Unit Missions

🏅ART Mission Statement

Mission statement

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

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

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

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

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

🏅BPS Mission Statement

Mission statement
The Department of Biological Sciences serves as the academic unit at Delta State University that is staffed and funded for the purposes of teaching and advising, conducting scholarly activities, and providing public/professional service work in the natural sciences. The mission of the Department of Biological Sciences is to provide high-quality instruction in the biological sciences, to encourage students to perform to their full potential, and to instill a scientific attitude that will develop scientifically literate, educated professionals. The Department seeks to develop the technical competence and the broad intellectual foundation needed to understand the impact of science and technology on humans and to make informed decisions on social, ethical, and environmental questions. The Department also endeavors to meet the general educational needs of the University; to contribute new knowledge in science and science education; and to serve the needs of educators, other professionals, and communities within the service area. Courses are offered that introduce the general student to the various fields of the biological sciences and that offer subject matter concentrations for students preparing for careers in science. The Department also serves students preparing to teach science at the elementary and secondary levels and students preparing for admission to professional schools in the health related fields.

🏅 CHE Mission Statement

Mission statement

The Department of Chemistry and Physics serves as the academic unit at Delta State University that is staffed and funded for the purposes of teaching and advising, conducting scholarly activities, and providing public/professional service work in the areas of chemistry, physics and astronomy.

🏅 College of Arts and Sciences Mission Statement and Unit Profile

Mission statement

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

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

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

🏅 DMI Mission Statement

Mission statement

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

GISC_Mission

Mission statement
The Center for Interdisciplinary Geospatial Information Technologies is an independent unit of the College of Arts and Sciences. The mission of the Center is to provide geospatial services, accessible education and training, and institutional knowledge for geospatial information technologies to the widest possible audience, and particularly, the mid-Delta region. Inherent in this mission is its performance in such a way that our program demonstrates *global leadership* for geospatial information technologies organized around three core areas: Education and Training, Business and Community Development, and Institutional Knowledge.

GISC_Mission

Mission statement
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IS Mission Statement

Mission statement

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

LL Mission Statement

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 two majors: a BA in English (with an emphasis in literature, creative writing, or philosophy), and a BSE in English. In addition, we are teaching out the final graduates in our journalism, modern foreign languages, and communication studies and theater arts programs, as we have ended those programs due to low enrollments. We also offer minors in English, philosophy, and communication studies and theater arts.

▒MAT Mission Statement

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

▒MUS Mission Statement

Mission statement

▒Music Mission Statement

Mission statement

The Department of Music's mission is to prepare music majors for careers in the field of music by completing requirements for bachelor's degrees in Performance, Music Education, and Liberal Arts. The Department provides supportive instruction to both majors and non-majors in music theory, music history, music education, and performance to cultivate the development of musical skills, knowledge, and appreciation. The Department works to foster an engaging and stimulating environment on campus and in the surrounding community by presenting musical performances that are open to the public, mentoring music students of all ages, and developing partnerships with school music programs and music teachers in the region and state.

▒SHS Mission Statement

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

▒SSH Mission Statement

Mission statement

Mission Statement of the Division of Social Sciences and History

The Division of Social Sciences and History educates undergraduate and graduate students, provides expertise, leadership and energy to Delta State University, and interacts with and encourages the empowerment of the wider Mississippi Delta. Students develop intellectual curiosity, tolerance of and openness to different views and values, cultivate critical thinking and strong written and oral communication skills through seminars, community engagement, lectures and field activities via in-class, on-line, and hybrid instruction formats in the areas of Anthropology, Community Development, Criminal Justice, Geography, History, Paralegal Studies, Political Science, Pre-law, Social Justice and

Criminology, and Sociology. The Division provides excellent advising and professional development programs. Students are exposed to an extraordinary educational experience that raises them to their highest potential as scholars and as effective citizens who help create strong and resilient communities. These endeavors are strengthened by two centers of excellence: the Center for Community and Economic Development and the Madison Center for the Study of Democracy, Human Rights and the Constitution.

🏅SWO Mission Statement

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

Learning Outcomes

BA-ART-EDU 01: LO Teaching Art

Start: 7/1/2014
End: 6/30/2015
Providing Department: Art

Learning Outcome
Each graduate will demonstrate proficiency in studio art.
Each graduate will demonstrate a knowledge and understanding of art history.
Each graduate will demonstrate methods and procedures important for effective art teaching that reflects an understanding of the Mississippi Visual and Performing Arts Frameworks.

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

Results of Evaluation
91% of students earned a grade of "C" or better in art studio and art history classes. 100% of students passed student teaching once admitted. One student did not pass the PLT on the first try. Studio art and art history class scores will be monitored to see if curriculum adjustments need to be made. Students will be advised to take art studio and art history courses that will help prepare them for the Art Content Specialty Area Test of the PRAXIS II. PRAXIS scores will be monitored to see if curriculum adjustments need to be made. Assess writing samples in classes and grades made in English and Math courses to identify students who may have trouble on the PRAXIS I and try to offer help and suggestions.

Use of Evaluation Results
Studio art and art history classes will continue to be monitored and courses will be re-examined if students do not meet the minimum score or the grade of "C". Students were advised to take classes such as ART 492: Art Theory and Aesthetics as one of their art history electives because Aesthetics is one of the strands of the Frameworks and is covered on the PRAXIS II Art Specialty Test. PRAXIS specialty test will continue to be monitored and courses will be re-examined if students do not meet the minimum score.

BA-CSTA-CS 01: Oral Communication Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.)

This degree will be phased out by Spring of 2016.

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

BA-CSTA-CS 02: Writing & Research Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.)

This degree will be phased out by Spring of 2016.

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

BA-CSTA-CS 03: Technology Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.

This degree will be phased out by Spring of 2016.

BA-CSTA-TA 01: Acting Techniques

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.)

This degree will be phased out by Spring of 2016.

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 <u>is</u> 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.

BA-CSTA-TA 02: Writing Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.)

This degree will be phased out by Spring of 2016.

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.

BA-CSTA-TA 03: Use of Technology

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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

This degree will be phased out by Spring of 2016.

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.

BA-ENG 01: Analysis of Literature

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.

BA-ENG 02: Writing

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.

BA-ENG 03: Research and Criticism

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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 assignment.

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.

BA-ENG 04: Theories and Use of Language

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.

BA-FL 01: Comprehensive Language Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.

This degree will be phased out by Spring of 2016.

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.)

BA-FL 02: French or Spanish Literature

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.

This degree will be phased out by Spring of 2016.

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

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

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

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

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

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

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

Data Collection (Evidence)
Faculty administered objective-style Tests to students enrolled in HIS 103 and 104 during the 2014-15 academic year.
Results of tests will be compared to determine students' understanding of major events, themes, and developments.

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

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

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

Term Paper – Students have several smaller assignments included in this paper, which require them to choose and evaluate a topic and source, and to organize their argument logically. Students must choose a primary document from the textbook find a relevant, scholarly, history source, and write a correctly-

formatted term paper, presenting their argument and defending it. Students must analyze the content of their document, its author's bias, and place it in the correct historical setting. They must compare and contrast the content of their documents with scholarly research on the topic and make an assertion about the accuracy of their documents.

Results of Evaluation
See reports provided for individual History courses

Use of Evaluation Results
No data

Related Items
GE 01: Critical and Creative Thinking

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

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

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

Data Collection (Evidence)

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

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

Related Items
GE 01: Critical and Creative Thinking
GE 02: Communication

BA-HIS 03: History Methodology

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

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

Data Collection (Evidence)

Students completed various writing assignments in HIS 400 that were designed to assess their intellectual engagement with historical methods and philosophies.

Results of Evaluation

Students improved considerably from the first exam and writing assignments through the final. At the beginning of the course, students demonstrated very little knowledge of the historical profession and the broader philosophical underpinnings, as well as the practical side, of historical inquiry and interpretation. Much of the early part of the semester involved introduction to broad concepts of historical study and analysis; from there, the course offered specific historiographical debates and schools of thought to enable students to see how historians operate in their thinking and questioning of the past, use of evidence, development of arguments, and writing styles and approaches.
Student grades reflected this progression with grades averaging in the "C" range for early assignments and then improving to "A" and "B" level work by the end of the semester. Students' understanding of how history is subject to interpretation and revision improved considerably although, at times, their responses tended to still reflect a narrative, "facts-only" approach to the study of history.

Use of Evaluation Results

The History Curriculum Committee will discuss ways to incorporate historiography into courses so that students will have more exposure to historiographical concepts before entering HIS 400. This will need to be done in a tactful way that is accessible to students and does not take away entirely from more narrative approaches to topics in upper-level courses.

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

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

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

Data Collection (Evidence)

Students completed various writing assignments in HIS 400 that were designed to assess their intellectual engagement with historical methods and philosophies.

Writing assignments assessed the following in student work: the presence of a clear and precise thesis, a well-constructed essay, sophisticated analysis supported by solid details and understanding of historiography, and flowing, error-free prose.

Results of Evaluation

Student writing improved as the course progressed. Early writing assignments contained errors of spelling and grammar, along with problems of organization and style. Students, due to their lack of familiarity with the broader philosophical approaches to history and historiographical concepts, struggled early in the semester to write in the manner expected of advanced history majors. Students often focused more on topical matters, rather than thinking deeply about historical philosophies and methods.

As the semester progressed, however, students began to think more critically about the specific topics and engage them with a keener eye toward historical investigation, analysis, and interpretation. Some students continued to write in a way that reflected a "facts-only" narrative style, but improvement was considerable by the final assignments of the semester.

Use of Evaluation Results

The History Curriculum Committee will discuss ways to incorporate historiography into courses so that students will have more exposure to writing in a manner that addresses historiography entering HIS 400. This will need to be done in a tactful way that is accessible to students and does not take away entirely from more narrative approaches to topics in upper-level courses.

BA-HIS 05: Research Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

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

Data Collection (Evidence)

Faculty will guide and evaluate student research papers derived from the HIS 498 course.
Research papers will be evaluated using a faculty-approved rubric that emphasizes the presence of a clear and precise thesis, a well-constructed essay, sophisticated analysis supported by solid details, and flowing, error-free prose.
The lead instructor and a designated faculty expert in the student's area of research will evaluate the student's paper.

Results of Evaluation

No students took this course in the 2014-15 academic year. The students who graduated this year were not required to take the course under their older catalog requirements and no one chose to take this course as a History elective. Starting this year, all current junior and senior History majors will be operating under a catalog that requires HIS 498 for completion of the program.

Use of Evaluation Results

There were no evaluation results to use. With the implementation of the new 400-level seminars that emphasize research, future students will enter HIS 498 with more background and experience in conducting historical research.

BA-JOU 01: Applying Journalistic Techniques

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.)

This degree will be phased out by Spring of 2016.

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.

BA-JOU 02: Interviewing Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.)

This degree will be phased out by Spring of 2016.

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.

BA-JOU 03: Writing in "Media Style"

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.)

This degree will be phased out by Spring of 2016.

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.

BA-JOU 04: Technology in Publishing

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.)

This degree will be phased out by Spring of 2016.

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.

BA-JOU 05: Media and the Law

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.)

This degree will be phased out by Spring of 2016.

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.

BA-JOU 06: Professional Applications

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.)

This degree will be phased out by Spring of 2016.

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.

BA-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

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

Data Collection (Evidence)
MUS 253 Aural Skills Assessments

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

Results of Evaluation

MUS 253 Aural Skills Final Assessment

N=1, Scored 84%

MUS 251 Final Exam

N=1, Scored 65% (failed to meet the 70% required grade for competency)

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

The single BA student passed the final exam of one of the two courses that complete the lower level theory sequence.

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

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

Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

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

Data Collection (Evidence)
Research papers MUS 301, 302
• Students submit their papers in steps, including a proposal with annotated bibliography, the paper itself, and a revised paper. By grading electronically, comments are inserted into their papers. A matrix is used showing each student's strengths and areas of needed improvement.

Final Comprehensive Exam MUS 301, 302

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

Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

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

Data Collection (Evidence)
1. Successful completion of 8 hours of applied performance study with a minimum grade of C. Students are not required to pass to the 300 level (upper division) unless they plan to make performance a part of their capstone project.
2. Weekly lessons and end-of-semester examinations are evaluated by music faculty using several criteria and recorded on jury forms. Upper division study is possible if approved at the appropriate semester jury after a minimum of 4 semesters of study (and no earlier than the second semester at DSU for transfer junior students).
3. Semester grades are calculated by combining grades for weekly lessons, solo performances, and jury performance with the average jury grade being worth 25% of the semester grade value.

- 📄Semester Jury Assess Form

Results of Evaluation
300 level barrier - one piano major passed

Use of Evaluation Results
The BA-Music degree underwent a substantial modification in the past year. The Curriculum Committee decided that 8 credits of performance study was sufficient for those students who were not interested in performing as their main focus. A student can opt to take AMU study as electives to prepare for a capstone project that focused on performing.

📝BA-MUS 04: LO Interdisciplinary Synthesis - Sr. Capstone Project
Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

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

Data Collection (Evidence)
Assessment of capstone document/project and public presentation using a standard rubric.

Results of Evaluation
There were no capstone projects completed in AY 2014-2015 as there were no graduates in the BA-Music degree program.

- 📄BA_Music Capstone Rubric

Use of Evaluation Results
There were no results to evaluate in AY 2014-2015 due to no enrollment in MUS 490.

📝BA-PSC 01: Concepts, Theories and Analytic Skills in Diverse Political Issues
Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome
Graduates with a Political Science degree will be able to:
1. Understand and use key terminologies in the Political Science discipline.
2. Discuss and apply major theories, and concepts of Political Science and its subfields.
3. Demonstrate critical thinking in verbal and written communication.
4. Access and use electronic and traditional library resources to research key local, state, national or international policy issues and present results.
5. Analyze and explain political, legal or policy problems and formulate policy alternatives or options.

Data Collection (Evidence)
A variety of measures are used to assess the students. These methods include:

- Pre-test/post-tests
- Assessment of comprehension of analytical reading assignments, including journal articles, political speeches, excerpts from chapters from assign tests and book reviews
- Short critical thinking and writing activities are assign in all courses
- Response papers reflecting lecture content and reading assignments
- Chapter tests are used to assess student study habits and retention
- Problem-solving exercises requiring deductive and inductive reasoning
- Research papers
- Multiple-choice and essay examinations with and at the end of each semester
- In addition to discussing the consequences of a particular policy or issue, students must respond with solutions and discuss the implications of the solutions.

Results of Evaluation

For the purposes of all matrices in Political Science courses, proficiency in learning outcomes is a function of achieving a "C" or better in each course. See the attached composite matrices for evaluation by selected courses. Proficiency varied widely across the following courses: PSC 103: Introduction to Political Science (78%); PSC 201: American National Government (unreported); PSC 302: Politics of Globalization (pre-test 51%; post-test 60%); PSC 360: Comparative Politics (pre-test 40%; post-test 56%); PSC 492: Women, Politics and Policy (unreported); PSC 441: American Constitutional Theory (100%); PSC 492: Vietnam and the American Mind (95%).

Courses with lower proficiency ratings, for example, PSC 103, PSC 302 and PSC 360, are courses requiring greater foundational preparation by the students. PSC 103 is writing-intensive course requiring four semester papers with two drafts and a final examination paper with one draft. The 78% rating in PSC 103 indicates the weakness in student writing skills. Non-majors account for the relatively low scores in PSC 302, 360 and 492.

- [2014-2015 PSC 302-689 Politics of Globalization](#)
- [GE Learning Outcomes-Garry Jennings - PSC 103 Introduction to Political Science](#)
- [Jennings-BA-Assessment-PSC441-PSC492-2014-29-July-Wednesday](#)
- [Leslie Fadiga-Stewart -- PSC 201 2014-2015](#)
- [Matrix for 2014-2015 BA Assessment-PSC 406 State and local Government](#)

Use of Evaluation Results
Although Political Science colleagues use a variety of assessment methods, limitations in achievement tend to be based on several factors. Students seem to perform better on short writing assignments instead of longer essays. Using this method takes the burden of learning down to shorter segments of the course materials. Because Political Science courses are heavily based on theoretical and conceptual grounding, student seem to advance more quickly by establishing facility in smaller portions of the course arguments.

Another limitation in student achievement can be found in developing resources that complement classroom instruction. Instructors find that greater reliance on Internet-based support tends to fulfill students' need for guidance and preparation for in-class work. Consequently, instructors have added Canvas to their courses or intensified their investment in Canvas in order to offer students more study resources.

Lower scores in courses also reflect deficits in writing ability among students, whether they be majors or non-majors. In this sense, PSC 103 strongly suggests that greater attention to basic skills in earlier course can reap greater rewards in upper-level course work. Similarly, and because good writing inevitably

results in part from challenging reading assignments, instructors have increased the number and quality of reading assignments from primary and secondary resources. In effect, reliance solely on the textbook-based classroom does not advance our students beyond the level of basic information that has been summarized in formulaic text.

Finally, the Political Science faculty has made a concerted effort to adopt texts and supplementary readings that challenge students to think critically, address conceptual and theoretical issues, while at the same time, providing a basis on which to develop their writing abilities.

