmer’s marriage?”

GE 4 Students must engage electronic databases and online literary magazines as independent research to support their use of primary sources in an analysis essay they write.

GE 5 While studying the poem “Richard Cory,” a discussion took place and a subsequent essay was written on suicide.

GE 7 Essay assignment: “Explore the anti-war sentiments in at least three poems we have studied. Relate these to the current world situation and how each poem speaks to your view of what is going on in Afghanistan, Syria, or other war-torn places.”

GE 8 When reading the play *Fences*, students analyze the connection between the structure of the play and a piece of blues music; an essay question tests their understanding

GE 9 At the beginning of the semester, students are given background information on why the study of literature is required for a university degree. This sets the tone for the rest of the semester. Included in this discussion are the concepts of how literature aids in critical thinking, empathy, communication skills, etc., which are valuable skills in the business and education world as well as in the arts. A short paper on the interface between the studies of literature.

GE 10 In studying *Hamlet*, the main character’s struggle between avenging wrongs done to his family vs. turning the other cheek (honor code vs. moral code) is discussed followed by an essay question on an exam.ature and the student’s major is assigned.g of this concept.

Results of Evaluation

NOTE: For all courses in Literature (ENG 203, 204 & 206) that are taken to fulfill a Gen. Ed requirement, the instructor collects the data and reports it to the Chair of the Literature Committee, and the Literature Committee analyzes the data.

GE 1 146 students evaluated
125 met benchmark
86% met benchmark

GE 2 145 students evaluated
119 met benchmark
82% met benchmark

GE 4 147 students evaluated
117 met benchmark
79% met benchmark

GE 5 146 students evaluated
125 met benchmark
86% met benchmark

GE 7 147 students evaluated
115 met benchmark
78% met benchmark

GE 8 148 students evaluated
113 met benchmark
76% met benchmark

GE 9 146 students evaluated
125 met benchmark
86% met benchmark

GE 10 147 students evaluated

114 met benchmark
78% met benchmark

Use of Results

GE 1 The next time the class is taught, one class period will be used to teach additional effective analytical strategies.

GE 2 Students will be given a greater variety of essay questions to choose from.

GE 4 Students will be taught to assess the “editorial mission” of the journals they research.

GE 5 Students will read additional works presenting topics that will seem relevant and contemporary to them.

GE 7 The quality of the student responses demonstrates that they need more pre-assignment work in current events in the world.

GE 8. The next time the assignment is given, Professor Don Allen Mitchell, who teaches a course in Blues Literature and History, will be asked to do a presentation on the importance of blues music and poetry in *Fences*.


GE 9 Some students don’t have enough orientation and expertise in their majors to effectively address the assignment. The assignment will be adjusted to give additional options.

GE 10 The assignment will be expanded to include values conflicts that other major characters face in other plays that are read during the course.

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**



ENG_206_ GE 01, 02, 04, 05, 07. 08, 09 & 10: Cultural Awareness, Values, Perspectives, Communication, Critical Thinking, Cross Disciplinary Appreciation, Self, & Application of Technology

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

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

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)

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

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)

1. 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)
2. 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
3. Communicate a critical understanding both in oral and written form. (GE 1, 2 ; SLO 1, 2, 3, 4)

Data Collection

Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

GE 1 After studying *Things Fall Apart* by Chinua Achebe, students were given a copy of the short story “Dead Men’s Path,” also written by Achebe. They had not previously seen the work. They were required to read the short story in class, and to devise two short in-class essays about the story, based on prompts given out in class.

GE 2 Example of a small group discussion: Students discussed the different types of solitude in *One Hundred Years of Solitude* (such as grief, love, pride, and anger). Groups then reported their findings to the entire class.

GE 4 Example: Students prepare a PowerPoint presentation on the visual aspects of a work studied in class. For example, after reading *One Hundred Years of Solitude*, a student group will prepare a presentation depicting the concept of the “Banana Republic” in popular culture.

GE 5 Students were asked to write an essay on Meursault’s rejection of religion in *The Stranger*, and how Meursault’s “rejection” demonstrated more of an ambivalence than overt atheism.

GE 7 Example: Students were asked what they knew about modern Nigeria. There were no answers. They were then given the opportunity to use their hand-held technology devices to write a list of as much about Nigeria as they could in twenty

minutes. They then shared what they knew in a classroom “Crowd Sourcing,” and their instructor helped connect the dots back to the history of British colonialism in Nigeria, so that they would be familiar with the Nigeria of Chinua Achebe’s childhood.

GE 8 Examples: Lecture topic: From Cave Paintings to a System of Writing; Exam essay question: “Describe how oral communication evolved into a system of writing over the course of several millennia.”

GE 9 Students attended a guest lecture by Dr. Shelley Collins about Latin American music in conjunction with *One Hundred Years of Solitude*. Students were asked an exam question about African, Spanish, Indigenous, and Middle Eastern/Roma (Gypsy) influences on Columbian music and culture.

GE 10 Essay question for *Things Fall Apart*: “Of the tribe’s traditions, which seem admirable to you, and which are distasteful and/or alien to you as a Westerner? Give examples of each and explain your reasoning.”

Results of Evaluation

NOTE: For all courses in Literature (ENG 203, 204 & 206) that are taken to fulfill a Gen. Ed requirement, the instructor collects the data and reports it to the Chair of the Literature Committee, and the Literature Committee analyzes the data.