Faculty observe that the next permutation of courses in Political Science will continue to see a combination of strategically targeted assignments, in courses that address conceptual problems with more robust support for independent study and reflection by students. The teaching-learning model in Political Science is effective in getting students to assess, judge and argue. More attention to added support and well-defined assessment methods can only increase the model's effectiveness.

BA-PSC 02: Research Skills Grounded in Political Issues
Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

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

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

Oral internship defenses

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

Completion of analytical writing assignments by:
1. Identifying the central problem in the author's argument;
2. Evaluating the effectiveness of that argument and evidence to support it;
3. Comparing the first argument against a companion of set of companion arguments;
4. Formulating a conclusion about the author's arguments; and,
5. Reporting observations and conclusions in a well-written essay and discussing the conclusions in class.

SSC 470: Methods of Social Research
Students study the logic of scientific research methods and designs in the social sciences. Students learn concepts and problems encountered in social inquiry. For example: components of a theory; types of research designs; types of data; measurement; sampling; hypothesis formation; defining a variable; research ethics, and so on. Students learn how social scientists employ scientific research procedures to collect empirical data and construct theories that explain social reality as accurately as possible. They understand specific elements of research design; for example, the use of empirical evidence based on

systematic observation, operationalization of concepts, and assessing relations between variables, and they demonstrate an understanding of various techniques used in collecting quantitative and qualitative data.

To culminate disciplinary learning and illustrate advanced intellectual and communication skills, students use theoretical perspectives of the social sciences and focus on a pertinent social problem within their discipline in an empirical study. Students are required to demonstrate theoretical knowledge and research and analytic skills necessary to gather, analyze, and interpret data in conducting social research. Students learn firsthand about the problems of society by experimenting with several data collection methods in the field on a small scale. Thus, they engage in an actual social research project and analyze and report from data collected. They present study findings in a hypothetical professional conference environment.

Results of Evaluation
In SSC 470: Methods of Social Research, students complete an actual research project by:
1. Defining a research problem;
2. Developing specific questions;
3. Identifying and applying appropriate research methods; and,
4. Collecting and analyzing empirical data; and reporting results in written and oral formats.

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

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

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

Use of Evaluation Results
In the previous assessment process, instructors agreed to emphasize interactive teaching, increase opportunities for discussion and short in-class presentations, continue to refer students having difficulties to make full use of the DSU Writing Center, expand the range of topics for students with limited analytic background, and re-evaluate text adoptions. Emphasis on writing in courses was also emphasized in online and hybrid courses with Canvas assignments and in-class reaction papers.

PSC 103 offers a picture of how strategies for analytical reading and instruction in writing can be implemented in a course focusing on conceptual and historical approaches to interpretive reading and analytical writing can be pursued.

Readings for this course have been chosen from what otherwise might be called the Great Books Tradition. For example, Homer, Herodotus, Thucydides, and Plato populated the readings for the ancient period. The readings are organized historically, beginning with the Ancients (Book I of *The Iliad*), moving through literature from the Medieval, Renaissance, Early Modern, Colonial, Modern and most recent period. Among other perspectives, the broadest comparison in the course deals with the differences and problems posed by modernity contrasted against all other periods.

The Writing Process. Students submit five short papers during the semester, with a final paper due for the final examination. Papers are submitted to the instructor with the usual assignment, title and date information but with a serial number in place of a name. After all the papers for each assignment have been reviewed, the instructor chooses papers that represent certain virtues or problems in writing. Grades are not disclosed at this stage in order to focus on the work and not the evaluation. This process has become popular with students as it shows how others have or have not addressed the assignment. These anonymized papers provide benchmarks for the entire class, eliminating the limitation of students writing alone and creating a writing community that understands the general state of writing. Anonymizing papers also helps remove the bias of name recognition during the evaluation process. Without personal identification, papers can be displayed to students in class to display methods of evaluation, and ways to improve writing.

Learning through Drafting. For each of these papers, students have the opportunity to re-draft twice. Each re-draft is returned and averaged with the first draft grade, with the assumption that a re-draft grade can be lower than the first grade on the first submission. Because students have already received comments on mechanical problems, mistakes in grammar, problems with idiomatic expression, on the accuracy of their reading and interpretation, as well as a brief discussions of their argument, student-instructor conferences can focus on how students can improve their arguments. The final and sixth essay of the semester is also the final examination. In effect, the writing process used in this course prepares students to producing a synthetic assignment incorporating a range of literature that supports their argument about one of the five core concepts.

Observations. With the obvious exception of highly motivated and bright individuals, students entering this course lack of basic information about the five core concepts in the class, about politics in general, U.S. policies across the globe, especially U.S. military activities, and their own role as citizens. Interestingly enough, this condition does not prevent them from having opinions about these topics. Experience shows that their opinions originate and are conditioned by familial or casual constructions of the world, by ideological orientation, by their sectarian influences, and by their social circles. Given the fact that more than 40% of our student body originates from Mississippi Delta high schools, students are likely to be alienated from quality information on both national and international issues. Survey results have borne out these generalizations semester after semester.

The primary method for assessing student achievement in this course is the student essay. To repeat, the end of this course is to get students to understand the development, of lack thereof, in the five core concepts. The result should be a synoptic understanding over time, not only of these concepts, but of the idea of politics, itself. This appeal to perspective is not just for the material, but also for the process of writing. In the much older versions of this course, papers were marked up with an explanation and a grade, leaving the student without an opportunity to redraft after the first submission. Over time, it has become more and more obvious that the drafting process not only improves students' learning; drafting increases students' critical thinking, creativity and satisfaction with the learning process; and, drafting draws the student further into the process of self-reflection. With these forms of collaboration, students can become more familiar with the process of critical thinking. In this class, students who were not open to the process of writing at the beginning of the semester improved their perspective especially through the conference.

In sum, although requiring student to write four regular semester papers with the opportunity to re-draft twice is labor-intensive, the results of this process appear to advance student understanding of two very important goals. First, and obviously, students learn that writing does not occur once with a product ready to final submission after one attempt. Second, students also learn that the process of re-drafting a paper necessarily involves a re-evaluation, not only of the mechanical skills, but also a reflection on their

own thought process. Moreover, discussions with the instructor in conferences about their paper yield valuable insights, both for the student and the professor.

PSC 103 will benefit from analytical tools offered in PowerPoint form, a more comprehensive overview of the writing process involved in the course, an example of how the fifth and final paper of the course can be a cumulative effort from the semester papers, and the use of video lectures on Canvas.

BFA-ART-CR 02: LO Proficiency in Crafts

Start: 7/1/2014
End: 6/30/2015
Providing Department: Art

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

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

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

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

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

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

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

Ceramic and fiber pieces were submitted to the Annual Student Exhibition and Annual Mississippi Collegiate Competition. A fiber piece won a first place award in the 2015 Student Exhibition and a ceramic piece and furniture design work also won awards.

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

Results of Evaluation
Critique skills and talking about artwork is sometimes challenging, but with practice, the majority of students are able to master this skill.

Use of Evaluation Results

Furniture design has been added to the craft program.

Visiting artists have conducted workshops, critiques, and discussed images of their personal work to provide further exposure to the craft area.

Students in the craft program are evaluated on their studio practice, critiques on their work by faculty and visiting artists' and by the final grade on the Thesis project. The ceramics and fiber program continues to be assessed and improved.

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

Start: 7/1/2014
End: 6/30/2015
Providing Department: Art

Learning Outcome

- Proficiency with the Mac computer platform
- Proficiency with Adobe Illustrator, Adobe Photoshop, and Adobe In Design. Students will also demonstrate basic to intermediate knowledge of web design including CSS, HTML.
- Introductory knowledge of a broad range of graphic design areas including: research, conceptual development, layout design, photo manipulation, identity and promotional design, packaging design, web design, poster design, ad design, corporate design. Depending on the student's elective credit they will be exposed to further courses in illustration, web design, video, motion graphics, and packaging.
- Basic understanding of contemporary design trends, major graphic designers, and historical design movements.
- Ability to verbally evaluate design, formulate opinions, receive criticism, and assess a projects trajectory through critique.
- Successful completion of a 240-hour internship with a department approved agency, design firm, or related industry.
- Presentation of a professional quality portfolio in print, digital, and web.
- Presentation of design statement, cover letter, resume, and other various writing components.
- Formulation of a student directed senior project reflecting proficiency in any of the above areas.

Data Collection (Evidence)

- Verbally evaluate coursework through critiques of projects utilizing both in-progress and final critiques. Students reflect on the critique process and how they engage in that process.

- Written evaluation through the use of project rubrics detailing a student's progress in project-learning goals, project development and research, and critique. A grade of "C" denotes basic understanding.

- Intern evaluation by the supervisor of the approved internship upon completion of the 240-hour course. Ratings are based on performance, adaptability, and other factors.

- One-on-one review of final portfolio in 3 media, and professional writing for job search, in an interview format.

- Student exit interview with professors to evaluate areas of success and areas needing improvement in the graphic design concentration.

Results of Evaluation
Nearly all our students score very high on internship evaluations and receive positive feedback from employers with above average grades. Students produce portfolios and business writing allowing them to obtain jobs in graphic design or related fields.
Evaluations have let us know that we need to focus more on teaching typographic skills. As such course projects in all classes have increased attention to typographic principles.

Use of Evaluation Results
The Graphic Design Curriculum will continue to be assessed and improved with additional classes created to adapt to this ever-changing field. Internship evaluations and exit interviews are crucial components for making changes in the graphic design curriculum. Based on feedback and analysis the following course additions have been made:
- Graphic Design Service Seminar
- Package Design
- Advanced Web Design

Besides adding courses, existing courses are modified to reflect student input, changes in the field, and instructor assessment. Additionally, motion graphics has been re-added to the curriculum to reflect a need in that skill area for our graduates. In order to provide our students with further exposure to the work place, guest designers and artists have conducted critiques, workshops, and exhibited their work in the Wright Art Gallery. Students also visit graphic design agencies and in-house design departments in Memphis, TN to get a firsthand look behind the scenes and talk with industry professionals. "Guest speakers via Skype" chatted with students.

BFA-ART-PA 04: LO Profiency in Painting
Start: 7/1/2014
End: 6/30/2015
Providing Department: Art

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

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

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

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

Data Collection (Evidence)
Data will be collected by the instructor at the time of grading or with the collection of a final portfolio. Each student will be assessed a rating of the following: Successful, needs improvement, unsuccessful, or incomplete/not submitted. Grading will be based on the development of perception, ideas, and technical skills along with the individual's effort and progress that is determined by attendance, commitment to the

work and completion of assignments as scheduled. Presentation and quality of outside assignments and written papers are also factored in.

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

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

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

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

Results of Evaluation
Of the students enrolled in photography and video courses during 2014-15, 96% received a "C" grade or better.

Use of Evaluation Results
Photography students are evaluated on their studio practice, critiques on their work by faculty and visiting artists' and by the final grade on the Thesis project. The photography and video program continues to be assessed and improved. ART 122, Basic Photography has been added to the Art Core courses.

BFA-ART-PH-05: LO Proficiency in Photography
Start: 7/1/2014
End: 6/30/2015
Providing Department: Art

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

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

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

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

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

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

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

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

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

Results of Evaluation
Of the students enrolled in photography and video courses during 2014-15, 98% received a "C" grade or better.

Use of Evaluation Results
In summary Photography students are evaluated on their studio practice, critiques on their work by faculty and visiting artists' and by the final grade on the Thesis project. The photography and video program continues to be assessed and improved.

BFA-ART-SC 06: LO Proficiency in Sculpture
Start: 7/1/2014
End: 6/30/2015
Providing Department: Art

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

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

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

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

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

Graduates will learn how to price and market their work to art galleries or as a entrepreneur.

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

Students enrolled in Sculpture courses learn the following skills:

Critical Thinking: The ability to begin to think critically and to solve problems creatively, and to apply these skills in the creation of one's own work.

Visual Organization: The ability to recognize, understand, and apply fundamental concepts of visual organization in three-dimensional design.

Visual Translation: The ability to translate subjects observed and imagined through drawing, mapping, model making, and other techniques.

Media: Using and understanding the nature of a variety of media and material processes.

Communication: Demonstration of basic design literacy in verbal, visual, and written presentations.

Critical Evaluation: The ability to analyze and evaluate one's own design work and that of others against a range of criteria.

Ethics: Awareness of the artist's potential impact on the individual, society, and environment.

Collaboration: Working with others to conceive, develop, and produce artistic projects.

Data Collection (Evidence)
Grading is based on attention to work and effort in completion of all assignments, the progress and development of idea and skills, and effort to grasp and master all concepts. Students are graded using a rubric designed to explain specific areas of emphasis and learning outcomes for each project. A grade of "C" is considered competent.

Each sculpture student is required to write a two-page research paper on a specific are, artist, or genre of sculpture. Use of the writing resource center in Kethley Hall is required before the papers are turned in for grades.

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

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

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

Results of Evaluation
All students enrolled in a sculpture course received a "C" grade or better.

Sculpture students worked as a team to create a sculptural installation for the Winning the Race Conference held on the campus of DSU.

All sculpture students passed a "Machine Room Safety Quiz" with a minimum grade of an "A".

Students enrolled in Beginning Sculpture were required to mass-produce an object in order to sell it at an art exhibit in downtown Cleveland, MS. Multiple students sold more than one sculpture at the art exhibit.

Eight sculptures and five tables created over the course of the year were selected for the Annual Student Exhibition.

Two sculptures created by Kristin Price were accepted into the Mississippi Collegiate Art Exhibition and one was awarded first place in the category of sculpture.

Students enrolled in the Furniture Design course of the sculpture curriculum created 25 tables over the course of the year. Four of those tables were accepted into the Mississippi Collegiate Art Exhibition in the category of crafts.

Use of Evaluation Results
Two new projects were added this semester: plastoline busts and an abstraction of those busts. Each project contains several small projects intended to build off one another to aid in the creation of the final sculpture. In addition, the second project built directly off the first project through the abstraction of form and meaning through the use of various patterning techniques. Each student learned a great deal from each of these projects and created highly crafted works of art as an outcome. Due to the success of these projects, I plan to reinstitute them next semester and concentrate on creating more realistic deadlines.

Each student was exposed to a variety of modes of art making during the semester, and successfully created three works of art that relate to each other conceptually. This lead to a deeper understanding of not only the process of creation, but also the purpose of creation. While the timing of the projects still needs adjustment, the final outcomes were a huge success.

Over the course of each project, an open and honest conversation about the cost of materials and hours spent working on each project was constant. This allowed students to obtain a realistic idea on how value their time in order to price their work for sale.

The "Machine Room Safety Quiz" was updated and includes the three new pieces of equipment in the machine room. This exam will stay a requirement for all sculpture students. A workshop for non-sculpture students on proper machine usage and safety is being considered.

A student worker was hired to monitor the sculpture lab which resulted in a more efficient work flow for out-of-class work time. The student monitor was able to unlock the clamp room and advise students on the proper use of all machinery. The student worker was also responsible for sharpening chisels, organizing the storage cabinet, and cleaning the classroom which also made working in the studio safe and more convenient.

I increased the students work load and increased the level of difficulty on each project and was pleasantly surprised by the results. Each student was more engaged during class hours and was forced to work outside of class hours in order to finish the project on time. As a result, each student gained a deeper understanding of the processes and created works of sculpture they felt deeply attached to, which lead to a higher level of craft on the finished project.

BM-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

Learning Outcome

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

Data Collection (Evidence)
MUS 251 Music Theory Final Exam
MUS 253 Final Exam
MUS 450 Form and Analysis Final Paper (Grading Form attached)
Major Field Test in Music after completion of MUS 301, 302, 350, and 450
Piano Proficiency MUS 107, 108, 207, 208, 300

- MUS 450 Final Paper Grading Form

Results of Evaluation
MUS 251 Final Exam
N=1 Score 84%

MUS 253 Final Assessment Data
N=2

Range=79% - 88%
Median= 84%

Music 450 Final Analytical Paper (see grading form attached)

Major Field Test
N=2
Range=134-141 (scaled score range of 200)
Median= 138

Piano Proficiency

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

Use of Evaluation Results

MUS 251 - Weekly study sessions outside of class were made available for students to better grasp and practice the theory concepts.

MUS 253 - The instructor provided a significant amount of online practice materials.

MUS 450 - To ensure greater student understanding and success, students are required to practice writing about music through assignments, exams, online discussion boards, and the final analytical paper. The final analytical paper is divided into 5 phases that are due throughout the semester. Peer review is utilized in most of the writing assignments.

MFT - The MFT is challenging for the students because it covers areas that are not necessarily in the student's program of study. The department needs to address these issues to round out the student's general musical knowledge. The department will implement a program of small lectures on these different areas during convocation time beginning in Fall 2015.

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

Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

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

Data Collection (Evidence)
Final Papers in MUS 301, 302

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

Final Comprehensive Exams in MUS 301, 302
Major Field Test

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

Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

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

Data Collection (Evidence)
AMU 300 Junior Recital - graded half recital

AMU 450 Senior Recital - graded full recital

AMU Overall GPA

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

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

Results of Evaluation
AMU 300 - Junior Recital (half recital)
N =3

Voice - A
Euphonium - A
Piano - A

AMU 450 - Senior Recital (full recital)
N=1

Flute - A

300 level - Barrier Exam
2 passed
0 failure

Use of Evaluation Results
The students are being successful and performing at a high level. The faculty are choosing appropriate repertoire and teaching with high expertise.