GE 1 27 students evaluated

19 met benchmark

70% met bench

GE 2 27 students evaluated

23 met benchmark

85% met benchmark

GE 4 27 students evaluated

22 met benchmark

81% met benchmark

GE 5 27 students evaluated

19 met benchmark

70% met benchmark

GE 7 27 evaluated

20 met benchmark

74% met benchmark

GE 8 27 students evaluated

21 met benchmark

78% met benchmark

GE 9 27 students evaluated

21 met benchmark

78% met benchmark

GE 10 27 students evaluated

19 met benchmark

70% met benchmark

Use of Results

GE 1 Emphasis will be placed on avoiding summary in essay question answers.

GE 2 Adjustments will be made to grading scale for group work, as not every group member did an equal share of the work.

GE 4 Adjustments will be made to grading scale for group work, as not every group member did an equal share of the work, especially with the assembly of Power points.

GE 5 Terms such as atheism, ambivalent, agnosticism, and religiosity will be more clearly defined at the beginning of the discussion the next time the assignment is given.

GE 7 More emphasis will be placed on current U.S. and British oil interests in Nigeria as a modern-day example of the legacy of colonialism.

GE 8 More emphasis will be placed on the human oral tradition and its development into multiple systems of writing.

GE 9 A clearer explanation of exactly how African, Spanish, Indigenous, and Middle Eastern cultures influenced frontier villages in the jungles of Colombia will be provided.

10. A clearer explanation of Achebe's concept of the "cultural crossroads" of Nigeria will be provided, and that even in our Western tradition, we have been tacitly accepting the local customs for centuries-- for instance, the adaptation of Saturnalia and pagan fertility rituals into the Christian Christmas tradition.

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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FRE_101_ 01, 02, 05, 06, 07 & 09: Communication, Critical Thinking, Self, Social Institutions, Cultural Awareness, and Cross-Disciplinary Appreciation

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

GENERAL EDUCATION COMPETENCIES:

1. 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
2. Developing skills to communicate effectively through reading, writing, speaking, and listening
5. Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health
6. Understanding the major institutions of society and the contemporary world, including families, work, voluntary associations, and government
7. Developing an understanding and appreciation of the diverse cultures that form the global community
8. Gaining a knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social

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.

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

Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

GE 1 Students were asked orally and in written form, in class, 20 questions based on the structures of sentences that they have already learned.

GE 2 Students will be tested in comprehensive formats to reproduce sentences in the target language and also to answer orally questions in the target language.

GE 5 In class, students answered questions about how the target language differs from their native language in structuring a thought.

GE 6 Students wrote paragraphs in the “speaking French” chapters of the text on family, vocations, and various “events” in their life like selling a car, repairing a car, and looking for an apartment

GE 7 A series of exercises comparing aspects of French culture to the students’ own culture were given. For example, one exercise focused on comparing French holidays to American holidays.

GE 9 Students were tested on their ability to translate from English to the target language. As they did so, they learned that language is a science where paradigms have to be learned.

Results of Evaluation

NOTE: For all courses in foreign languages (French 101 and Spanish 101) that are taken to fulfill a Gen. Ed requirement, the instructor collects the data and reports it to the Analysis Committee, and this committee analyzes the data.

GE 1 23 students evaluated
16 met benchmark
70% met benchmark
GE 2 24 students evaluated
17 met benchmark
71% met benchmark
GE 5 24 students evaluated
24 met benchmark
100% met benchmark
GE 6 22 students evaluated
20 met benchmark
91% met benchmark
GE 7 22 students evaluated
18 met benchmark
82% met benchmark
GE 9 24 students evaluated
18 met benchmark
75% met benchmark

Use of Results

GE 1 Spend more time in drills that substitute structures in the target language

GE 2 More practice in oral communication in class as students seem to need more help there.

GE 5 Students are very successful at comparing their structured system of language to the target language. This facet is the “guts” of learning another culture through language.

GE 6 The exercise is working well for now, so there will be no changes at this time.

GE 7 More emphasis will be placed on vocabulary of the target culture and how it philosophically defines the “events” in students’ native culture.

GE 9 Add a lecture on structuralism and language learning showing in more detail that science and mathematical understanding are essential in learning language.

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**



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: 7/1/2013

End: 6/30/2014

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

Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

GE 1 Students are tested on evaluating concepts in philosophical texts and responding to them in personal ways in 5 reading/writing assignments in philosophical texts by Plato, Locke, Descartes, and Russell.

GE 2 Students are expected to complete 5 reading/writing assignments on philosophical texts by Plato, Locke, Descartes, and Russell that express clarity of thought in writing.

GE 5 Students are tested on how well they have understood the reading material in 5 reading/writing assignments in philosophical texts by Plato, Locke, Descartes, and Russell which tests for how the individual views the world.

GE 6 Students are expected to comprehend and critically evaluate a variety of theories of human nature, religion, society, and ethics in 5 reading/writing assignments in philosophical texts by Plato, Locke, Descartes, and Russell.

GE 7 Students are expected to comprehend and appreciate a variety of cultural perspectives on self, ethics, and religion in 5 reading/writing assignments in philosophical texts by Plato, Locke, Descartes, and Russell

GE 8 Students are expected to comprehend a variety of perspectives on how we know, mind and body, and ethics in 5 reading/writing assignments in philosophical texts by Plato, Locke, Descartes, and Russell.

GE 9 Students are expected to appreciate the variety of intersections in philosophy: science, psychology, and mathematics in 5 reading/writing assignments in philosophical texts by Plato, Locke, Descartes, and Russell

GE 10 Students are expected to comprehend moral reasoning and its potential problems in 3 reading/writing assignments in the works of moral philosophers such as James Rachels.

Results of Evaluation

NOTE: For all philosophy courses (PHI 201) that are taken to fulfill a Gen. Ed requirement, the instructor collects and analyzes the data.

GE 1 29 students evaluated

22 met benchmark

76% met benchmark

GE 2 30 students evaluated

23 met benchmark

77% met benchmark

GE 5 25 students evaluated

20 met benchmark

80% met benchmark

GE 6 28 students evaluated

22 met benchmark

79% met benchmark

GE 7 27 students evaluated

20 met benchmark

74% met benchmark

GE 8 28 students evaluated

20 met benchmark

71% met benchmark

GE 9 30 students evaluated

23 met benchmark

77% met benchmark

GE 10 25 students evaluated

18 met benchmark

72% met benchmark

Use of Results

GE 1 Some students need more work in critical reading skills.

GE 2 More reading /writing assignments should be provided to students.

GE 5 Rough drafts of the first two essays will be reviewed by the instructor.

GE 6 A lecture will be added on the nature and foundations of religion.

GE 7 The next time the class is taught, an introductory exercise on ethnocentric values will be used before the formal assignments are given.

GE 8 The next time the class is taught, a different text by Locke will be assigned.

GE 9 The next time the course is taught, an exercise will be added to further the understanding of the scientific method related to the reading by Descartes.

GE 10 The next time the class is taught, an introductory exercise on ethnocentric values will be used before the formal assignments are given.

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**
-   **GE 10: Values**

SPA_101_ GE 01, 02, 05, 06, 07 & 9: Communication, Critical Thinking, Self, Social Institutions, Cultural Awareness, and Cross Disciplinary Awareness

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

General Education Competencies

- 01. 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
- 02. Developing skills to communicate effectively through reading, writing, speaking, and listening
- 05. Developing a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health
- 06. Understanding the major institutions of society and the contemporary world, including families, work, voluntary associations, and government
- 07. Developing an understanding and appreciation of the diverse cultures that form the global community
- 09. Developing an understanding of the concepts of various disciplines and their interdependence

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 to native 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

Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

GE 1 Students were asked orally and in written form, in class, 20 questions based on the structures of sentences that they have already learned.

GE 2 Students will be tested in comprehensive formats to reproduce sentences in the target language and also to answer orally questions in the target language.

GE 5 In class, students answered questions about how the target language differs from their native language in structuring a thought.

GE 6 After watching a video, the students will prepare paragraphs in the “speaking Spanish” chapters on family, vocations, and various “events” in their life like selling a car, repairing a car, and looking for an apartment.

GE 7 A series of exercises comparing aspects of Spanish culture to the students’ own culture were given. For example, one exercise focused on comparing Spanish holidays to American holidays.

GE 9 Students were tested on their ability to translate from English to Spanish. As they did so, they learned that language is a science where new paradigms have to be learned

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.

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)

1. 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)
2. 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)
3. 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)
4. Students will take 8 Word Tests, 3 oral and written Chapter Tests and a final examination. (SLO 1, SLO 2, GE 2)

Results of Evaluation

NOTE: For all courses in foreign languages (French and Spanish) that are taken to fulfill a Gen. Ed requirement, the instructor collects the data and reports it to the Analysis Committee, and this committee analyzes the data.

GE 1 32 students evaluated

23 met benchmark

72% met benchmark

GE 2 31 students evaluated

22 met benchmark

71% met benchmark

GE 5 32 students evaluated

25 met benchmark

78% met benchmark

GE 6 32 students evaluated

26 met benchmark

81 % met benchmark

GE 7 32 students evaluated

26 met benchmark

81% met benchmark

GE 9 32 students evaluated

25 met benchmark

78% met benchmark

Use of Results

GE 1 Spend more time in drills that substitute structures in the target language

GE 2 Spend more time in drills that substitute structures in the target language













GE 5 The benchmark was reached, so no changes are recommended at this time

GE 6 The exercise is working well for now, so there will be no changes at this time.

GE 7 More emphasize will be placed on vocabulary of the target culture more and how it philosophically defines the “events” in students’ native culture.

GE 9 Dr. James Tomek will start giving every semester a lecture to both sections of SPA 101 on structuralism and language learning showing in more detail that science and mathematical awareness are essential in learning language and vice-versa.

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**



THE_225_ GE 01, 02, 04, 07, 08, 09, & 10 : Critical Thinking, Communication, Inquiry & Technology, Cultural Awareness, Perspectives, Cross Disciplinary Appreciation and Values

Start: 7/1/2013

End: 6/30/2014

Gen Ed learning outcome (competency)

GENERAL EDUCATION COMPETENCIES

- 1. 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**
- 2. Developing skills to communicate effectively through reading, writing, speaking, and listening**
- 4. Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies**
- 7. Developing an understanding and appreciation of the diverse cultures that form the global community**
- 8. Gaining a knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social**
- 9. Developing an understanding of the concepts of various disciplines and their interdependence**
- 10. Facilitating the search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities**

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 21st 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.

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 20th 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

Note: For all 12 General Education Courses and all General Education Competencies taught and assessed in this Unit, the faculty voted unanimously to establish the following Benchmark: 70% of the students assessed will achieve a score or an average score (depending on how many tools or methods are used) of C or better. Additionally, all assignments are evaluated with the use of a common rubric for each discipline.

GE 1 Students complete an in-class debate for or against the use of public monies to fund the arts.

GE 2 Students complete an essay analyzing a live theatrical production

GE 4 Students complete a PowerPoint presentation explaining their design (set, costume, sound) choices for a play of their choice.

GE 7 Students complete an online discussion board post analyzing the cultural implications of *Fences* by August Wilson.

GE 8 Students complete an exam tracing the history of actor training in the modern theatre.

GE 9 Students are tested on their knowledge of the interdisciplinary nature and historical significance of American musicals.