Faculty panels are grading and evaluating the recital and juries. They provide guidance and feedback on a number of musical and technical skills. However, those evaluations do not necessarily align with the parameters of the semester jury grade sheet. The faculty plans to come up with a more cohesive evaluation process that allows student to see their improvement in certain musical aspects over time.

BM-MUS 04: LO Arrange and create music

Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

Learning Outcome

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

Data Collection (Evidence)

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

BM-MUS 05: LO Conduct musical works

Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

Learning Outcome

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

Data Collection (Evidence)

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

MUS 310 Choral Conducting (vocal BME only)

MUS 311 Instrumental Conducting (instrumental BME only)

BME-MUS 01: LO Music Theory and Musicianship Competency

Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

Learning Outcome

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

Data Collection (Evidence)

MUS 251 Music Theory final exam

MUS 253 Aural Skills Assessment

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

Major Field Test (after completion of MUS 450)

Praxis II Music Content Knowledge

Piano proficiency exams

- 📄MUS 450 Final Project Grading Sheet

BME-MUS 02: LO Western Music history, styles, and musicians
Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

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

Data Collection (Evidence)
Research papers MUS 301, 302

Major comprehensive exams 301, 302,

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

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

BME-MUS 03: LO Musical Performance Skill, Expression, and Repertoire
Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

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

Data Collection (Evidence)

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

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

Results of Evaluation

AMU 450 Senior Recital (half recital)

N=3, Average Grade A-

1 Percussion - A

1 Voice - A-

1 Euphonium - B

300 level barrier exam
12 students passed

Use of Evaluation Results
Students are generally successful in their chosen performance area.

Applied faculty encourage and support student to achieve certain levels of performance skill and expressionents are generally successful in their chosen performance area.

Recital evaluation needs to be more concise and streamlined to reflect AMU and jury evaluations. This will help students and instructors to better track student progress in specific areas of technique and expression.

BME-MUS 04: LO Instructional processes
Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

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

Data Collection (Evidence)

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

BME-MUS 05: LO Arrange and create

Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

Learning Outcome

Arrange and create musical works for a variety of sound sources

Data Collection (Evidence)

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

- MUS 350 Final Project Guide/Grade Sheet

BME-MUS 06: LO Conduct musical works

Start: 7/1/2014
End: 6/30/2015
Providing Department: Music

Learning Outcome

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

Data Collection (Evidence)

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

MUS 310 Choral Conducting (vocal BME only)
MUS 311 Instrumental Conducting (instrumental BME only

BS-BIO 01: Communication Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

Learning Outcome
Develop written communication skills appropriate for the sciences

Data Collection (Evidence)

Background: Students working on the BS in Biology degree at DSU are required to take three 300-level core courses covering the fundamental topics of cell biology, ecology, and genetics. As part of

the final grade, each of these courses requires students to submit written assignments that assess substantive understanding of biological concepts and that are presented in a logical style.

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

Results of Evaluation

1. From BIO 300 - Cell Biology
For fall 2014, 21 of 24 students (96%) received satisfactory scores on the term paper (performed at C or better level). For spring 2015, 27 of 28 (96%) received satisfactory score (attained C or better level) Summer I 2015 scores have not been reported to Chair yet.

2. From BIO 301 - Ecology
For the AY 2014-2015, 94% of the research papers submitted in BIO 301 Ecology received a grade of "C" or higher. The goal of 75% of the students earning a "C" or better on the research reports was achieved for the AY 2014-2015. For Fall 2014, the average score on research reports was 82.67%, and 22 of 24 students (91.67%) performed at "C" or better. For Spring 2015, the average score on research reports was 89.95% and 25 of 26 (96.15%) students performed at "C" or better.

3. From BIO 328 - Genetics
For Fall 2014-15, the average score on lab reports was 89%, and 25 of 27 students (93%) mastered all assigned activities (performed at C or better level). For Spring 2014, the average score on lab reports was 86%, and 29 of 31 students (94%) mastered all assigned activities (performed at C or better level).

Use of Evaluation Results

1. From BIO 300 - Cell Biology

For fall, 2014 the only student who got a failing grade on the paper did not submit any paper. For spring 2015 one student did not stay on the topic. The paper submitted was irrelevant to the topic chosen. In future students will be reminded of the importance of submitting the term paper on time and the importance of staying on the topic. In future, the paper topics will be included in the syllabus, and students will be required to confirm choices of their topics in good time. Students will be required to follow a timeline in working on their papers and, submit drafts for review and guidance. Students will be required to select and confirm their topics during the first month of the semester so as the have ample time to work with the teacher in order for them to improve the breadth and depth of

the term papers.

2. From BIO 301 - Ecology

The one student who did not reach the "C" grade in Spring 2015 and the two during Fall 2014 failed to turn in reports. The increase in scores is the result of creating "checkpoints" throughout the semester where the students turned in a portion of their report (i.e. Title, Bibliography, Copies of articles used, and a Draft). The component at each "checkpoint" was edited and returned to the student. The end result was a sharp increase in the overall grades for the final reports.

3. From BIO 328 – Genetics
Lab report scores exceeded the goal, however, some students who did not perform at the C level simply did not complete all work. In future semesters, report deadlines will be modified, and additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Lab report directions will be modified to make it clearer to students exactly what a successfully written report should look like.

The data indicate some ability to communicate scientific information. Students would additionally benefit from oral communication experience in the form of scientific presentations. Robust and vigorous curriculum committee meetings are being held to plan for possible changes. A subcommittee has been formed to explore the feasibility of adding a capstone seminar course to the degree requirements.

BS-BIO 02: The Scientific Method
Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

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

Data Collection (Evidence)

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

1. From BIO 300 - Cell Biology
    Students enrolled in this course are required to complete laboratory reports documenting use of the scientific method related to cell-related experiments. 75 percent of students will receive a C grade or better grade averaged over all lab reports.
2. From BIO 301 - Ecology
    Students enrolled in this course must submit weekly lab reports that identify the components of the scientific method as related to ecological exercises. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

3. From BIO 328 - Genetics
   Students enrolled in this course are required to submit specific format laboratory reports written using data collected during the course, and analysis of data, about the outcomes of Drosophila crosses. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

Results of Evaluation

1. From BIO 300 - Cell Biology

For fall 2014, 21 of 24 students (88%) obtained an average score of C or better on lab reports. For spring 2014, 26 of 28 students (93%) obtained an average score of C or better on lab reports. For Summer I, 2015 no scores have been reported to the Chair yet.

2. From BIO 301 - Ecology

For the AY 2014-2015, 90% of the students earned an average score of "C" or better on laboratory reports. The goal of 75% of the students earning a "C" or better on lab reports was achieved for the AY 2014-2015. 21 of 24 students (87.5%) enrolled in the course in Fall 2014, and 24 of 26 (92.31%) in Spring 2015, received an average grade of "C" or higher on the lab reports.

3. From BIO 328 - Genetics

For Fall 2014, the average score on lab reports was 89%, and 25 of 27 students (93%) mastered all assigned activities (performed at C or better level). For Spring 2014, the average score on lab reports was 86%, and 29 of 31 students (94%) mastered all assigned activities (performed at C or better level).

Use of Evaluation Results

1. From BIO 300 - Cell Biology
The few students who failed to attain a C did not read the lab instructions in advance, as required. Often this led to inability to complete the lab exercises on time. The other reason was failure to respond to lab questions or analyze data as required. The importance of reading lab instructions before the labs, data collection, data analysis and response to post-lab questions will be reemphasized.

2. From BIO 301 - Ecology

Some students who did not perform at the C level on lab reports failed to submit all the reports or turned in incomplete reports. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to clarify for students exactly what a successfully written report should look like.

3. From BIO 328 - Genetics

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

4. The curriculum committee has discussed using a common rubric to evaluate scientific research. Such a rubric made be implemented in courses where appropriate in the future to assess investigation skills.

5. Also under consideration is the creation of an additional outcome that would relate to developing skills in the use of technology.

BS-BIO 03: Fundamental Concepts
Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

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

Data Collection (Evidence)

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

1. From BIO 300 - Cell Biology
Students enrolled in this course are required to learn the details of principles relating to the structure and function of cells. 75 percent of students will receive a grade of C or better on the final exam, which comprehensively tests content covered in the course.

2. From BIO 301 - Ecology
Students enrolled in this course are required to learn the details of ecological principles, developing an understanding of the interactions between organisms and their environment. 75 percent of students will receive a grade of 65% or better on the final exam, which comprehensively tests content covered in the course.

3. From BIO 328 - Genetics
Students enrolled in this course are required to learn the details of genetics including classical (Mendelian) genetics, molecular genetics, and population genetics. 75 percent of students will receive a grade of 65% or better on the final exam, which comprehensively tests content covered in the course.

Results of Evaluation
1. From BIO 300 - Cell Biology
For Fall 2014, 18 of 24 students (75%) obtained a score of C or better on the final exam. For Spring 2015, 25 of 28 students (89%) obtained a score of C or better on the final exam. For Summer I 2015 no scores have been reported to Chair yet.

2. From BIO 301 - Ecology

For Fall 2014, the average score on the final exam was 76%, and 19 of 24 students (79.17%) obtained a score of 70% or above. For Spring 2015, the average score on the final exam was 82.64%, and 23 of 26 students (88.46%) obtained a score of 70% or above. The goal of 75% of the students earning a "C" or better on the final exam was achieved for the Fall 2014 and Spring 2015 semesters.

3. From BIO 328 - Genetics

For Fall 2014, the average score on the final exam was 62%, and 11 of 27 students (41%) obtained a score of 65% or above. For Spring 2014, the average score on the final exam was 54%, and 8 of 35 students (23%) obtained a score of 65% or above.

Use of Evaluation Results

1. From BIO 300 - Cell Biology
Some students don't score a C or better because they did not prepare adequately for the final examination. Some did not use the chapter review questions that are always included at the end of every power-point lesson. Some were not able manage their time well during, the final examination and were not able to finish on time. In future semesters students will be impressed upon the importance of using the review questions and proper time management when taking examinations. They will also be requested to constantly, refer to the guidelines on how to succeed in cell biology, has been added on CANVAS as part of the course.

2. From BIO 301 - Ecology

Ecology includes many concepts that draw on a student's critical thinking and problem solving skills. Many of the test items on ecology exams require these skills. Two of the students who did not achieve the desired outcome did not complete the final examination and some left many of the questions blank; an indication of not applying themselves to the task at hand. The course content, delivery methods, level of rigor, and exam difficulty are being evaluated to identify changes that can be made in the course to improve student performance at the end of the semester as indicated by the final exam score. In subsequent semesters, more class time will be devoted to working assigned homework problems, and tutorial sessions will be held for students who need additional help developing these skills. Also, performance on specific categories of test items will be examined to note which concepts students are finding the most difficult. Special attention will be paid to these concepts in future offerings of the course.

3. From BIO 328 - Genetics

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

Although the final exam scores do not currently come close to meeting the goal, it should be noted that that exam is just one component of many which contribute to a student's overall course grade. The percentage of students with overall course grades at or above 65% is significantly higher than that on the final exam alone.

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

BS-BIO 04: Data Assessment

Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

Learning Outcome

Demonstrate the skill to assess and analyze data with objectivity

Data Collection (Evidence)

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

1. From BIO 300 - Cell Biology
Students enrolled in this course are required to complete laboratory reports which include describing how data was collected and how conclusions were drawn from analysis of the data. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

2. From BIO 301 - Ecology
Students enrolled in this course are required to complete laboratory reports which include describing how data was collected and forming conclusions from analysis of the data. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

3. From BIO 328 - Genetics
Students enrolled in this course are required to complete laboratory reports which include describing how data was collected and how conclusions were drawn from analysis of the data. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

Results of Evaluation

1. From BIO 300 - Cell Biology
For fall 2014 18 of 24 students (75%) obtained a score of C or better on the final exam. For spring

2015, 25 of 28 students (89% obtained a score of C or better on the final exam For Summer I, 2015 no scores reported yet.
3. From BIO 328 - Genetics

For Fall 2014, the average score on lab reports was 89%, and 25 of 27 students (93%) mastered all assigned activities (performed at C or better level). For Spring 2014, the average score on lab reports was 86%, and 29 of 31 students (94%) mastered all assigned activities (performed at C or better level).

Use of Evaluation Results

1. From BIO 300 - Cell Biology
Some students who failed to attain a C did not read the lab instruction in advance. Often this led to inability to complete the lab exercise on time. Some student failed to show up during labs that did not have a make-up option due to the types of materials used. Some students did not record or analyze the data as instructed. Some students did not respond to post-lab questions. In future, students will be required to demonstrate in some way that they read the lab instructions before the start of the labs. Students who are unable to attend their assigned labs will be advised to attend the alternate lab. Students will also be advised to revise their data analysis and graphing skills prior to labs that generate data that needs such analysis like tabulation and graphing data.

3. FROM BIO 328 - Genetics

Lab report scores exceeded the goal, however, some students who did not perform at the C level simply did not complete all work. In future semesters, report deadlines will be modified, and additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Lab report directions will be modified to make it clearer to students exactly what a successfully written report should look like. Also under consideration for the next academic year is modifying this outcome or creating an additional outcome that would relate to developing skills in the use of technology.

BS-CHE 01: LO Literature Search

Start: 7/1/2014
End: 6/30/2015
Providing Department: Chemistry

Learning Outcome

Demonstrate the ability to research a topic in a chemistry journal database.

Data Collection (Evidence)

1. The assessment tool is a laboratory assignment in searching an electronic database of journals.
2. The library search is graded as a laboratory assignment.
3. Chemistry faculty believe that any student should achieve a grade of "C" (70% or above) on this assignment to perform well in lab. If at least 70% of the students in the class achieve this, then success is demonstrated.

Results of Evaluation

7 out of 10 students scored above 70% on the lab report. This represents 70% of the class, therefore success is demonstrated.

Use of Evaluation Results

I am continuing to change the assignment by examining questions on the safety exam to determine if the exam covers all areas of chemical lab safety.

Related Items
SP1.Ind07: Resources: access to appropriate library and learning resources

BS-CHE 02: LO Laboratory Report

Start: 7/1/2014
End: 6/30/2015
Providing Department: Chemistry

Learning Outcome

Demonstrate the ability to write a technical laboratory report.

Data Collection (Evidence)

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

Results of Evaluation

10 of 12 students scored above 75% on the lab report portion. This represents 83% of the class, success is demonstrated.

Use of Evaluation Results

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

Related Items

GE 02: Communication

BS-CHE 03: LO Chemical Calculations

Start: 7/1/2014
End: 6/30/2015
Providing Department: Chemistry

Learning Outcome
Demonstrate broad knowledge base through critical thinking in chemical calculations.

Data Collection (Evidence)

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

Results of Evaluation
6 of 12 students scored at or above 70% on Chapter Test 1. This represented 50% of the class, success is demonstrated.

Use of Evaluation Results

Additional homework problems similar to the test problems will be assigned.

We will also try more student work during classtime on the white board using similar calculations.

Pre-test study sessions may be added as needed.

Related Items
GE 03: Quantitative Skills

BS-CHE 04: LO Best Safety Practices

Start: 7/1/2014
End: 6/30/2015
Providing Department: Chemistry

Learning Outcome

Demonstrate best safety practices of experimental techniques.

Data Collection (Evidence)

1. After instruction on a safety unit from the laboratory manual, students were given a quiz.
2. These questions on general safety and safety while performing laboratory techniques were analyzed by grading.
3. If at least 70% of the students score 70% on the quiz, success is demonstrated.

Results of Evaluation
10 students scored 10/10 on the safety quiz and success was demonstrated.

Use of Evaluation Results
The instructor will investigate the use of a safety training video package.

BS-CHE 05: LO Chemistry and Technology
Start: 7/1/2014
End: 6/30/2015
Providing Department: Chemistry

Learning Outcome

Demonstrate competency with computational chemistry software.

Data Collection (Evidence)

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

Results of Evaluation
90.0% of the class scored 70% or higher, which indicates success.

Use of Evaluation Results
Some modifications of the assessment tool are planned. This year, we upgraded the software but use of the computers was limited due to the lab being moved to a temp. lab. This should not be a problem after the renovation is complete.

Related Items
SP3.Ind04: Technology training

BS-CHE 06: LO Chemical Reactivity
Start: 7/1/2014
End: 6/30/2015
Providing Department: Chemistry

Learning Outcome

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

Data Collection (Evidence)

1. The 1994 Organic Chemistry Final Examination is a comprehensive two semester exam produced by the American Chemical Society Examination Institute.
2. It was used as a final exam at the end of the 2nd semester term.
3. If 30% of the students scored at or above the 24th percentile (a percentile within the standard deviation of the national mean) compared to the national norms, success is achieved.

Results of Evaluation

1. 33.3% of students scored at or above the 24th percentile. Success is achieved.
2. Only 19% of the students scored a 35/75 or higher on the final examination.

Use of Evaluation Results

Students will be required to work problems online through a new online homework system WileyPLUS. The publishing company through WileyPLUS provides resources such as homework feedback, videos, and tutorials to help students achieve a better level of success.