GE 10 Students read *Columbinus* and complete a mini-paper examining the Columbine shooting through a historical and artistic perspective.

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.

Results of Evaluation

NOTE: For all theater courses (THE 225) that are taken to fulfill a Gen. Ed requirement, the instructor collects and analyzes the data.

GE 1 15 students evaluated

12 met benchmark

80% met benchmark

GE 2 14 students evaluated

12 met benchmark

86% met benchmark

GE4 16 students evaluated

16 met benchmark

100% met benchmark

GE 7 18 students evaluated

18 met benchmark

100% met benchmark

GE 8 18 students evaluated

14 met benchmark

78% met benchmark

GE 9 17 students evaluated

15 met benchmark

88% met benchmark

GE 10 16 students evaluated

12 met benchmark

75% met benchmark

Use of Results

GE 1 Have students prepare their cases the class period before the debate.

GE 2 Provide well-written examples of theatrical reviews.

GE 4 Add a PowerPoint/Prezi tutorial for students early in the semester.

GE 7 Continue providing assignments for students to engage in cross-cultural awareness through theatre

GE 8 Emphasize the development of modern acting by tracing the actor's role throughout history.

GE 9 Emphasize the interdisciplinary nature of musicals and design.

GE 10 Grade the in-class discussion portion of the assignment and add that grade to the mini-paper.

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**

  **GE 10: Values**

Unit Goals



LL 2014_01: Increase Funding for Endowed Scholarships/Awards

Start: 7/1/2013

End: 6/30/2014

Unit Goal

To increase the total funding for endowed scholarships (housed in the DSU Foundation) by a total of \$1000

Evaluation Procedures

We will hold a number of small fund raisers, keep records of the events, tabulate the total amount raised, and compare it to the goal. (This is a very important goal, because two of our endowed funds are nearly depleted.)

Actual Results of Evaluation

The goal was exceeded by 700%. We raised over \$8,000 for the newly established theater scholarship.

Use of Evaluation Results

The visibility of the Unit and the University has been advanced, and deserving students will be assisted.

Related Items



SP2.Ind07: Scholarships and Aid



LL 2014_02: Recruitment Efforts

Start: 7/1/2013

End: 6/30/2014

Unit Goal

To partner with OIT to establish a function on the Unit's home page to track the "hits" or visits to the site so we can follow up with students and more actively and directly recruit them for both the Unit and the University.

Evaluation Procedures

Once the tracking function has been established, we will be able to track data in three ways:

Total number of visits to our site

Total number of possible recruits

Total number of possible recruits followed up on with a possible email or phone call

Actual Results of Evaluation

The goal is still ongoing because the unit needs to purchase some software, and our webmaster needs to take some additional training.

Use of Evaluation Results

We hope to be have the system up and running in FY 15.

Related Items

-   **SP2.Ind01: Enrollment**
-   **SP4.Ind07: Website**



LL 2014_03: Policy Change to the WPR

Start: 7/1/2013

End: 6/30/2014

Unit Goal

On April 11 of 2013 the DSU Academic Council voted to make a change to the Writing Proficiency Requirement that weakens academic standards and possibly increases cost to some students. The goal is to reverse that policy change and return the language of the WPR policy to the way it was prior to the vote on April 11.

Evaluation Procedures

If the WPR policy is reversed to the language prior to the vote of the Academic Council on April 11, then the goal will be reached.

Actual Results of Evaluation

We failed to reach the goal because the university president and key members of the Academic Council withdrew their support for reasons we do not understand.

Use of Evaluation Results

The quality of academic standards will not be raised in this area as we had hoped.

Related Items

-   **SP1.Ind06: Advising -- access to improved, comprehensive, and directed/targeted advising**
-   **SP3.Ind01: Faculty and staff hiring**

 **LL 2014_04: Data Integrity Policy**

Start: 7/1/2013

End: 6/30/2014

Unit Goal

To determine the need for the Unit to have a data entry integrity policy

Evaluation Procedures

The chair will appoint an ad hoc committee of full-time faculty to research and investigate the need for said policy

Actual Results of Evaluation

The committee did not complete its work, and the goal will be continued in FY 15

Use of Evaluation Results

Depending on what the committee finds, the Unit may adopt a policy compatible with the University-wide policy and those of other units in FY 15.

Related Items



SP4.Ind01: IHL reports



SP4.Ind09: Institutional review process / Accreditations/IE



SP4.Ind10: Data Integrity

Section IV.a
Brief Description

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

To meet the goals of the mission statement presented in Section I of this document, the Unit offers **two degrees in seven majors**: a BA in English (with an emphasis in literature, creative writing, or philosophy); 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.

The unit continues to be one of the most fiscally productive in the University. In fact, it is the top credit hour producer at Delta State, producing substantial annual revenue for the University beyond unit costs. (Revenue estimates are based on Unit CHP and tuition payments.) Total Credit Hour Production in the unit increased by 5.2% in FY 14. Additionally, there was an increase in graduation rates for undergraduates this year, up 8.6% from 2012-2013.