Related Items
GE 01: Critical and Creative Thinking

BS-EIS 01: Overview of entertainment industry
Start: 7/1/2014
End: 6/30/2015
Providing Department: Delta Music Institute

Learning Outcome

1. The student will be able to describe the current entertainment industry environment.

GE 2, 3, 4, 7, 9, 10

Data Collection (Evidence)

DMI 101: Entertainment Industry Survey

Pre and post-tests

Live Event Scenario

80% of students will achieve at 75% level or above on post-test

80% of students will achieve success at a 75% level or above on the "Live Event Scenario" assignment

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

80% of students will achieve at 75% level or above on setting and meeting goals and timeline

85% of students will achieve success at a 75% level or above on the final project and portfolio review

Results of Evaluation
DMI 101: Entertainment Industry Survey

Pre and post-tests

Live Event Scenario

20/25 students (80%) achieved at above a 75% level on post-test

19/23 student (83%) of students achieved success at a 75% level or above on the "Live Event Scenario" assignment; 5 students did not turn in the assignment

DMI 441: Senior Project

5/6 students (83%) of students achieved at a 75% level or above on setting and meeting goals and timeline

4/5 students (80%) achieved success at a 75% level or above on the final project and portfolio review; one student is completing the project to remove a grade of IP (in progress).

Use of Evaluation Results
Instructor will consider one or more 'flipped' lessons in the classroom for DMI 101 in order to have students review the material before class and apply the concepts to an actual entertainment industry scenario.

Additional resources for goal-setting and execution will be provided to seniors in preparation for their projects.

Related Items

    GE 02: Communication

    GE 03: Quantitative Skills

    GE 04: Inquiry and Technology

    GE 07: Cultural Awareness

    GE 09: Cross-disciplinary Appreciation

    GE 10: Values

BS-EIS 02: History of Recorded Music

Start: 7/1/2014
End: 6/30/2015
Providing Department: Delta Music Institute

Learning Outcome

1. The student will be able to explain the history of popular recorded music.

GE 2, 3, 6, 7, 8, 10

Data Collection (Evidence)

DMI 302 covers the four eras of recording technology, from 1877 to the present: Acoustic, Electrical, Magnetic, and Digital. Emphasis will be not only on the technology, but on its historical relationship to society of its period.

Each student is required to give a ten to fifteen minute multimedia presentation on a topic of his/her choosing during the semester. The topic must be relevant to recording technology.

Results of Evaluation
Out of 28 students, there were 19 'A' (68%), 6 'B' (21%), 3 'C' (11%).

Use of Evaluation Results

The class will change for the Fall 2015 semester. A blues module will be added, and instructor will assign topics for student presentations instead of allowing them to select their own. There will also be additional required outside material, both written and video.

Related Items

GE 02: Communication

GE 03: Quantitative Skills

GE 06: Social Institutions

GE 07: Cultural Awareness

GE 08: Perspectives

GE 10: Values

BS-EIS 03: Multimedia Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Delta Music Institute

Learning Outcome

1. The student will be able to describe and demonstrate fundamental multimedia skills.

GE 1, 2, 3, 4, 7, 9, 10

Data Collection (Evidence)

DMI 100: Intro to Multimedia - iLife

Pre and post-tests

Individual Projects

Group Projects

DMI 100 is a required course for all students seeking the BSMIS degree. It is an introductory course to computers, digital audio workstations (DAWs) and the music industry. It is the first class that most students take in their college career and is populated mostly by freshmen.

80% of students will achieve at a 75% level on post-test.

80% will achieve success at an 80% level or above on 1 group and 4 individual projects, following supplied rubrics.

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

80% of students will achieve at 75% level or above on setting and meeting goals and timeline

85% of students will achieve success at a 75% level or above on the final project and portfolio review

Results of Evaluation
DMI 100 is a required course for all students seeking the BSMIS degree. It is an introductory course to computers, digital audio workstations (DAWs) and the music industry. It is the first class that most students take in their college career and is populated mostly by freshmen.

80% of students will achieve at a 75% level on post-test.

Follow up for Fall 2013 class: Out of 31 students, 19 received a grade of 'A', 8 received a 'B'. showing a success rate of 87%. All other scores were failures or incompletes.

Follow
up for Fall 2014 class: Out of 29 students, 17 received an 'A', 8 received a 'B', there were 3 'C' students, 1 'F' and 1'W'.

DMI 441: Senior Project

5/6 students (83%) of students achieved at a 75% level or above on setting and meeting goals and timeline

4/5 students (80%) achieved success at a 75% level or above on the final project and portfolio review; one student is completing the project to remove a grade of IP (in progress).

Use of Evaluation Results
DMI 100

For the Fall 2015 semester, the course will change in two ways:

1. *The iLife software has changed again. GarageBand has had a complete overhaul, and iPhoto has changed into "Photo."*
2. *A Blues Studies module will be added, and this class will be a part of DSU's new Blues Studies minor.*

DMI 441
Additional resources on goal-setting and project management will be provided to seniors as they begin their projects.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 03: Quantitative Skills

GE 04: Inquiry and Technology

GE 07: Cultural Awareness

GE 09: Cross-disciplinary Appreciation

GE 10: Values

BS-EIS 04: Comprehensive Entertainment Industry Project
Start: 7/1/2014
End: 6/30/2015
Providing Department: Delta Music Institute

Learning Outcome

1. The student will be able to describe, plan, and execute an comprehensive entertainment industry project.

GE 1, 2, 3, 4, 7, 9, 10

Data Collection (Evidence)

DMI 441: Senior Project

Goal setting exercise

Timeline exercise

Comprehensive project

Portfolio Review

80% of students will achieve at 75% level or above on setting and meeting goals and timeline

85% of students will achieve success at a 75% level or above on the final project and portfolio review

DMI 425/425: Live Event Practicum
Students will plan, develop, and execute a comprehensive live event project.

Results of Evaluation

DMI 441: Senior Project

5/6 students (83%) of students achieved at a 75% level or above on setting and meeting goals and timeline

4/5 students (80%) achieved success at a 75% level or above on the final project and portfolio review; one student is completing the project to remove a grade of IP (in progress).

DMI 425/426: Live Event Practicum

DMI 425-426 is a two-semester class that was taught for the first time in 2014-15 school year. It is taught in alternate years with the Fighting Okra record label practicum. The class had 15 students.

The focus of the class to stage a real-life major event. Students must create an event, plan it, produce it, and pay for it, hopefully via sponsorship money. The event this class held was a gospel music competition in April at the BPAC. The class formed a production company, elected officers for the company, named the event "Delta Got Gospel," and developed a plan.

Each student in the class had specific tasks to perform, as designated by the student officers. Some created rules and regulation, some designed advertising materials and logos, some raised money, some found participants, some handled production, etc. There were many tasks to perform, and the students did their jobs well.

All students were awarded an 'A' for their efforts.

Use of Evaluation Results
DMI 441:Senior Project
Students will be provided with additional resources on goal-setting and project management in preparation for their projects.

DMI 425/426: Live Event Practicum

A practicum class such as this is delicate balancing act. My intention is not to be too "hands on," as I want this to be a student-run production. I want students to run into a wall occasionally, as the major part of the learning experience is how to handle the many problems that will invariably arise.

The complaints from students basically were that the process took too long, something we could address by holding the major event in February and doing a smaller event in the spring, and that everyone didn't have enough to do. In fact, it is difficult to keep 15 students occupied and interested. I will work on solutions to that issue before the next class in 2016-17.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 03: Quantitative Skills

GE 04: Inquiry and Technology

GE 07: Cultural Awareness

GE 09: Cross-disciplinary Appreciation

GE 10: Values

BS-EIS 05: Internship

Start: 7/1/2014
End: 6/30/2015
Providing Department: Delta Music Institute

Learning Outcome

1. The student will be able to complete an internship incorporating entertainment industry knowledge and application of related skills.

GE 1, 2, 3, 4, 7, 9, 10

Data Collection (Evidence)

Students in DMI 442: Internship

Weekly log sheets

Weekly meetings (face to face/virtual)

Interview with internship provider

Post internship review by provider

Results of Evaluation
In AY 14-15, eight students in the DMI program enrolled in DMI 442: Internship. Of the eight, five received excellent reviews from their supervisors, and three are still completing their internships (IP). The reputation of the DMI program is being shaped as a positive one due to the work ethic and professionalism of these interns.

Use of Evaluation Results
As a pattern develops for DMI students to most often seek and complete an internship experience in the summer between their junior and senior years, the course will be listed now in the summer term as well in order to streamline the academic path of students in the program.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 03: Quantitative Skills

GE 04: Inquiry and Technology

GE 07: Cultural Awareness

GE 09: Cross-disciplinary Appreciation

GE 10: Values

BS-EIS-AET 01: Theory and Application of Recording Equipment and Methods
Start: 7/1/2014
End: 6/30/2015
Providing Department: Delta Music Institute

Learning Outcome

1. The student will be able to demonstrate theoretical and applied knowledge of studio recording equipment and recording methods.

GE 1, 2, 3, 4, 7, 9, 10

Data Collection (Evidence)

DMI 311: Recording Studio Theory & Practice II

Demonstration of ICON console use

70% of students will achieve at 80% level or above on demonstrating proper use of ICON console

85% of students will achieve success at a 75% level or above on the final project and portfolio review

DMI 322: Critical Listening

Successfully create a recording displaying critical thinking and critical listening skills based on cumulative knowledge developed throughout the course.

80% of students will display skill mastery of multiple units of outboard gear, including compressors, delay, reverb, spectrum analysis.

80% of students will achieve success at a 75% level or above on the final recording project.

DMI 331: Audio Mixing and Monitoring I

Successfully complete a final mix project displaying critical thinking and critical listening skills based on cumulative knowledge developed throughout the course.

80% of students will display skill mastery of fundamental elements of an audio mix, including balance, EQ, panning, effects.

80% of students will achieve success at a 75% level or above on the final mix project.

Results of Evaluation

DMI 311: Recording Studio Theory & Practice II

Demonstration of ICON console use

70% of students will achieve at 80% level or above on demonstrating proper use of ICON console

85% of students will achieve success at a 75% level or above on the final project and portfolio review

100% of all registered students successfully completed their ICON (studio B) proficiency exam at at 90% or great.

100% of students successfully completed not only their final project but also collaborative songwriting project with a grade level of 90% or above.

DMI 322: Critical Listening

Successfully create a recording displaying critical thinking and critical listening skills based on cumulative knowledge developed throughout the course.

80% of students will display skill mastery of multiple units of outboard gear, including compressors, delay, reverb, spectrum analysis.

80% of students will achieve success at a 75% level or above on the final recording project.

Course goals were modified to accommodate technical and faulty issues surrounding the Neve console in Studio A.

Analog mixdown assignments were modified into small group exercises in which all students participated and demonstrated theoretical understanding of proper signal flow and process with this equipment and 50% of students successfully completed the use of analog devices and the console (based also on the temperamental state of equipment).

Final recording project was modified to a recording analysis project in which 90% of all students achieved a proficiency grade of 90% or higher.

DMI 331: Audio Mixing and Monitoring

Successfully complete a final mix project displaying critical thinking and critical listening skills based on cumulative knowledge developed throughout the course.

80% of students will display skill mastery of fundamental elements of an audio mix, including balance, EQ, panning, effects.

80% of students will achieve success at a 75% level or above on the final mix project.

Students demonstrated their growth, development, and mastery of new subjects and techniques surrounding mix technique, balance, EQ, panning, effects (time and spectral based effects) based on a class average of 85% spanning across all mixing assignments.

90% of all students demonstrated success in completing not only midterm mix projects, but also final mix projects to a 75% level or higher.

Over 60% of students effectively developed ear training and scored 70% or higher on Golden Ears (ear training) exams.

DMI 314: Live Sound Reinforcement

Students in DMI 314 were required to actively participate in 2 outside of class events (events DMI is not responsible for and student is responsible for finding and securing) and 6 DMI Class events in which DMI is responsible for the live sound support. 65% of students will successfully participate and provide live sound for 6 DMI sponsored and 2 outside (student's responsibility) events.

10% Quizzes (Every Lecture)

20% Attendance & Participation (being attentive, classroom discussions)

20% Assignments

25% Intern Hours (Work on a Sound related job approved by instructor)

25% Mid-Term & Final

88% of all students successfully demonstrated understanding in running a live sound reinforcement system by completing and documenting 2 outside of class events.

72% of all students successfully demonstrated understanding in running a live sound reinforcement system by completing and documenting 4 outside of class events.

DMI 211: Recording Studio Theory & Practice I

Students will demonstrate proficiency and understanding in Recording Studio Theory & Technique.

70% of students will achieve at 80% level or above the Studio C proficiency exam.

70%% of students will achieve success at a 75% level or above on the final recording project

60% of students will successfully complete all Golden Ears exercises with a grade of 70% or higher.

75% of students will successfully complete and document the completion of 4 outside of class recording session internship sessions.

75% of students successfully completed their Studio C Proficiency Exam at a level of 80% or greater.

91% of all students successfully completed 75% or higher on their final recording projects

75% of all students successfully completed all Golden Ears exercises with a grade of 70% or higher.

58% of students successfully completed and documented the completion of 4 outside of class recording session internship sessions.

DMI 202: Computer Audio Skills I

Students properly demonstrate skills and efficiency in the various recording and editing techniques in Logic Pro X Digital Audio Workstation.

Students will demonstrate this understanding by 70% of all students successfully completing all labs with a cumulative total of 70% or better on all labs.

Students will complete a midterm and final Logic Pro X project that will require students to use all skills and techniques they learned over the semester. 80% of all students will complete this project with score of 80% or higher that will provide evidence of effectively implementing learned techniques and processes.

66% of all students successfully completed all lab assignments with a cumulative score of 70% or higher.

80% of all students successfully completed the midterm and final projects with a score of 80% or higher.

DMI: 203 Computer Audio Skills II

Students will successfully complete the Avid Pro Tools Certification Training for the User classification. In addition students will have assignments, projects, and labs that will be utilized to reinforce the training they receive in the Avid training materials.

75% of all students will successfully pass the Avid Pro Tools User certification exam (Pro Tools 101 & Pro Tools 110 with a grade of 80% or higher).

Students will complete a midterm and final Pro Tools project that will require students to use all skills and techniques they learned over the semester. 80% of all students will complete this project with score of 80% or higher that will provide evidence of effectively implementing learned techniques and processes.

92% of all students successfully passed the Avid Pro Tools User Certification exam.

92@ of all students successfully completed the midterm and final projects with a score of 80% or higher.

DMI 492: Audio Restoration

Course in which specified student will assist in the archives dept providing audio restoration services in cleaning up, archiving, and distributing selected pieces of work from the archives dept.

Student will provide a detailed manual from their efforts that will be used to aid students who will provide audio restoration and transfer expertise.

Completed manual of detailed instructions in how to properly asses audio, restore (by means of removing hiss, buzz, hums, noise, etc), as well as the process to be followed for properly transferring media (tape) from the source do properly digitizing it for either archiving or further processing.

DMI 431: Mastering for Audio

Students will learn the process for mastering a finished project and prepare it for distribution. Students will demonstrate efficiency and skill in the assigned topics, projects, assignments and tests and quizzes by 80% of all students completing the mastering EP project with a grade of 75% or higher and for 85% of all students to complete the mastering compilation final project (and midterm project) with a cumulative score (instructor and peer graded) of 80% or higher.

100% of all students completed the mastering EP project with a grade of 75% or higher.

100% of all students completed the mastering compilation and final project with a cumulative score of 80% or higher.

Use of Evaluation Results
DMI 311

Based on this information I intend to modify the course goals for the following year to:

70% of students will achieve a 90% or greater in a new Studio B proficiency exam that will demonstrate proficiency in the studio using recording techniques, but also properly operating the Avid S6 Console.

DMI 322

This following year I intend to keep the same goals, with an additional analysis goal of 75% of students to successfully demonstrate and communicate their musical analysis goals based on daily assignments.

Successfully create a recording displaying critical thinking and critical listening skills based on cumulative knowledge developed throughout the course.

80% of students will display skill mastery of multiple units of outboard gear, including compressors, delay, reverb, spectrum analysis.

80% of students will achieve success at a 75% level or above on the final recording project. 75% of student will demonstrate proper analysis technique with an average grade of 75% or greater.

DMI 331
Additional guidance (and outside assignments) during class will be given in future classes to help ensure students are effectively learning and internalizing the proper ear training skills based on the examination results.

DMI 314

In addition to the current goals, a live sound reinforcement proficiency exam will be instituted to provide students to demonstrate skill and understanding not just running a live sound reinforcement systems, but also the installation/implementation, running, and proper striking.

DMI 211

My goals and objectives for this course will stay the same but grade weighting will change to help emphasize the importance of the recording session internship sessions, in addition to providing 3 recording sessions during class for students to act and participate in.

DMI 202

Goals and objectives for this course will stay the same through the next semester.

DMI 203

Goals and objectives for this course will stay the same through the next semester.