Section IV.b
Comparative data

Enrollment, CHP, majors, graduation rates, expenditures, trends, etc.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Credit Hour Production						
	Summer 2013		Fall 2013		Spring 2014	
	UG	GR	UG	GR	UG	GR
Communications (COMM)	36	0	594	0	477	0
English (ENG)	375	0	3201	57	3097	96
French (FRE)	0	0	114	9	102	9
German (GER)	0	0	0	0	0	0
Global Liberal Studies (GLS)	0	0	0	33	0	0
General Studies (GST)	0	0	276	0	44	1
Journalism (JOU)	0	0	118	0	152	1

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Philosophy (PHI)	0	0	219	6	212	15
Spanish (SPA)	0	0	180	9	150	6
Theater (THE)	0	0	161	4	83	0
Total	411	0	4863	118	4317	128

Enrollment by Major						
	Summer 2013		Fall 2013		Spring 2014	
	UG	GR	UG	GR	UG	GR
Communication Studies & Theater Arts	2	0	15	0	12	0
English	5	0	24	0	24	0
English Education	3	0	14	0	11	0
Journalism	0	0	15	0	16	0
Liberal Studies	0	6	0	18	0	24
Modern Foreign Languages	1	0	3	0	5	0
Total	11	6	71	18	68	24

2013-14 Graduates	
Communication Studies & Theater Arts	
BA	4
English	
BA	9
English Education	
BSE	3
Journalism	
BA	6
Modern Foreign Languages	
BA	1
Liberal Studies	
MA - Evolving Human Voices	1

Sources

[Trend Data 2010-14 Languages & Literature](#)
[Trend Data 2010-14 MEd-Secondary Education](#)

The table below shows the number of client help sessions in the DSU Writing Center for the past ten academic years. Please note that FY 14 brought the highest number of students served by the Writing Center since records have been kept. This increase may be attributed to increased advertising.

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Semester	Number of Client Help Sessions	Semester	Number of Client Help Sessions	Total Per Year	Average Per Semester	
Fall 2004	535	Spring 2005	554	1,089	544.5	
Fall 2005	570	Spring 2006	462	1,032	516	
Fall 2006	375	Spring 2007	363	738*	369	
Fall 2007	470	Spring 2008	463	933	466.5	
Fall 2008	535	Spring 2009	501	1,036	518	
Fall 2009	382	Spring 2010	560	942	471	
Fall 2010	512	Spring 2011	490	1,002	501	
Fall 2011	364	Spring 2012	400	764	382	
Fall 2012	560	Spring 2013	417	977	488.5	
Fall 2013	623	Spring 2014	524	1147	573.5	Ten Year Trend: Average Number of Clients Served Per Year
Ten Year Totals	4,927		4,734			966

*Note: During Academic Year 2006-07 the Writing Center was temporarily located in Bailey Hall, because of the Kethley Hall renovation project. For a number of reasons, the Bailey Hall location was not very accessible to clients who would normally seek Writing Center services.

- Clients are served by appointment or on a drop in basis.
- Most sessions last for 30 minutes, though some are longer.
- Student tutors receive intense training by the Writing Center Director.
- At least one faculty member is available for assistance during most of the hours of operation.
- The Writing Center serves DSU students, faculty, staff and the community at large.
- The Writing Center has formed partnerships with every academic unit at the University, especially with the Division of Biological and Physical Sciences, the Social Work Department, and the School of Nursing.
- In addition to the data in the table above, writing center personnel conduct an average of 30 tours per year, many of them in conjunction with GST classes.

Sources

-  [Trend Data 2010-14 Languages & Literature](#)
-  [Trend Data 2010-14 MEd-Secondary Education](#)

Section IV.c

Diversity Compliance Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Professor Georgene Clark continued her outstanding work as Coordinator of Diversity Activities for the University. She has a two-class reduction in her teaching load to perform these duties, and the University grants the Unit a .50 FTE adjunct instructor to fill the space caused by the release time. Additionally, minority students held key staff positions on the *Delta Statement*, and minority students played major roles in student theater productions. In fact, in the spring 2014 student production, *columbinus*, African American students were cast in and performed several of the roles. Furthermore, this spring, DSU hosted a conference on race, and faculty members from the unit played significant roles in the conference. Finally, the DSU Quality Enhancement Plan for the next 5 years will address cultural competency, and many of the classes taught in the unit will support this effort. Courses taught in the unit that are part of the DSU General Education Core are especially important for teaching diversity awareness.

Section IV.d

Economic Development Initiatives and Progress

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

Section IV.e

Grants, Contracts, Partnerships, Other Accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

During the past year, individuals in the Unit received a number of small grants and direct donations. These monies were received from, but were not limited to, the following organizations: The Jane Austen Society of North America, the Kent and Janice Wyatt Faculty Development Fund, the Rock River Foundation, the DSU Student Government Association, Barnes and Noble. Aramark, Jacks and Luciano Law Firm, the DSU Special Programs Committee, and Dr. Bill Hays. These awards total approximately \$52,000. Of special note, the unit raised over \$20,000 in private donations. This is by far a record amount for raising funds from private donors.

Section IV.f

Service Learning Data

List of projects, number of students involved, total service learning hours, number of classes, faculty involved, accomplishments.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

**Section IV.g
Strategic Plan Data**

Only use this section if you have strategic plan info to report that is not covered in other areas of your report

NA

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

**Section IV.h
Committees Reporting To Unit**

Each unit includes in the annual plan and report a list of the committees whose work impacts that unit or any other aspect of the university; along with the list will be a notation documenting the repository location of the committee files and records. Committee actions affecting the unit's goals may be noted in other applicable sections of the annual reports. Not required to be included in the unit's annual plan and report, but required to be maintained in the repository location, will be a committee file that includes, for each committee: Mission and by-laws, Membership, Process, Minutes.