DMI 431

Course goals will stay the same for the next year with the addition of a required surround sound mastering project and a golden ears goal of 75% of all students to score 75% or higher on a comprehensive Golden Ears ear training exam. Music mix-peer reviewed projects will be instituted for additional ear training that will require peer critiques relating to only ear training topics.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 03: Quantitative Skills

GE 04: Inquiry and Technology

GE 07: Cultural Awareness

GE 09: Cross-disciplinary Appreciation

GE 10: Values

BS-EIS-AET 02: Theory and Application of Live Sound Reinforcement and Production

Start: 7/1/2014
End: 6/30/2015
Providing Department: Delta Music Institute

Learning Outcome

1. The student will be able to demonstrate theoretical and applied knowledge of live sound reinforcement methods and production.

Gen. Ed. - 1, 2, 3, 4, 7, 9, 10

Data Collection (Evidence)

DMI 214: Live Sound Reinforcement I

Students in DMI 214 were required to actively participate in 1-2 live sound events at which DMI provided live sound tech support. These events included Alumni events, Thacker Mountain Radio

Show, Juke Joint festival, Crosstie Jazz & Arts Festival, multiple Green Room events, and the Italian Festival of Mississippi. This course had the following grading scale:

Live event participation - 50%

Final exam – 30%

Coursework quizzes – 10%

Mixerman quizzes - 10%

DMI 314: Live Sound Reinforcement II

Students in DMI 314 were required to actively participate in 1-2 live sound events at which DMI provided live sound tech support. These events included DSU Pig Pickin', DSU Homecoming, and a Mississippi Delta Holiday (Christmas show at BPAC). This course had the following grading scale:

Live event participation - 50%

Final exam – 30%

Coursework quizzes – 10%

Mixerman quizzes - 10%

Results of Evaluation
DMI 214 was deleted from the curriculum in AY 14-15

DMI 314: Live Sound Reinforcement

88% of all students successfully demonstrated understanding in running a live sound reinforcement system by completing and documenting 2 outside of class events.

72% of all students successfully demonstrated understanding in running a live sound reinforcement system by completing and documenting 4 outside of class events.

Use of Evaluation Results
In addition to the current goals, a live sound reinforcement proficiency exam will be instituted to provide students to demonstrate skill and understanding not just running a live sound reinforcement systems, but also the installation/implementation, running, and proper striking.

Related Items
GE 01: Critical and Creative Thinking

GE 02: Communication

GE 03: Quantitative Skills

GE 04: Inquiry and Technology

GE 07: Cultural Awareness

GE 09: Cross-disciplinary Appreciation

GE 10: Values

BS-EIS-EIE 01: Creation and Production of Original Content

Start: 7/1/2014
End: 6/30/2015
Providing Department: Delta Music Institute

Learning Outcome

1. The student will practice and complete creative entertainment industry projects associated with the creation and production of original content.

GE 1, 2, 3, 4, 9, 10

Data Collection (Evidence)

DMI 210: The Craft of Songwriting

Popular song analysis

Song creation (four songs in different forms)

80% of students will achieve at 75% level or above on song analysis

80% of students will achieve success at a 75% level or each of their original songs

DMI 310: The Business of Songwriting

Song creation with a co-writing partner

80% of students will achieve success at a 75% level or each of their original co-written songs

Completed song demo in partnership with student engineers

80% of students will achieve success at 75% level or above on studio demo of original song

DMI 320: Music Production I

DMI 320 is required for students seeking the BSMIS degree with a music industry entrepreneurship concentration. As a result of the 2011 class evaluations, the course was completely redesigned to include less lecture and more hands-on studio time for the increase in project-based assignments.

Pre and post-tests

80% of students will achieve success at a 75% level on post-test.

Individual Projects

80% will achieve success at an 90% level or above on 3 small individual projects and 1 large final project, following the supplied rubrics.

DMI 435: Sound Design for Film & Digital Media

DMI 435 is required for students seeking the BSMIS degree with a music industry entrepreneurship concentration. This is an upper level course, and as the majority of students lacked foundational knowledge of the subject matter, a pre-test was not administered. DMI 435 is strictly a project-based class – there is no final examination. The students are assigned five small projects throughout the semester and one large final project.

Five small projects

One major project

90% of all students will achieve success at a 90% level or above on all projects.

Results of Evaluation

DMI 210: The Craft of Songwriting

Popular song analysis

76% of students achieved at 75% level or above on song analysis

Song creation (four songs in different forms)

90% of students achieved success at a 75% level or above on each of their original songs

DMI 310: The Business of Songwriting

Song creation with a co-writing partner

75% of students achieved success at a 75% level or above on each of their original co-written songs
Completed song demo in partnership with student engineers

14/16 students (87.5%) of students achieved success at 75% level or above on studio demo of original song

DMI 320: Audio Production

DMI 320 is required for students seeking the BSEIS degree with an entertainment industry entrepreneurship concentration. As a result of the 2011 class evaluations, the course was completely redesigned to include less lecture and more hands-on studio time for the increase in project-based assignments. For the Fall 2014 class, the design was basically the same as in previous years, but emphasis was almost completely on in-class discussions, analysis of professional recordings, and projects.

Followup for 2013: This class only had 7 students enrolled. Six of them received an 'A' – all were high-achieving students who worked very hard on all projects. The seventh, while enrolled for the entire semester, did not attend classes and received a failing grade. I consider this a 100% success rate.

Followup for 2014: The class had 13 enrolled, of which 1 was an audit. Of those receiving grades, 9 were awarded an 'A' and 3 received a 'B'.

DMI 435: Sound Design for Film & Digital Media

DMI 435 is required for students seeking the BSEIS degree with an entertainment industry entrepreneurship concentration. This is an upper level course, and as the majority of students lacked foundational knowledge of the subject matter, a pre-test was not administered. DMI 435 is strictly a project-based class – there is no final examination. The students are assigned five small projects throughout the semester and one large final project.

Followup 2014: This class was again populated by advanced, high-achieving students. Out 9 students enrolled, 6 received an 'A', for a success rate of 67%. The other three all left school for personal issues.

Followup 2015: The Spring 2015 class had 14 students enrolled. The number of projects increased to 8, including 1 very large-scale individual project and the final project. Since it is a required class for the entrepreneurial track of the BSEIS, the level of achievement and effort varied widely. 7 students received an 'A', 4 a 'B', and 3 a 'C'.

Use of Evaluation Results
DMI 210
Additional time will be given to contemporary song analysis in order to broaden student's knowledge of popular music from the 50s to today. As part of the new Blues Studies minor, the blues component of the songwriting class will be expanded to study the song form more in depth along with additional audio examples for review and analysis.

DMI 310
Co-writing assignment will be prepped with a 'demonstration' between instructor and student who has already taken the course in order to familiarize students with the co-writing environment.

DMI 320

No major changes in this course for the Fall 2015 semester.

DMI 435
No major changes in this course for the Fall 2015 semester.

BS-EIS-EIE-02: Music and Entertainment Industry Entrepreneurial Practices

Start: 7/1/2014
End: 6/30/2015
Providing Department: Delta Music Institute

Learning Outcome

1. The student will employ entrepreneurial practices associated with artists and content developed for the music and entertainment industry.

GE 1, 2, 3, 4, 9, 10

Data Collection (Evidence)

DMI 300: Indie Music Entrepreneurship

This course was partially redesigned to incorporated updated industry materials into the content.

Students in this course developed a portfolio of assets associated with entertainment industry publicity, public relations, and marketing. Goals going forward will be for 80% of the students to achieve success on final portfolios at a rate of 75% or above.

DMI 310: The Business of Songwriting

Song creation with a co-writing partner

Completed song demo in partnership with student engineers

Presentation of a copyright infringement case

80% of students will achieve success at a 75% level or each of their original co-written songs

80% of students will achieve success at 75% level or above on studio demo of original song

80% of students will achieve success at 75% level or above on presentation of copyright infringement case

DMI 315: Online Music Marketing

This course was partially redesigned and updated to use the Cyber PR method developed by Ariel Hyatt. Students applied comprehensive theory from the course content to implement social media marketing and a PR campaign for the first "DMI Day" which featured multiple DMI student artists/bands in a live performance event in the Green Room on the DSU campus.

80% of students will achieve success at 75% level or above on comprehensive DMI Day portfolio/campaign.

DMI 320: Music Production I

Pre and post-tests

Individual Projects

Post evaluation

80% of students will achieve success at a 75% level on post-test.

80% will achieve success at a 90% level or above on 3 small individual projects and 1 large final project, following the supplied rubrics.

DMI 320 is required for students seeking the BSEIS degree with an entertainment industry entrepreneurship concentration. As a result of the 2011 class evaluations, the course was completely redesigned to include less lecture and more hands-on studio time for the increase in project-based assignments.

DMI 435: Sound Design for Film & Digital Media

Five small projects

One major project

90% of all students will achieve success at a 90% level or above on all projects.

DMI 435 is required for students seeking the BSEIS degree with an entertainment industry entrepreneurship concentration. This is an upper level course, and as the majority of students lacked foundational knowledge of the subject matter, a pre-test was not administered. DMI 435 is strictly a project-based class – there is no final examination. The students are assigned five small projects throughout the semester and one large final project.

Results of Evaluation

DMI 300: Indie Entertainment Entrepreneurship
This course was not offered in AY 14-15

DMI 310: The Business of Songwriting

Song creation with a co-writing partner

75% of students achieved success at a 75% level or above on each of their original co-written songs
Completed song demo in partnership with student engineers

14/16 students (87.5%) of students achieved success at 75% level or above on studio demo of original song

DMI 315: Entertainment Product Marketing
This course was not offered in AY 14-15

DMI 320: Audio Production

DMI 320 is required for students seeking the BSEIS degree with an entertainment industry entrepreneurship concentration. As a result of the 2011 class evaluations, the course was completely redesigned to include less lecture and more hands-on studio time for the increase in project-based assignments. For the Fall 2014 class, the design was basically the same as in previous years, but emphasis was almost completely on in-class discussions, analysis of professional recordings, and projects.

Followup for 2013: This class only had 7 students enrolled. Six of them received an 'A' – all were high-achieving students who worked very hard on all projects. The seventh, while enrolled for the entire semester, did not attend classes and received a failing grade. I consider this a 100% success rate.

Followup for 2014: The class had 13 enrolled, of which 1 was an audit. Of those receiving grades, 9 were awarded an 'A' and 3 received a 'B'.

DMI 435: Sound Design for Film & Digital Media

DMI 435 is required for students seeking the BSEIS degree with an entertainment industry entrepreneurship concentration. This is an upper level course, and as the majority of students lacked foundational knowledge of the subject matter, a pre-test was not administered. DMI 435 is strictly a project-based class – there is no final examination. The students are assigned five small projects throughout the semester and one large final project.

Followup 2014: This class was again populated by advanced, high-achieving students. Out 9 students enrolled, 6 received an 'A', for a success rate of 67%. The other three all left school for personal issues.

Followup 2015: The Spring 2015 class had 14 students enrolled. The number of projects increased to 8, including 1 very large-scale individual project and the final project. Since it is a required class for the entrepreneurial track of the BSEIS, the level of achievement and effort varied widely. 7 students received an 'A', 4 a 'B', and 3 a 'C'.

Use of Evaluation Results
DMI 300
Class will be revised by new instructor.

DMI 310
Co-writing assignment will be prepped with a 'demonstration' between instructor and student who has already taken the course in order to familiarize students with the co-writing environment.

DMI 315 Class will be revised by new instructor.
DMI 320

No major changes in this course for the Fall 2015 semester.

DMI 435
No major changes in this course for the Fall 2015 semester.

Related Items
GE 01: Critical and Creative Thinking

GE 02: Communication

GE 03: Quantitative Skills

GE 04: Inquiry and Technology

GE 09: Cross-disciplinary Appreciation

GE 10: Values

BS-ENV 01: Written Communication Skills
Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

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

Data Collection (Evidence)

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

From BIO 301 - Ecology
Students enrolled in this course must submit a research paper on an instructor-approved topic in ecology, following the formatting guidelines used by most ecology journals. The outcome is achieved if 75% of the students receive a grade of C or better on the research paper.

Results of Evaluation
From Bio 301 - Ecology

For the AY 2014-2015, 94% of the research papers submitted in BIO 301 Ecology received a grade of "C" or higher. The goal of 75% of the students earning a "C" or better on the research reports was achieved for the AY 2014-2015. For Fall 2014, the average score on research reports was 82.67%, and 22 of 24 students (91.67%) performed at "C" or better. For Spring 2015, the average score on research reports was 89.95% and 25 of 26 (96.15%) students performed at "C" or better.

Use of Evaluation Results

From BIO 301 - Ecology

The one student who did not reach the "C" grade in Spring 2015 and the two during Fall 2014 failed to turn in reports. The increase in scores is the result of creating "checkpoints" throughout the semester where the students turned in a portion of their report (i.e. Title, Bibliography, Copies of articles used, and a Draft). The component at each "checkpoint" was edited and returned to the student. The end result was a sharp increase in the overall grades for the final reports.

BS-ENV 02: The Scientific Method
Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

Learning Outcome
Students will conduct biological investigations using the scientific method.

Data Collection (Evidence)

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

From BIO 301 - Ecology
Students enrolled in this course must submit weekly lab reports that identify the components of the scientific method as related to ecological exercises. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

Results of Evaluation

From BIO 301 - Ecology

For the AY 2014-2015, 90% of the students earned an average score of "C" or better on laboratory reports. The goal of 75% of the students earning a "C" or better on lab reports was achieved for the AY 2014-2015. 21 of 24 students (87.5%) enrolled in the course in Fall 2014, and 24 of 26 (92.31%) in Spring 2015, received an average grade of "C" or higher on the lab reports.

Use of Evaluation Results

From BIO 301 - Ecology

Some students who did not perform at the C level on lab reports failed to submit all the reports or turned in incomplete reports. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. Additional suggestions will be given in the lab report directions to clarify for students exactly what a successfully written report should look like.

BS-ENV 03: Fundamental Concepts
Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

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

Data Collection (Evidence)

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

From BIO 301 - Ecology
Students enrolled in this course are required to learn the details of ecological principles, developing an understanding of the interactions between organisms and their environment. 75 percent of students

will receive a grade of 70% or better on the final exam, which comprehensively tests content covered in the course.

Results of Evaluation
From BIO 301 - Ecology
For Fall 2014, the average score on the final exam was 76%, and 19 of 24 students (79.17%) obtained a score of 70% or above. For Spring 2015, the average score on the final exam was 82.64%, and 23 of 26 students (88.46%) obtained a score of 70% or above. The goal of 75% of the students earning a "C" or better on the final exam was achieved for the Fall 2014 and Spring 2015 semesters.

Use of Evaluation Results
From BIO 301 - Ecology
Ecology includes many concepts that draw on a student's critical thinking and problem solving skills. Many of the test items on ecology exams require these skills. Two of the students who did not achieve the desired outcome did not complete the final examination and some left many of the questions blank; an indication of not applying themselves to the task at hand. The course content, delivery methods, level of rigor, and exam difficulty are being evaluated to identify changes that can be made in the course to improve student performance at the end of the semester as indicated by the final exam score. In subsequent semesters, more class time will be devoted to working assigned homework problems, and tutorial sessions will be held for students who need additional help developing these skills. Also, performance on specific categories of test items will be examined to note which concepts students are finding the most difficult. Special attention will be paid to these concepts in future offerings of the course.

BS-ENV 04: Data Analysis
Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

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

Data Collection (Evidence)

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

From BIO 301 - Ecology
Students enrolled in this course are required to complete laboratory reports which include describing how data was collected and forming conclusions from analysis of the data. 75 percent of students will receive a C grade or better grade averaged over all lab reports.

Results of Evaluation
From BIO 301-Ecology
For Fall 2014, the average score on lab reports was 74.00%, and 20 of 24 students (83.00%)

performed at C or better. For Spring 2015, the average score on lab reports was 75.17%, and 24 of 26 students (92.31%) performed at C or better.

Use of Evaluation Results
From BIO 301-Ecology

Lab report scores for the Fall 2014and spring 2015 semesters met the goal of 75% receiving a C or higher. Some students who did not perform at the C level on lab reports failed to submit all the reports or turned in incomplete reports. Additional reminders will be given that the reports are coming due so that students might get them finished in time and not run out of time to prepare them properly. The increase in scores is due to spending more time explaining how to develop the lab reports and reminders of when the reports are due.

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

BS-IS 01: LO Mastery of Concepts
Start: 7/1/2014
End: 6/30/2015
Providing Department: Interdisciplinary Studies

Learning Outcome
Apply interdisciplinary concepts, methods, and practice.

Data Collection (Evidence)

* F13 and S14 Intellectual Autobiography (BIS 300): 80% of students will achieve A on the essay (scored by common rubric)

* F13 Steps 1-4 (Research Question, Justification of Interdisciplinary Approach, Identifying Relevant Disciplines and Literature Search) of Allen F. Repko's Interdisciplinary Research Process (BIS 310): 80% of students will achieve A on each of the steps (scored by common rubric)
*S15 Steps 1-4 (Research Question, Justification of Interdisciplinary Approach, Identifying Relevant Disciplines and Literature Search) of Allen F. Repko's Interdisciplinary Research Process (BIS 310): 80% of students will achieve A on each of the steps (scored by common rubric); Steps 1-3 were included in one assignment rather than two in previous semesters

Results of Evaluation

*F14 and S15 Intellectual Autobiography (BIS 300):
F14 80% of students achieved A on the essay (scored by common rubric)
S15 60% of students achieved A on the essay (scored by common rubric)

*F14 and S15 Identifying a Research Problem or Question; Justification of Interdisciplinary Approach; and Literature Search (BIS 310):

F14 55% of students achieved A on Identifying a Research Problem or Question (scored by a common rubric)

F14 55% of students achieved A on Justification of Interdisciplinary Approach (scored by a common rubric)

F14 45% of students achieved A on the Literature Search (scored by a common rubric)

S15 50% of students achieved A on Identifying a Research Problem or Question and the Justification of Interdisciplinary Approach (scored by a common rubric) and on Justification of Interdisciplinary Approach (scored by a common rubric)

S15 75% of students achieved A on the Literature Search (scored by a common rubric)

Use of Evaluation Results
N/A

BS-IS 02: LO Application of Research

Start: 7/1/2014
End: 6/30/2015
Providing Department: Interdisciplinary Studies

Learning Outcome

Apply quantitative and qualitative research methods.

Data Collection (Evidence)

1. Tools:

   * Capstone Proposal (BIS 400)

2. Data Collection:

   * F13 Capstone Proposal (BIS 400): 80% of students will achieve A on the proposal (scored by common rubric)

   * S14 Capstone Proposal (BIS 400): Steps 5- 8 (Develop adequacy in each relevant discipline, analyze the problem and evaluate each insight or theory, identify conflicts between insights or theories and their sources, create common ground between concepts and theories) of Allen F. Repko's Interdisciplinary Research Process; 80% of students will achieve A on the proposal (scored by common rubric)

Results of Evaluation

* F14 Capstone Proposal (BIS 400): 11% of students achieved A on the proposal (scored by common rubric)

* S15 Capstone Proposal (BIS 400): Steps 5- 8 (Develop adequacy in each relevant discipline, analyze the problem and evaluate each insight or theory, identify conflicts between insights or theories and their sources, create common ground between concepts and theories) of Allen F. Repko's Interdisciplinary Research Process; 17% of students achieved A on the proposal (scored by common rubric)

Use of Evaluation Results
N/A

BS-IS 03: LO Interdisciplinary Acumen

Start: 7/1/2014
End: 6/30/2015
Providing Department: Interdisciplinary Studies

Learning Outcome

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

Data Collection (Evidence)

1. Tools:

    *Capstone Project (BIS 410)

2. Data Collection:

    * F14 Capstone Project (BIS 410): 80% of students will achieve A on the project (scored by common rubric)

    * S15 Capstone Project (BIS 410): 80% of students will achieve A on the project (scored by common rubric)

- F13 BIS 410 Rubrics
    - Final Version of Portfolio Rubric
    - Presentation Rubric
- S14 BIS 410 Rubrics
    - Final Version of Portfolio Rubric
    - Presentation Rubric

Results of Evaluation

* F14 Capstone Project (BIS 410): 70% of students achieved A on the project (scored by common rubric)

* S15 Capstone Project (BIS 410): 75% of students achieved A on the project (scored by common rubric)

Use of Evaluation Results
None

BS-MAT 01: LO Proficiency in College Algebra
Start: 7/1/2014
End: 6/30/2015
Providing Department: Mathematics

Learning Outcome
Demonstrate proficiency in basic knowledge of College Algebra topics.

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

Results of Evaluation

An analysis of the fall 2014 semester examination, given by objective, is shown in the following table. The objective number corresponds to the published objectives for College Algebra (MAT 104). The final examination questions were matched to these thirteen objectives. The number of students that demonstrated mastery of each objective was computed. (The list of the course objectives is included in the appendix.)

Objective Number	Mastery Percentage 2013	Mastery Percentage 2014	Number of exam questions for that objective
1	51	61	9
2	62	71	3
3	59	65	3
4	62	67	4
5	62	68	3
6	61	70	3

7	31	34	3
8	48	55	4
9	56	59	4
10	56	58	4
11	25	39	3
12	52	58	4
13	26	40	2

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Use of Evaluation Results

Based on the analysis from the 2008 – 2009 academic year, the final exam in the fall 2009 was completely reworked in terms of the number of questions, the number of questions which address each objective, and the directions for each question. Only minor changes were made for the fall 2014 exam. Each objective in this year's exam was tested with at least three questions with the exception of Objective 13. This objective incorporates a very particular type of problem and is a minor portion of the course as a whole. The directions and types of problems included in the exam came directly from the homework problem sets; this method of choosing exam questions was used so that the students would have problems to work which were identical to those which they had been used to seeing in their preparations for tests. In the spring semester 2013, the administration of the final exam on the computer was piloted. This was tried since all of the unit tests are given in this way. Most of the final examinations were taken in the computer lab in the fall semester 2014 (a few students requested a paper test).

When compared with the mastery level listed in the 2013 – 2014 report, the students appear to have done better on all of the thirteen objectives. The department made a concerted effort to increase the students' performance on each unit test during the semester. This was done by offering blocks of time on two days each week when students were encouraged to come to the computer labs for tutoring. Points were added to unit tests as incentive for coming to the tutoring labs on a weekly basis. Some students were faithful to come each week, but there were some students who came sporadically or not at all. In spite of offering points as an incentive, the labs saw a decline in attendance as the semester progressed – especially in the later half of the term.

For the 2015 – 2016 school year, the department is hoping to be back in Walters Hall where there will be a computer lab solely for use of the Mathematics Department. The faculty anticipate requiring all students to spend time in the computer lab weekly. All sections of MAT 104 have retained much of the redesign proposed by this department to IHL and the National Center for Academic Transformation (NCAT). The students had some lecture time in which the course content was presented. The textbook and accompanying software package (Hawkes Learning System) were used by the students. All homework, quizzes, and unit tests were completed using the computer software. Before a student could take a unit test, the student had to complete a practice test covering the same topics and make the minimum required score. This was done to ensure that the students had prepared for the unit tests. The faculty noticed an improvement in the unit test scores for students who had prepared for the tests in this way. The faculty are continuing to explore means of improvement of student performance in the coming academic year.

Related Items

GE 01: Critical and Creative Thinking

GE 03: Quantitative Skills

BS-MAT 02: LO Understanding fundamentals of mathematics

Start: 7/1/2014
End: 6/30/2015
Providing Department: Mathematics

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

Data Collection (Evidence)

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

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

The department requires that each student complete the PRAXIS II mathematics content test (5161).

PRAXIS II Content Areas:

1. Number & Quantity; Algebra; Functions; Calculus

2. Geometry; Probability & Statistics; Discrete Mathematics

Results of Evaluation

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

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

After the completion of the 2013 – 2014 academic, the department ceased using the Major Field Test. The department decided that the content area test in the PRAXIS series was a more suitable measure of content knowledge for all of our majors. This examination is a requirement for teacher licensure in Mississippi, and the required minimum score is 160. This is the required score for all students in the Department of Mathematics. This score is slightly above the national median score of 152. Two BS students took the examination, and neither student passed it on the first attempt. For one student, the scores were 143 and 161. The other student's scores were 153, 156, and 141. (In spite of all coursework being completed, this student was not allowed to graduate in May 2015 because a passing score was not achieved prior to the graduation date.) Both students admitted that they had not prepared sufficiently prior to attempting the examination the first time. Study materials were available for the students to use.

Use of Evaluation Results

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

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

This year is the first year that this examination has been required of all of the students, and the department is trying to determine the best time for students to take the test. The department decided to require the BS students to take the content area test in the Praxis series (Praxis II – 5161) and achieve an acceptable score (160) based on the Mississippi Department of Education requirements for candidates seeking licensure. This is the test which is required for the secondary mathematics teacher education candidates, and this will allow one assessment for both degree programs.

Related Items

SP1.Ind02: National / Standardized Test Scores

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 03: Quantitative Skills

GE 04: Inquiry and Technology

GE 08: Perspectives

BS-MAT 03: LO Communication of mathematical ideas

Start: 7/1/2014
End: 6/30/2015
Providing Department: Mathematics

Learning Outcome
Demonstrate the ability to communicate mathematics.

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

Results of Evaluation
Article summaries were written in six classes during the 2014 – 2015 year (MAT 405, 411, 415, 425, 442, and 443). The committee read a total of twenty-six summaries during the course of the year and graded them according to the rubric. On a scale of 0 to 5, the scores ranged from 1.5 to 4.5. The average was 3.18. Twenty of the students scored 3 or higher on this assignment. The committee noted that the students who have had experience with this type of assignment tended to produce a higher quality paper. The committee also noted that the type of article given to the classes is a major factor in the overall class scores for one of these assignments. (See the appendix for the rubric.)

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

Related Items
GE 01: Critical and Creative Thinking

GE 02: Communication

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

Start: 7/1/2014
End: 6/30/2015

Providing Department: Speech and Hearing Sciences

Learning Outcome

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

Data Collection (Evidence)

Performance competencies scored by faculty members.

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

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

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

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

- Learning Outcome Narrative

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

Language Disorders (BS-SHS 334) competencies were passed at a rate of 74% as scored by faculty assessment team members.

Neurogenic Communication Disorders (BS-SHS 420) competencies were passed at a rate of 100% as scored by faculty assessment team members.

Phonetics (BS-SHS 302) competencies were passed at a rate of 96% as scored by faculty assessment team members.

Use of Evaluation Results
Student performance on departmental course objectives reflect a need to make the following changes:
Continue to utilize video presentation of individuals with communication disorders to focus on assessment and treatment methods.
Faculty will continue to offer students the opportunity to apply theoretical knowledge learned in the class to clinical practicum experiences.

Faculty will also continue to make opportunities available for students to apply information learned in class to clinical scenarios.

BS-SHS 02: LO Understanding Basic Processes of Communication

Start: 7/1/2014
End: 6/30/2015
Providing Department: Speech and Hearing Sciences

Learning Outcome

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

Data Collection (Evidence)

Criterion referenced performance competencies scored by faculty assessment team members.

 Scores on written exams, research projects, and presentations per competency requirements in BS-SHS 300; Introduction to Communication Disorders, BS-SHS 306; Anatomy and Physiology, BS-SHS 332; Disorders of Articulation, BS-SHS 416; Neuroanatomy, and BS-SHS 422; Voice Disorders.

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

- Learning Outcome Narrative

Results of Evaluation
Introduction to Communication Disorders (BS-SHS 300) competencies were passed at a rate 58% as scored by faculty assessment team members.
Anatomy and Physiology (BS-SHS 306) competencies were passed at a rate of 100% as scored by faculty assessment team members.
Articulation Disorders (BS-SHS 332) competencies were passed at a rate of 100% as scored by faculty assessment team members.
Voice Disorders (BS-SHS 422) competencies were passed at a rate of 100% as scored by faculty assessment team members.

Use of Evaluation Results
Student performance on departmental course objectives reflected a need to make the following changes:
In Anatomy and Physiology (BS-SHS 306) in addition to classroom presentations students also utilized discs for independent study. The faculty member also provided lab activities and study sessions to facilitate class discussions and students' understanding of concepts presented.

In Articulation Disorders (BS-SHS 332) case studies were implemented as a class assignment for each student to reinforce the application of acquired assessment principles using standardized assessment protocols.

In Anatomy and Physiology (BS-SHS 306) and Neuroanatomy and Physiology (BS-SHS 416) Blue Tree Publishing software is utilized as a teaching tool to aid in students' understanding of the anatomy and physiology of the brain as it relates to communication.

In Voice Disorders (BS-SHS 422) vocal pathology software has also been utilized to help promote active student participation through auditory, visual, and verbal modalities during class and individual study sessions.

BS-SHS 03: LO Communication Assessment

Start: 7/1/2014
End: 6/30/2015
Providing Department: Speech and Hearing Sciences

Learning Outcome

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

Data Collection (Evidence)

Criterion based competency on communication assessments in BS-SHS 430 scored by faculty team members.

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

Scores on written exams, research papers and presentations per competency requirements in BS-SHS 410, Clinical Orientation and BS-SHS 336, Appraisal and Diagnosis of Communication Disorders.

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

- Learning Outcome Narrative

Results of Evaluation
Communication assessment performance competencies in BS-SHS 430 were completed with 100% as scored by faculty assessment team members.
Communication assessment performance competencies in BS-SHS 410 were completed with 94% as scored by faculty assessment team members.
Portfolios for Appraisal/Diagnosis (BS-SHS 336) were passed at a rate of 100% as scored by faculty assessment eam members.

Portfolios for Clinical Orientation (BS-SHS 410) were passed at a rate of 94% as scored by faculty assessment team members.

Use of Evaluation Results
Student performance on departmental course objectives reflect a need to continue use of:

The Clinical Director will continue to maintain clinical practicum portfolios including summary of observation and practicum hours according to the American Speech-Language Hearing Association Guidelines.

Students will continue to obtain clincial practicum hours through Clinical Procedures (BS-SHS 430); Language Acquisition I (BS-SHS 322) and Language Acquisition II (BS-SHS 323).

Students will also cotinue to acquire observation hours in Introduction to Communication Disorders (BS-SHS 300), Clinical Orientation (BS-SHS 410).

Portfolios will continue to be utilized to assess specific disorder categories for Appraisal and Diagnosis of Communication Disorders (BS-ShS 336).

BS-SHS 04: LO Perform Routine Audiological Assessment
Start: 7/1/2014
End: 6/30/2015
Providing Department: Speech and Hearing Sciences

Learning Outcome

Students should be able to perform routine audiological assessment procedures including hearing screening and air

conduction threshold testing.

Data Collection (Evidence)

Criterion referenced competencies on Hearing Screening and Air/Bone Conduction testing in BS-SHS 414, Audiology and BS-SHS 455, Diagnostic Audiology scored by faculty team members.

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

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

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

- Learning Outcome Narrative

Results of Evaluation
Hearing screening competencies for BS-SHS 414 were passed with a rate of 100% as scored by faculty assessment team members.

Diagnostic audiological competencies for BS-SHS 455 were passed with a rate of 90% as scored by faculty assessment team members.

Use of Evaluation Results
Student performance on departmental course competencies reflect the need to continue current practices with additional opportunities for students to demonstrate competency in the areas of hearing screenings and diagnostic audiological procedures. Students will also continue to provide community education regarding prevention of noise induced hearing loss.

BS-SHS 05: LO Behavioral Objectives
Start: 7/1/2014
End: 6/30/2015
Providing Department: Speech and Hearing Sciences

Learning Outcome

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

Data Collection (Evidence)

Criterion Referenced competencies on writing and executing behavioral objectives in Clinical

Practicum (BS-SHS 430) therapy sessions. See Appendix B

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

Clinical documentation of intervention practicum. See Appendix B

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

BS-SHS 412; Methods in Communication Disorders.

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

- 📄 Learning Outcome Narrative

Results of Evaluation
Behavioral objective competencies in BS-SHS 412 were passed at a rate of 100% as scored by faculty assessment team members.
Lesson Plan portfolios in BS-SHS 430 were passed at a rate of 100% as scored by faculty assessment team members.

Use of Evaluation Results
The clinical supervisor will continue to monitor and record student practicum hous adn ensure students are writing behavioral objectives. We will also continue to teach students to write measurable behavioral objects in BS-SHS 412 and BS-SHS 410.

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

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

(1) Explain various theories of community, community development and economic development

(2) Describe the parameters of sustainability and strategies for implementing sustainable community development

(3) Utilize research skills to gather and analyze data on communities

(4) Categorize various roots of social change (e.g. population, technology, social movements) and evaluate how social change occurs

Data Collection (Evidence)

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

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

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

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

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

Results of Evaluation

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

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

BS-SSC-GEO_01: Key geographic concepts of place, space, region, and landscape
Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome
 A student with a concentration in geography will:

 (1) have the ability to understand and use key geographic concepts such as place, space, region and landscape

(2) Explain the principal physical geographical factors affecting main regions and populations of the world

(3) Design and evaluate geographic research

(4) Apply a geographic perspective to significant social problems and issues

(5) Explain the principal physical geographical factors affecting regions of the world

Data Collection (Evidence)

(1) Writing assignments

(2) Facilitated discussions

(3) SSC 101/499 Pre-test – post-test

(4) Student portfolios

(5) Group projects

Results of Evaluation

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

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

Related Items
GE 01: Critical and Creative Thinking

GE 02: Communication

GE 06: Social Institutions

GE 07: Cultural Awareness

BS-SSC-SOC 01: Concepts and theoretical approaches to understanding society
Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

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

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

Data Collection (Evidence)
Students complete multiple papers as well as online discussions on various substantive topics of interest that demonstrate a critical understanding of the social world.

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

Results of Evaluation

All graduates explored quantitative and qualitative research designs used within the social science discipline.

All graduates learn firsthand about the problems of social research by experimenting with several data collection methods in the field on a small scale. Thus, graduates complete an actual empirical social research project and analyzed and reported findings from data collected. They complete oral presentations of their studies in a pseudo professional setting. All students who successfully completed the research methods course scored As and Bs.