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Committees reporting to the Unit (Committee records are archived by the chair of each committee listed below):

Assessment Committee, Marilyn Schultz, Chair
Budget Committee, Bill Hays, Chair
Composition Committee, Gene Clark, Chair
Courtesy Committee, Yvonne Tomek & Gene Clark, Co-Chairs
Curriculum Committee, Jim Tomek, Chair
Graduate Committee, Elizabeth Sarcone, Chair
Library Committee, Susan Allen Ford, Chair
Personnel Committee, Clint Tibbs, Chair
Promotion and Tenure Committee, Marilyn Schultz, Interim Chair
Publications Committee, Mike Smith, Chair
Sophomore Literature Committee, Yvonne Tomek, Chair
Scholarship Committee, Renelda Owen, Chair
Student Advisement Committee, Bill Hays, Chair
Student Organizations Committee, Bill Hays, Chair

Section V.a

Faculty (Accomplishments)

Noteworthy activities and accomplishments

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Faculty

- **Marilyn Schultz** led the task to get the unit's teacher education program in English nationally recognized by the National of Council Teachers of English and NCATE. All standards were met without conditions. This is tantamount to getting a perfect score.
- **Renelda Owen** received national recognition by winning a Canvas Showcase Award for innovative use of instructional technology in her Introduction to Literature classes.
- **Mike Smith** published essays in the *Notre Dame Review* and the *Chattahoochee Review*. He was also a finalist for the 2014 Lamar York Creative Nonfiction Prize; he was also awarded a \$5,000 Literary Arts Fellowship in Creative Nonfiction from the Mississippi Arts Commission.
- **Clint Tibbs** had a peer-reviewed journal article accepted for publication in *Pneuma*.
- **Susan Allen Ford** made three presentations at national conferences, including one at the JASNA conference held in Minneapolis. She also continued her work as the editor of *Persuasions* and *Persuasions on Line*. This year a special issue of *POL* was published on "Teaching Austen and Her Contemporaries."
- **Ed Plough** has had an article accepted for publication in *Studies in Medieval and Renaissance Thought*.
- **Sally Paulson** presented three papers at national and regional conferences including one titled "JFK: the First Postmodern President" which was delivered Texas A & M University in October.
- **Noah Lelek** made three conference presentations, including two at the National Communication Association annual meeting in Washington D.C. He also coordinated a conference entitled "Bullying, Bystanders and Violence in the Classroom" which was held at Delta State last spring.
- **Jim Tomek** was chosen as the DSU Outstanding Humanities Teacher for 2013. This award is sponsored by the Mississippi Humanities Council. The honor includes public recognition at the state level and a substantial cash prize.
- **Yvonne Tomek** read several poems at the MPA conference in February. This summer she will, once again, be attending the prestigious Iowa Summer Writing Festival.
- **Michael Ewing** directed a very modern version of Thornton Wilder's American classic *Our Town*.
- **Susan Allen Ford** completed 30 years of service to Delta State.
- **Jack Phillips** completed 20 years of service to Delta State.
- **Georgene Clark**, after 36 years of outstanding service to Delta State, retired.
- *Tapestry*, a literary journal sponsored by the unit, celebrated its 25th anniversary.
- The unit initiated a **scholarship** fund for theater majors. At this writing, over \$7,000 has been raised and is on account with the DSU Foundation.
- **John Cox**, an alumnus of the unit and a local attorney, established an award for the outstanding Shakespeare student. This award, to be given annually starting in the spring of 2015, is named in honor of John Ford, Professor Emeritus of English, who taught Mr. Cox when he was a student at Delta State.

Students/Alumni

- Judges from the Mississippi Press Association awarded the *Delta Statement*, the DSU student newspaper, the first place prize for the best student newspaper website in the state.
- Journalism students won 11 separate awards at the Better Newspaper Contest sponsored by the O. C. McDavid Journalism Conference this past March.
- *Confidante*, the student literary journal, won the third place prize in the magazine category at the Southern Literary Festival.
- A graduate student from the unit won the Ferretti Fellowship for students in the MALS program.
- One student from the unit was accepted to law school at the University of Mississippi.
- One student from the unit was accepted to the MA program in English at Mississippi State University.
- One student from the unit was accepted into the MAT program at Delta State.
- One student from the unit was recognized by the DSU College of Education for high test scores on the PRAXIS II national exam in the discipline of English.
- Six of the students who graduated this year with a Mississippi Class A Teaching License in English were hired as teachers in various public schools around the state.
- Ashley Neal Mclemore (class of 2008) has been accepted into a doctoral program at George Washington University.
- Nicole Dozier (class of 2005) has been selected the Teacher of the Year at the Armstrong Middle School in Starkville, Mississippi.

Section V.b

Staff (Accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

Section V.c

Administrators (accomplishments)

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

NA

Section V.d

Position(s) requested/replaced with justification

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

The unit made a request to fill a tenure-track position in English vacated by Professor Georgene Clark, who is retiring. Professor Clark is the unit's Coordinator of Composition and the only specialist in African American Literature on staff, both very important positions. The request was "frozen" for a year due to budget cuts.

Section V.e

Recommended Change(s) of Status

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

Upon her retirement, Professor Georgene Clark was nominated for the status of Assistant Professor of English Emerita, and she was recognized for this honor at the spring 2014 graduation ceremony.

Section VI.a

Changes Made in the Past Year

Judgment

Meets Standards Does Not Meet Standards Not Applicable

Narrative

A course in ethics and a course in communications was added into our Journalism curriculum.

The original language in this section was accidentally deleted by Don Allan Mitchell on July 22, 2015.

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 Rubric¹ 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	

¹ This rubric includes the NCTE standards and assessment criteria from the website on assessment.

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	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
--	---------------------------------	--	--	-----

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	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
3.2.3	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
3.2.4	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

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3.2.5	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;	2.5
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3.3 Candidates demonstrate their knowledge of reading processes. AS A RESULT CANDIDATES:

3.3.1	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;	3
3.3.2	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,	3
			sociocultural backgrounds, interests, capabilities, and understandings to make meaning of texts;	

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

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NCTE Standard	NOT ACCEPTABLE	ACCEPTABLE	TARGET	
3.4.1	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;	3
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;	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;	2.25

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	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;	3
3.5.2	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;	3

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3.5.3	Numerous works specifically written for older children and younger adults;	Numerous works specifically written for older children and younger adults;	Numerous works specifically written for older children and younger adults;	3
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NCTE STANDARDS	NOT ACCEPTABLE	ACCEPTABLE	TARGET	
3.5.4	A range of works of literary theory and criticism;	A range of works of literary theory and criticism;	A range of works of literary theory and criticism;	3

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	Exhibit a lack of understanding of the influence of media on culture and on people's actions and communication;	Understand how media can influence construction of a text's meaning, and know how media can enhance composing processes;	Understand media's influence on culture and people's actions and communication and reflecting that knowledge in own work as a resource for teaching;	2.75
3.6.3	Demonstrate limited knowledge of how to incorporate technology and print/non-print media into work;	Demonstrate knowledge of how to incorporate technology and print-non-print media into own work;	Demonstrate knowledge of how to respond to film, video, graphic, photographic, audio, and multimedia texts and how to incorporate into own work;	2.75
3.7	Demonstrate limited knowledge of how to relate language theory to teaching and learning	Demonstrate knowledge of the connections between theory and acquiring language and teaching and learning	Demonstrate knowledge of articulating the connections between acquiring language skills and teaching and learning and what it means for the classroom	3

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 Coop²	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	

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3.2	Candidates demonstrate knowledge of the practices of oral, visual, and written literacy.	3	1	3	1	3.75
		2		2		
		1		1		
3.3	Candidates demonstrate their knowledge of reading processes.	4	3	4	3	3.75
		3	1	3	1	
		2		2		
		1		1		
3.6	Candidates demonstrate knowledge of different composing processes.	4	3	4	3	3.75
		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	3	4	3	3.75
		3		3		
		2	1	2	1	
		1		1		
4.6	Candidates engage students in critical analysis of different media and communications technology.	4	2	4	3	3.625
		3	2	3	1	
		2		2		
		1		1		
4.7	Candidates engage students in learning experiences that consistently emphasize varied uses and purposes of language in communication.	4	3	4	4	3.875
		3	1	3		
		2		2		
		1		1		
		4	3	4	3	

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4.8	Candidates engage students in making meaning of text through personal response	3	1	3	1	3.75
		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	3	4	3	3.75
		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	3	4	3	3.75
		3	1	3	1	
		2		2		
		1		1		

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 Standards³

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.

³This assessment is adapted from one created at University of Southern Mississippi .

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4.7	Candidates engage students in learning experiences that consistently emphasize varied uses and purposes of language in communication.
4.8	Candidates engage students in making meaning of text through personal response.
4.9	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.
4.10	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 _____

Overall result:	Pass	Fail	
Verbal fluency:	Exemplary	Satisfactory	Unsatisfactory
British literature knowledge:	Exemplary	Satisfactory	Unsatisfactory
American literature knowledge:	Exemplary	Satisfactory	Unsatisfactory
Terminology knowledge:	Exemplary	Satisfactory	Unsatisfactory
Pedagogical knowledge:	Exemplary	Satisfactory	Unsatisfactory

Comments: _____

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

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(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

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(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.

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- 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.

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.

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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	Fall 2005-2011
181	200	179	200	207	184	216	+35
	+10.4%	-10.5%	+11.7%	-3.5%	-11.1%	+18.0	+19.3%

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	Fall 2005-2011
165	155	165	174	180	160	170	+5
	-6%	+6.4%	+5.4%	+3.4%	-11.1%	+6.2%	+3%

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	+70
	+183.3%	-60%	+64.7%	-5.3%	+5.6%	+78.5%	+233.3

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	2005-2011
7	8	6	2	5	11	11	+4
	+14.2%	+25%	-66.6%	+150%	+120%	+0%	+57.1

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.)

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- 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."

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Credit Hour Production							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
COM							
AY 2014	36	0	594	0	477	0	1,107
AY 2013	60	0	420	0	450	0	930
AY 2012	39	0	510	0	498	0	1,047
AY 2011	63	0	480	0	504	0	1,047
AY 2010	45	0	540	0	495	0	1,080
ENG							
AY 2014	375	0	3201	57	3097	96	6,826
AY 2013	428	18	3098	42	2,920	60	6,566
AY 2012	426	30	3,243	65	3,025	60	6,849
AY 2011	422	72	3407	60	2,999	108	7,068
AY 2010	416	84	3,740	91	3,331	92	7,754
FRE							
AY 2014	0	0	114	9	102	9	234
AY 2013	0	0	141	3	114	0	258
AY 2012	0	0	168	0	114	0	282
AY 2011	0	0	138	0	135	0	273
AY 2010	0	0	120	0	108	0	228
GER							
AY 2014	0	0	0	0	0	0	0
AY 2013	0	0	0	0	0	0	0
AY 2012	0	0	0	0	0	0	0
AY 2011	0	0	6	0	6	0	12
AY 2010	0	0	54	0	24	0	78
GLS							
AY 2014	0	0	0	33	0	0	33
AY 2013	0	0	0	33	0	0	33
AY 2012	0	0	0	0	0	0	0
AY 2011	0	0	0	0	0	0	0
AY 2010	0	0	0	0	0	0	0
GST							
AY 2014	0	0	276	0	44	1	321
AY 2013	0	0	331	0	33	0	364
AY 2012	0	0	319	0	0	0	319
AY 2011	0	0	300	0	0	0	300
AY 2010	0	0	260	45	2	0	307
JOU							
AY 2014	0	0	118	0	152	1	271
AY 2013	0	0	112	0	109	0	221
AY 2012	0	0	150	0	137	0	287
AY 2011	0	0	121	0	163	0	284
AY 2010	0	0	110	0	143	0	253