Students engaging the Sociology of Education course completed a final research paper demonstrating understanding of the importance of mastering the major theoretical perspectives as well as the core concepts presented in the course. The average grade for this research paper was 79%. Additionally students demonstrated mastery of the core concepts via their responses on the discussion boards. For instance, students realized in their discussion posts that they need to understand the social organization and power structures of schools as well as the dynamics of race, class, and gender in education in order to be effective teachers and educators in the future.

- Learning Outcomes SOC 456_556 Race, Class and Gender Fall 2014_HL

Use of Evaluation Results

Regarding Sociology of Education, the completion of the required research paper provided students the opportunity to explore their identities, roles and responsibilities in society in order to facilitate professional growth. Additional discussion threads as well as more time on some discussion threads will be implemented in following semesters in order to further develop ideas and concepts. Discussion questions will adopt the format of essential and topical questions in the Fall 2015 semester. Essential questions will be used to enhance students' understanding of the core ideas, principles, and theoretical concepts about the subject matter. Topical questions will be used to help students perceive the subject matter to be directly relevant to their own lives as they relate their personal experiences and encounters to these ideas/principles/concepts.

Related Items

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 06: Social Institutions

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

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

Bachelor of Science in Social Sciences : Sociology Concentration

Learning Outcomes

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

(1) Explain and analyze several theoretical approaches to understanding the social world

(2) Apply a sociological perspective to the relationship between individuals and society

(3) Describe quantitative and qualitative research designs

Data Collection (Evidence)

1) Writing assignments

(2) Facilitated discussions

(3) SSC 101/499 Pre-test – post-test

(4) Student portfolios

(5) Group projects

Completion of an actual social research project by:

1. Defining a research problem

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

Demonstrating an understanding of statistical concepts and methods commonly used in social science research is accomplished primarily through assignments and SPSS labs. In these outlets students practice hand calculating and applying statistical concepts to short research questions on social science topics. They also practice using SPSS to apply the same statistical techniques. Students also complete a pre- and post-test on the first and last days of class respectively.

Assignments are graded by students in class so they can immediately see where correction is needed. The class then engages in a short question/answer period with the

Demonstrating an understanding of statistical concepts and methods commonly used in social science research is accomplished primarily through assignments and SPSS labs. In these outlets students practice hand calculating and applying statistical concepts to short research questions on social science topics. They also practice using SPSS to apply the same statistical techniques. Students also complete a pre- and post-test on the first and last days of class respectively.

Assignments are graded by students in class so they can immediately see where correction is needed. The class then engages in a short question/answer period with the instructor for further clarification or example problems as needed before moving on to the next concept. The instructor then reviews the assignments after class to identify common problems or misunderstandings that may need to be further addressed. A total of 9 assignments were completed this semester.

Students are prepared to complete SPSS labs through in class demonstrations and examples providing step-by-step instruction offered in the text book. SPSS labs are graded by the instructor and feedback given to students. A total of 2 SPSS labs were completed this semester, one of which included data entry of primary data collected by the instructor at a Study Skills workshop.

The pre-test scores are compared with the post-test scores for a general snap shot of student understanding.

Similarly to the information mentioned above, students demonstrate their ability to interpret statistical information on assignments and SPSS labs. All assignments and labs go beyond the requirement to perform specific calculations and also require students to interpret the findings and make application as appropriate.

When assignments are graded by students in class, students are able to assess their interpretations for correctness and ask questions to further clarify as needed. The instructor reviews each graded assignment and provides feedback as needed. The instructor grades the SPSS Labs and provides feedback. Students are exposed to SPSS through labs where they can apply the statistical techniques discussed in class and completed by hand in homework assignments. This is usually the first time

students work with SPSS. The instructor provides examples in class of how to complete analysis in SPSS. The text book also offers step-by-step instructions for how to navigate SPSS.   Assignments are electronically submitted and the instructor grades the SPSS labs and provides detailed feedback to each student using track changes.

Results of Evaluation

Students demonstrated an understanding of statistical concepts and methods.

The pre-test was administered on the first day of class, the average score was 50%. The post-test was administered on the last day of class and the average score increased to 77.3%.

Students improved in their ability to interpret statistical findings. Interpretations differ for each statistical technique, so once one interpretation is learned, it must be retained and a new interpretation learned for the next statistical technique. Upon completion of the course, students have developed a repository of techniques and interpretations. They have also developed the ability to see statistical findings in a variety of formats, interpret their meaning, and make application as appropriate.

SPSS over the semester, and learned increasingly more difficult applications (i.e. from generating frequency tables to conducting hypothesis tests). Some analysis is done only once in each lab while other techniques carry over (for example the creation of frequency tables or measures of central tendency) thus allowing students additional practice. The ease in which commands are given in SPSS (point and click) make future use more likely and simplified.

- Learning Outcomes SSC 469 - Quantitative Methods for Social Sciences – Spring 2015
- Learning Outcomes SSC 469_Spring 2015_LGP

Use of Evaluation Results
None at this time.

Related Items
GE 03: Quantitative Skills

BS-SSC-SSC_01: Concepts and theories relating to a range of social scientific and institutional issues
Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

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

(1) Interpret a wide range of social issues

(2) Apply social theory to political issues

(3) Explain environmental concerns

(4) Describe issues pertaining to the criminal justice system

(5) Interpret social issues from a spatial perspective

(6) Explain economic development concepts

Data Collection (Evidence)

(1) Writing assignments

(2) Facilitated discussions

(3) SSC 101/499 Pre-test and post-test assessment

(4) Student portfolios

(5) Group projects

Results of Evaluation
No data

Use of Evaluation Results
No data

BS-SSC-SSC_02: Quantitative research skills in the context of diverse social, political, and spatial problems
Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

1. Students completing a concentration in the Social Sciences will conduct research that applies theory in explaining a social, economic, political or environmental problem.

2. Students completing a concentration in Social Sciences will understand and apply research methods in evaluating diverse social, political, and spatial problems as part of a team effort.

Data Collection (Evidence)

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

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

Success of seniors' research papers in various regional and local undergraduate paper competitions.

Each student will be required to submit a portfolio that documents his or her academic progress from entry-level to final semester.

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

Each completes an actual social research project by:

Defining a research problem

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

Related Items
GE 03: Quantitative Skills

BSE-ENG 01: LO Literature
Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.

BSE-ENG 02: Writing

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.

BSE-ENG 03: Research

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.

BSE-ENG 04: Language Theory

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.

BSE-ENG 05: Pedagogy

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.

BSE-MAT 01: LO Proficiency in College Algebra

Start: 7/1/2014
End: 6/30/2015
Providing Department: Mathematics

Learning Outcome
Demonstrate proficiency in basic knowledge of College Algebra topics.

Data Collection (Evidence)

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

Results of Evaluation

An analysis of the fall 2014 semester examination, given by objective, is shown in the following table. The objective number corresponds to the published objectives for College Algebra (MAT 104). The final examination questions were matched to these thirteen objectives. The number of students that demonstrated mastery of each objective was computed. (The list of the course objectives is included in the appendix.)

Objective Number	Mastery Percentage 2013	Mastery Percentage 2014	Number of exam questions for that objective
1	51	61	9
2	62	71	3
3	59	65	3
4	62	67	4
5	62	68	3
6	61	70	3
7	31	34	3
8	48	55	4
9	56	59	4
10	56	58	4
11	25	39	3
12	52	58	4
13	26	40	2

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Use of Evaluation Results

Based on the analysis from the 2008 – 2009 academic year, the final exam in the fall 2009 was completely reworked in terms of the number of questions, the number of questions which address each objective, and the directions for each question. Only minor changes were made for the fall 2014 exam. Each objective in this year's exam was tested with at least three questions with the exception of Objective 13. This objective incorporates a very particular type of problem and is a minor portion of the course as a whole. The directions and types of problems included in the exam came directly

from the homework problem sets; this method of choosing exam questions was used so that the students would have problems to work which were identical to those which they had been used to seeing in their preparations for tests. In the spring semester 2013, the administration of the final exam on the computer was piloted. This was tried since all of the unit tests are given in this way. Most of the final examinations were taken in the computer lab in the fall semester 2014 (a few students requested a paper test).

When compared with the mastery level listed in the 2013 – 2014 report, the students appear to have done better on all of the thirteen objectives. The department made a concerted effort to increase the students' performance on each unit test during the semester. This was done by offering blocks of time on two days each week when students were encouraged to come to the computer labs for tutoring. Points were added to unit tests as incentive for coming to the tutoring labs on a weekly basis. Some students were faithful to come each week, but there were some students who came sporadically or not at all. In spite of offering points as an incentive, the labs saw a decline in attendance as the semester progressed – especially in the later half of the term.

For the 2015 – 2016 school year, the department is hoping to be back in Walters Hall where there will be a computer lab solely for use of the Mathematics Department. The faculty anticipate requiring all students to spend time in the computer lab weekly. All sections of MAT 104 have retained much of the redesign proposed by this department to IHL and the National Center for Academic Transformation (NCAT). The students had some lecture time in which the course content was presented. The textbook and accompanying software package (Hawkes Learning System) were used by the students. All homework, quizzes, and unit tests were completed using the computer software. Before a student could take a unit test, the student had to complete a practice test covering the same topics and make the minimum required score. This was done to ensure that the students had prepared for the unit tests. The faculty noticed an improvement in the unit test scores for students who had prepared for the tests in this way. The faculty are continuing to explore means of improvement of student performance in the coming academic year.

Related Items
    GE 01: Critical and Creative Thinking

    GE 03: Quantitative Skills

BSE-MAT 02: LO Understanding fundamentals of mathematics
Start: 7/1/2014
End: 6/30/2015
Providing Department: Mathematics

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

Data Collection (Evidence)

Each student in the BSE program must pass the Praxis Math Content Test.

PRAXIS II Content Areas:

1. Number & Quantity; Algebra; Functions; Calculus

2. Geometry; Probability & Statistics; Discrete Mathematics

The department has stopped using the Major Field Test as a common content assessment for all the majors.

Results of Evaluation

As of the fall semester 2013, the required test for licensure in Mississippi is 5161. The minimum score which must be achieved is 160. This score is slightly above the national median score of 152. Only one student in the program has taken this version of the test at this time. This student passed it on the second attempt. The scores for both attempts were 146 and 160. The student admitted that there was insufficient preparation prior to taking the test the first time.

Use of Evaluation Results

Based on the mathematics content published at the ETS web site in the preparation materials, the content included on the examination is addressed in the courses that are taught to the majors. The department will assist students in reviewing the content courses taken early in their program prior to the taking of the test.

Related Items
SP1.Ind02: National / Standardized Test Scores

GE 01: Critical and Creative Thinking

GE 02: Communication

GE 03: Quantitative Skills

GE 04: Inquiry and Technology

GE 08: Perspectives

BSE-MAT 03: LO Communication of mathematical ideas
Start: 7/1/2014
End: 6/30/2015
Providing Department: Mathematics

Learning Outcome
Demonstrate the ability to communicate mathematics.

Data Collection (Evidence)

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

Results of Evaluation
Article summaries were written in six classes during the 2014 – 2015 year (MAT 405, 411, 415, 425, 442, and 443). The committee read a total of twenty-six summaries during the course of the year and graded them according to the rubric. On a scale of 0 to 5, the scores ranged from 1.5 to 4.5. The average was 3.18. Twenty of the students scored 3 or higher on this assignment. The committee noted that the students who have had experience with this type of assignment tended to produce a higher quality paper. The committee also noted that the type of article given to the classes is a major factor in the overall class scores for one of these assignments. (See the appendix for the rubric.)

- APPENDIX to Annual Report_14-15

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

Related Items
GE 01: Critical and Creative Thinking

GE 02: Communication

BSE-MAT 04: LO Teaching mathematics
Start: 7/1/2014
End: 6/30/2015
Providing Department: Mathematics

Learning Outcome
Performs appropriate mathematics teaching skills.

Data Collection (Evidence)

This year the department continued the use of the Teacher Intern Assessment Instrument, the IHL mandated scoring instrument. TIAI scores by both the supervisor and cooperating teacher were examined. These scores are based on written lesson plans for an entire unit as well as observation of the teaching of actual lessons throughout the spring semester. The possible scores were:

0 - unacceptable

1 - emerging

2 - acceptable

3 – target

When the cooperating and supervising teacher differed in their scores, the candidate was awarded the higher score.

Also considered were the scores in the Teacher Work Sample (TWS). This instrument allows the teacher intern not only to record both his efforts to develop lesson plans that meet the needs of all students, but also to reflect on the impact on student learning and to explore possibilities for future lessons. The possible scores were

1 - indicator not met

2 - indicator partially met

3 - indicator met

Only the supervising teacher scored this rubric.

A Mathematics Specific Addendum was added in the 2011 – 2012 school year in which nineteen indicators, specific to the teaching of mathematics, were used to assess the candidates during the internship.

The possible scores were

1 – unacceptable

2 – acceptable

3 – target

Because of the low number of students who have matriculated through the program since the Addendum was put into place, there is not much data that can be used for comparison purposes.

Results of Evaluation

One intern was evaluated for the 2014-2015 school year during the spring semester. On all five sections of the TIAI [planning and preparation (indicators 1 - 6), assessment (indicators 7 and 8),

instruction (indicators 9 - 19), learning environment (indicators 20 – 24); professional responsibility (indicator 25), and management addendum (indicators 26 – 27)] the intern's scores were 2 (acceptable) and 3 (target). On the eight rubrics of the TWS (contextual factors, learning goals, assessment plan, design for instruction, instructional decision making, analysis of student learning, reflection and self-evaluation, and design for instruction in secondary education), the intern's scores were 2's and 3's. The intern was assessed using the Mathematics Specific Addendum. The intern scored at least 2 (acceptable) on all nineteen of the indicators with a couple of exceptions.

Use of Evaluation Results

For the TIAI:

The department continues to use the IHL mandated Teacher Intern Assessment Instrument to evaluate our teacher interns. The scores on all indicators of the final draft of the TIAI tell us that we are preparing our candidates to be excellent teachers. The fact that none of the scores were unacceptable or emerging indicates that we are preparing the interns to make a difference in their classrooms in all areas measured by the TIAI (see above). Our graduates continue the tradition of meeting the performance goals set for teacher candidates, that is, the scores for the past years on the TIAI are fairly constant. This same data is reported in the SPA report for the university's report to NCATE. The data is monitored on an annual basis, and if there are indicators on which most of our interns score a 2, or acceptable score, the department will need to make changes in its courses to enable the candidates to earn a 3, that is, a target score. The intern did score an unacceptable (0) or emerging (1) on indicators during some of the five observations made by the supervising teacher. These unacceptable scores were generally in areas in which almost all interns struggle, such as differentiating instruction, providing students with cooperative learning opportunities, varying their instructional activities and assessments, incorporating diversity and multiculturalism into the classroom, making consistent contact with parents, and using community resources. The supervising and cooperating teachers worked with the interns to remedy all of these deficiencies.

For the TWS:

Again, the scores indicate that we are preparing our interns to be successful teachers. The intern was able to analyze the students' needs and the environment and use this data to prepare meaningful lessons that integrate content from other areas of mathematics as well as other subject areas. The intern demonstrated "a positive impact on student learning," that is, the differences in the pre- and post-test scores of their students indicated that learning occurred. The candidate was also able to analyze his assessment results to inform future lessons and his own professional development. The indicator that requires the use of research results remains an area that we need to emphasize.

The scores received on the indicators for the Mathematics Specific Addendum indicate that the intern was able to communicate the mathematics content effectively to the students in the classroom. This instrument is still relatively new, and the department does not have much historical data to be used for comparison. Data over the next few years will be important for comparison purposes.

Related Items
    GE 01: Critical and Creative Thinking

GE 02: Communication

GE 04: Inquiry and Technology

GE 07: Cultural Awareness

GE 09: Cross-disciplinary Appreciation

GE 10: Values

BSE–SSC 01: Dispositions -- teaching

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

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

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

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

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

Data Collection (Evidence)

Students pursuing the Bachelor of Science in Education–Social Sciences degree are required to complete a series of assessments, including the Praxis I and II tests, portfolio and teacher work samples, and student teaching internships. Their program of study includes two curriculum courses taught by faculty in the DSSH, CUR 494 Methods of Teaching Social Studies I and CUR 495 Methods of Teaching Social Studies II, as well as CUR 498 Directed Teaching Internship.

Candidates complete a minimum 10 hours of field experiences in which the discovery of tools of inquiry, and meaningful observation and instructional techniques occur.

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

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

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

- 📄BSE SSC learning outcomes

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

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

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

Data Collection (Evidence)

- Diverse internal course assessments: exams, papers, and group discussions

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

BSJC-02: Research Skills in Social Justice and Criminology

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

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

Data Collection (Evidence)

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

BSW I: LO Social Work Values

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Work

Learning Outcome

Students should be able to apply the values of the social work profession with an understanding of and respect for the positive value of diversity, confidentiality, self-determination, and social justice.

Data Collection (Evidence)

1. **The Baccalaureate Foundation Curriculum Assessment Instrument (FCAI)** is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students answer multiple choice questions that pertain to foundation knowledge of social work. The data is collected and mailed to the University of Utah, BEAP office for tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful.

2. **Field evaluations**

Field instructors complete evaluation on students at end of semester. Surveys are tabulated.

Score 9 (Excellent) to 1 (Poor) with the successful threshold of 5 or above being considered competent.