	Enrollment by Major					
	Summer		Fall		Spring	
	UG	GR	UG	GR	UG	GR
Communication Studies & Theatre Arts						
AY 2014	2	0	15	0	12	0
AY 2013	6	0	14	0	12	0
AY 2012	2	0	10	0	11	0
AY 2011	3	0	11	0	11	0
AY 2010	1	0	5	0	6	0
English						
AY 2014	5	0	24	0	24	0
AY 2013	5	0	27	0	26	0
AY 2012	8	0	27	0	25	0
AY 2011	6	0	30	0	26	0
AY 2010	8	0	30	0	36	0
English Education						
AY 2014	3	0	14	0	11	0
AY 2013	4	0	21	0	13	0
AY 2012	3	0	22	0	23	0
AY 2011	7	0	21	0	21	0
AY 2010	10	0	30	0	25	0
Journalism						
AY 2014	0	0	15	0	16	0
AY 2013	7	0	18	0	19	0
AY 2012	12	0	21	0	19	0
AY 2011	6	0	19	0	20	0
AY 2010	6	0	16	0	15	0
Liberal Studies						
AY 2014	0	6	0	18	0	24
AY 2013	0	0	0	7	0	8
AY 2012	0	0	0	0	0	0
AY 2011	0	0	0	0	0	0
AY 2010	0	0	0	0	0	0
Modern Foreign Languages						
AY 2014	1	0	3	0	5	0
AY 2013	2	0	3	0	3	0
AY 2012	0	0	4	0	3	0
AY 2011	1	0	8	0	3	0
AY 2010	2	0	3	0	5	0
AY Totals						
AY 2014	11	6	71	18	68	24
AY 2013	24	0	83	7	73	8
AY 2012	25	0	84	0	81	0
AY 2011	23	0	89	0	81	0
AY 2010	27	0	84	0	87	0

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PHI							
AY 2014	0	0	219	6	212	15	452
AY 2013	0	0	228	0	249	0	477
AY 2012	0	0	273	0	222	0	495
AY 2011	0	0	228	0	243	0	471
AY 2010	0	0	270	0	288	0	558
SPA							
AY 2014	0	0	180	9	150	6	345
AY 2013	57	0	231	0	180	0	468
AY 2012	78	0	258	0	246	0	582
AY 2011	87	0	318	0	198	0	603
AY 2010	90	0	306	0	154	0	550
THE							
AY 2014	0	0	161	4	83	0	248
AY 2013	0	0	90	0	92	4	186
AY 2012	0	0	100	0	79	0	179
AY 2011	0	0	56	0	15	0	71
AY 2010	0	0	55	0	21	0	76
AY Totals							
AY 2014	411	0	4863	118	4317	128	9837
AY 2013	545	18	4651	78	4147	64	9503
AY 2012	543	30	5021	65	4321	60	10040
AY 2011	572	72	5054	60	4263	108	10129
AY 2010	551	84	5455	136	4566	92	10884

Graduates							
	<i>Comm Stu</i>	<i>English</i>	<i>English Ed</i>	<i>Journalism</i>	<i>Mod Fgn Lang</i>	<i>Liberal Stud</i>	
	<i>BA</i>	<i>BA</i>	<i>BSE</i>	<i>BA</i>	<i>BA</i>	<i>MALS</i>	<i>Total</i>
AY 2014	4	9	3	5	1	1	23
AY 2013	2	9	2	5	1	0	19
AY 2012	1	4	4	9	1	0	19
AY 2011	2	4	5	1	2	0	14
AY 2010	0	12	2	4	3	0	21

Enrollment by Concentration							
	Summer		Fall		Spring		Total
	UG	GR	UG	GR	UG	GR	
English Education							
AY 2014	0	4	0	3	0	4	11
AY 2013	0	9	0	4	0	4	17
AY 2012	0	15	0	16	0	16	47
AY 2011	0	15	0	16	0	16	47
AY 2010	0	9	0	16	0	14	39
Fine Arts Education							
AY 2014	0	1	0	7	0	5	13
AY 2013	0	8	0	6	0	4	18
AY 2012	0	4	0	11	0	12	27
AY 2011	0	4	0	11	0	12	27
AY 2010	0	2	0	8	0	11	21
History Education							
AY 2014	0	0	0	3	0	3	6
AY 2013	0	1	0	2	0	3	6
AY 2012	0	3	0	8	0	6	17
AY 2011	0	3	0	8	0	6	17
AY 2010	0	1	0	8	0	9	18
Social Science Education							
AY 2014	0	5	0	6	0	3	14
AY 2013	0	7	0	6	0	5	18
AY 2012	0	9	0	16	0	12	37
AY 2011	0	9	0	16	0	12	37
AY 2010	0	5	0	13	0	13	31
AY Totals							
AY 2014	0	10	0	19	0	15	44
AY 2013	0	25	0	18	0	16	59
AY 2012	0	31	0	51	0	46	128
AY 2011	0	31	0	51	0	46	128
AY 2010	0	17	0	45	0	47	109

Graduates					
	Eng Ed	Fine Arts	History	Soc Sci	Total
	MED	MED	MED	MED	
AY 2014	0	2	1	3	6
AY 2013	4	5	0	7	16
AY 2012	5	1	2	3	11
AY 2011	2	4	5	3	14
AY 2010	5	1	0	0	6