All data is reviewed by faculty in the semester assessment outcomes meeting.

Results of Evaluation
1. Data from FCAI

N=**26**

Self-determination Scale

Mean=**7.72**

Social Justice Scale

Mean=**7.35**

Confidentiality Scale

Mean=**7.61**

2. *Field Evaluation*

N=**26**

Mean=**7.35**

Use of Evaluation Results
Results indicate a need to increase the student's awareness of the social work values. A values awareness assignment will be added to the Social Work Skills Class (SWO 305) and add additional content reinforced in the Field Seminar regarding values in the workplace. Also, faculty field instructors will review these elements at the beginning of the field experience and evaluate at mid semester with the student and the field liaisons.

BSW II: LO Analyze Social Policy
Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Work

Learning Outcome
Students are to be able to analyze social policies and how they impact client systems, workers, and agencies.

Data Collection (Evidence)

1. **The Baccalaureate Foundation Curriculum Assessment Instrument (FCAI)** is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students answer multiple choice questions that pertain to foundation knowledge of social work. The data is collected and mailed to the University of Utah, BEAP office for tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful on the questions related to the policy section of this test.

2. **Field evaluations** completed by field instructors at the end of semester are tabulated. Scale 9 (Excellent) to 1 (Poor). A rating of 5 or above is considered competent.

Results of Evaluation
1. Data from FCAI

N=**26**

Mean=**6.02**

2. Field Evaluation

N=**25**

Mean=**6.52**

Use of Evaluation Results
These numbers remain below the acceptable threshold for policy practice. Assignments were added last year and there was some improvement so the department has chosen to continue with the previous class changes in the hopes of continuing improvement in the policy section. Policy remains one of the most difficult areas of social work practice.

BSW III: Communicate with Integrity and Respect

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Work

Learning Outcome
Students are able to demonstrate communication with integrity and respect for individuals as mandated by the Code of Ethics

Data Collection (Evidence)

1. **The Baccalaureate Foundation Curriculum Assessment Instrument (FCAI)** is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students answer multiple choice questions that pertain to foundation knowledge of social work. The data is collected and mailed to the University of Utah, BEAP office for tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful.

2. **Field evaluations** completed by field instructors at the end of semester are tabulated. Scale 9 (Excellent) to 1 (Poor). A rating of 5 or above is considered competent.

All data is reviewed by faculty in the semester assessment outcomes meeting.

Results of Evaluation
1. Data from FCAI

N=**25**

Mean=**7.54**

2. Field Evaluation

N=**25**

Mean=**7.60**

Use of Evaluation Results
Improvement was seen this year with the change in course content and the addition of content in the practice classes. The department will continue to monitor since this is a crucial part of the social work licensure exam.

BSW IV: Demonstrate Practice Skills without Discrimination

Start: 7/1/2014

End: 6/30/2015
Providing Department: Social Work

Learning Outcome
Demonstrate behavior without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Data Collection (Evidence)

1. **Field evaluations** completed by field instructors at the end of semester are tabulated. Scale 9 (Excellent) to 1 (Poor). A rating of 5 or above is considered competent.

2. **Practice Exercises from each of three methods classes(SWO 320, SWO 421, and SWO 422).**Students must complete these assignments with a "C" to pass the class. A rating of 3.0 is considered competent.

All data is reviewed by faculty in the semester assessment outcomes meeting.

Results of Evaluation
1. Data from FCAI

N=**25**

Mean=**6.85**

2. Practice Exercises

SWO 422- 5 students made a "D" and did not pass the class.

Use of Evaluation Results
Five students did not pass the SWO 422 practice class and were not allowed to progress to field placement. Additional changes were made to the curriculum and further classroom participation with specific examples will be added to the course content. All students passed the Field seminar this year so efforts will continue to reinforce practice behavior as this is a key component of the social work licensure exam.

BSW V: Conduct Interviews with Diverse Client Populations
Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Work

Learning Outcome
Formulate an interview that involves the professional use of self. (This identifies own personal descriptive and behavioral attributes that hinder or promote effective intervention with client system.)

Data Collection (Evidence)

1. **The Baccalaureate Foundation Curriculum Assessment Instrument (FCAI)** is given to students by the faculty while they are in their final class, SWO 481 Integrative Seminar. Students answer multiple choice questions that pertain to foundation knowledge of social work. The data is collected and mailed to the University of Utah, BEAP office for tabulation and analysis. The results are sent back to Delta State University. A scale of 1-10 is used. A rating of 7.0 or above is considered successful.

2. **Field evaluations** completed by field instructors at the end of semester are tabulated. Scale 9 (Excellent) to 1 (Poor). A rating of 5 or above is considered competent.

All data is reviewed by faculty in the semester assessment outcomes meeting.

Results of Evaluation
1. Data from FCAI

N=**25**

Mean=**7.54**

2. Field Evaluation

N=**25**

Mean=**7.62**

Use of Evaluation Results
Additional skill sets were added to all practice classes this year. Students continued to struggle in SWO 422 so the department will continue to monitor this for another year to assess for additional changes as needed.

GEO_303_GE 02: Cultural Awareness
Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

Data Collection (Evidence)

1. Research Paper: For this assessment the following standards set forth by the National Council for Social Studies (NCSS) were used to help students garner a more in depth comprehension of creative and critical thinking. *(1) NCSS standard 1.1 – Culture and Cultural Diversity, (2) NCSS standard 1.8 Science Technology and Society and (3) NCSS standard 1.9 – Global Connections.* The above themes were used to complete a research assignment in which students are required to investigate one advancement in technology or one scientific discovery and explain how it has changed the world by making global connections and bringing different cultures together and answer the question: "How would the world be different without this advancement?" (See Below: NCSS Standards description)

NCSS –Description of Standards

1. **Culture** The study of culture prepares students to answer questions such as:What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of the culture? How does the culture change to accommodate different ideas and beliefs?

What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.

1.8 Science, Technology, and Society. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

1.9 Global Connections. The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities. Students will need to be able to address such international issues as health care, the environment, human rights, economic competition and interdependence, age-old ethnic enmities, and political and military alliances. This theme typically

appears in units or courses dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

2. The data will be collected by evaluating the research papers. Students will submit an original, non-plagiarized paper that will be graded, using a rubric in which 70 percent of the grade was based on content (thesis, analysis, use of sources) and 30 percent was based on writing quality (grammar, organization, and spelling).

3. The data will be collected as a measure of students' ability to exhibit creative and critical thinking abilities. Writing a research paper is an important skill for students at the college-level. By completing the required elements of this paper, the students learn how to present an argument and successfully defend it in a well-written format. This is consistent with college-level writing requirements and with basic competencies in the discipline of Geography

Results of Evaluation

Results for FY_2015 research projects improved slightly from previous years with 85% of students scoring in the target range for *cultural diversity* and 25% scoring in the acceptable range for *cultural diversi*ty. Results for *Global Connections* echoed these results, revealing 85% of students scoring at the target level and 25% scoring at the acceptable level. Results for the Science, Technology and Society objective, revealed 90% of students scored at the target level and 5% scored at the acceptable level. Grammar and spelling yielded results of 95% scoring at the target level. No students scored at the unacceptable level for any learning outcomes.

Overall, 85% scored at target level for creativity and critical thinking, and 15% scored at the acceptable level. No students scored at the unacceptable level for creativity and critical thinking.

Use of Evaluation Results

Based on FY_2015 results, recommendations include:

   a. Rigor will be increased for the critical thinking portion of this assessment
   b. Multiple draft submissions will provide increased opportunity for feedback from the professor, and allow increased opportunity for student teacher collaboration.

There were no curriculum or programmatic changes deemed necessary based on these results. However, research, writing and creative thinking skills will be stressed in the upcoming semesters

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MALS-MALS 01: Concepts, Theories and Analytic Skills in Liberal Arts and Humanities
Start: 7/1/2014

End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

MA-LS students engage in an intense study of the liberal arts and humanities, thus fulfilling the programmatic goal of promoting "the exchange of ideas across various liberal arts disciplines in courses, research, and service."

Data Collection (Evidence)

- Individual student programs of study
- Written assignments and projects from courses, particularly GLS 600
- Comprehensive Exams
- Thesis Projects

Results of Evaluation

Students in the MA-LS program are engaging in an intense, diverse study of the liberal arts and humanities. An examination of programs of study reveals that, for the ten 2014-2015 graduates, each graduate completed an average of 9 hours of coursework outside his or her major discipline. Two graduates completed 15 hours or more in courses outside his or her main discipline. Of the total hours completed by this year's graduates, 93 credit hours came from non-major disciplines, thus indicating that our students are pursuing a varied range of academic and intellectual interests.

The ten graduates completed successfully the GLS 600 course during their program of study. In this course, they engaged in a wide array of readings and papers encompassing various disciplines.

All but two graduates concluded the program with comprehensive exams. One graduate pursued the thesis option in English and completed an extensive creative writing project supervised and evaluated by three faculty in the Division of Languages and Literature. The other wrote a M.A. thesis in History, which was supervised by two faculty in History and one from the Division of Languages and Literature.

The performance on the comprehensive exams reflects success in the goal of learning across multiple disciplines in the liberal arts and humanities. All students who took comprehensive exams passed them, which indicated that they demonstrated mastery of the primary discipline in their track of study. Most of the students, six out of eight to be exact, incorporated another discipline into the exams through essay writing or answering oral questions. In particular, all comprehensive exams required students to address themes and concepts from the GLS 600 (Introduction to Liberal Studies) course, which is the foundation for the program's interdisciplinary approach.

This level of diverse study is reflected in faculty service on comprehensive exam and thesis committees as well. Of the fourteen overall graduates of MA-LS since the spring of 2014, six members of the Division of Social Sciences and History and eight from the Division of Languages and Literature have served on these committees. It is clear that the MA-LS program is adhering to its mission of providing students with a strong multidisciplinary education.

Use of Evaluation Results

Through the program coordinator and the individual track supervisors, the MA-LS coordinator and supervisors will continue advising students to take a wide array of courses and even, if the students desire, "double major" in two tracks. One student is already moving in the direction of completing 18 hours in two disciplines in order to become more marketable for college-level teaching positions.

The Evolving Human Voices graduates have the least diversity in their coursework. Whereas the overall average of non-major track hours per graduate was nine, it was six for the Human Voices graduates. The MA-LS coordinator will work to make sure that these students are taking more coursework outside of their main discipline of English. We will also work together to ensure that the GLS 600 course, comprehensive exams, and thesis projects continue to reflect the interdisciplinary mission of this program.

MALS-MALS 02: Disciplinary and Interdisciplinary Competencies

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

While pursuing a diverse, interdisciplinary program of study, MA-LS graduates will demonstrate a level of mastery in at least one specialized discipline (English, History, Geography, Sociology, Theology, Philosophy)

Data Collection (Evidence)

- Individual student programs of study
- Written assignments and projects from courses
- Comprehensive Exams
  Thesis Projects

Results of Evaluation

Students in the MA-LS program are demonstrating a satisfactory level of mastery in at least one specialized discipline. An examination of programs of study reveals that, for the ten graduates in 2014-2015, all but two completed a minimum of 18 hours in his or her major track of study.

The performance on the comprehensive exams reflects strong work in the various major fields. Each student passed comprehensive exams, which required students to demonstrate mastery of the primary discipline in their track of study. In particular, all comprehensive exams required students to incorporate themes and knowledge from a wide variety of courses in their respective disciplines.

All but two graduates concluded the program with comprehensive exams. One graduate pursued the thesis option in English and completed an extensive creative writing project. The other wrote a M.A. thesis in History. These projects revealed a strong grasp of knowledge, methodologies, and skills in the preferred discipline.

Use of Evaluation Results

The program coordinator, working with track supervisors, will advise all students to complete 18 hours in at least one discipline, regardless of their current professional goals and intentions. If the student eventually wants to teach at the collegiate level, securing the 18 hours now instead of later will be more efficient for them as they head into the academic job market.

MALS-MALS 03: Critical Analysis s kills across a variety of disciplines and within their specialized disciplines.

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome
MA-LS graduates will demonstrate the skills to think critically and write persuasively across a variety of disciplines and within their specialized disciplines.

Data Collection (Evidence)

- Individual programs of study
- Written assignments and projects from courses
- Comprehensive Exams
- Thesis Projects

Results of Evaluation

Student success in a wide variety of courses, thesis projects, and comprehensive exams demonstrate that the 2014-15 MA-LS graduates are strong, critical thinkers and can write persuasively in a variety of disciplines. Success on oral exams reveals that students are able to analyze, synthesize, and communicate effectively at the graduate level. The fact that all students passed their comprehensive exams provides the strongest evidence for student aptitude in critical thinking and writing. Student performance on thesis projects indicates this as well.

Use of Evaluation Results

The program will continue to emphasize the development of critical thinking and writing skills, which rests at the intellectual heart of MA-LS. The coordinating committee will continue to work on developing more interdisciplinary opportunities throughout the program, as well as more interdisciplinary questions on the comprehensive exams.

MALS-MALS 04: Research Skills Grounded in Interdisciplinary Liberal Arts Issues

Start: 7/1/2014

End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome
MA-LS graduates will demonstrate the skills to conduct research and produce quality research papers and projects that engage multiple disciplines.

Data Collection (Evidence)

- Student research projects in GLS 600
- Thesis projects

Results of Evaluation

Student research projects in GLS 600 enable the students to develop a research agenda that will result in a final paper and oral presentations. Students in GLS 600 produce good work, although the quality of in-depth research needs to be improved. Despite the overall strength of GLS 600 projects, too many skim the surface of topics instead of providing the level of depth needed for stronger quality research papers and presentations.

Since the program began, only two students have completed thesis projects. Both thesis-route students finished the program this year. One student completed a creative nonfiction project from the Evolving Human Voices track while the other wrote a thesis in History. Both did outstanding work in their respective thesis projects and conveyed a very good command of their disciplinary methods of research and writing. Thesis committee members pushed the students to think about how other disciplines such as can influence their projects when revising for future publication.

Use of Evaluation Results

The coordinating committee will look to incorporate more faculty engagement in the areas of research and methods into the GLS 600 course. Perhaps pairing each student with a faculty member in his or discipline will provide for greater cultivation of research skills. Individual faculty presentations to the class can also be used to stress research methods as well.

The program leadership will continue to encourage students with a passion for research to develop thesis projects. The committee will also engage in discussion over ways to enhance research opportunities throughout the program and in our individual classes.

MAS-GIT 01: GIT Application and Methodology

Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

Learning Outcome

Students will learn fundamental knowledge and applications of GIT, and needed skills related to communicate spatial information and methodological techniques.

Data Collection (Evidence)

1. From REM 616 - Remote Sensing

All MAS students are required to master the basic principles on which remote sensing is based, and how aerial and satellite remote sensing data (VIS, VNIR, SWIR, Thermal IR, RADAR, LiDAR) are acquired, processed and eventually applied in various fields. All the students are required to receive a B grade or better for this class.

2. From REM 611 - Digital Image Processing

All MAS students are required to master the digital image basics from data format, storage, to image formation, theory and techniques of image interpretation, rectification, restoration, correction, enhancement and classification, applications of feature extraction and change detection for Earth resources management using airborne and satellite images.

Results of Evaluation

1. From REM 616 - Remote Sensing

83% of the students in REM616-Remote Sensing received A, and 27% of the students received B for the AY 2014-15. The average score of the cohort was above B.

2. From GIS610 - Advanced Geographic Information Systems and Sciences

27% of the students in GIS610 - Advanced Geographic Information Systems and Sciences received A, 9% of the students received B, 27% did not complete the class with "I" recorded , and 18% students failed the class for the AY 2014-15. The average score of the cohort was below B.

Use of Evaluation Results

1. From REM 616 - Remote Sensing

Most students had a good understanding of remote sensing theory and applications. A pretest of remote sensing basics was given prior to the class and one-to-one tutoring including tutoring on computer basics was given to some students who had less background. This kind of tutoring is proved to be helpful and beneficial to other classes offered in the program as well.

2. From GIS610 - Advanced Geographic Information Systems and Sciences

There were only 36% students received the passing grade that was required by MAS-GIT program degree requirement. The rest 64% of students failed or could not complete the class. The academic standing of those students is of concern. This class needs to be reviewed in terms of class materials, assignments, schedule etc. to find out the reasons that students could not do well in the class.

MAS-GIT 02: Geospatial Analysis

Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

Learning Outcome

Students will demonstrate foundational skills needed to perform complex geospatial analyses. They will develop a working knowledge of ArcGIS, ENVI, and other contemporary GIT-related tools used in developing and implementing geospatial strategies.

Data Collection (Evidence)

Background: MAS students are required to master GIT techniques and adequate hands-on experience to utilize GIT software and tools. The techniques of preparing datasets, creating maps, and performing spatial analysis should be readily transferable to their future work places.

All students enrolled in REM 611-Digital Image Processing are required to complete 6 computer labs, take a final exam and propose a course project to demonstrate their understanding of principles in image analysis, competency of using ENVI and ArcGIS to analyze image data. They are required to figure out the methods of integrating these two software and other GIS-related tools (Google Earth, USGS Earth Explorer etc.) to produce image products with professional map legends for user reading and submit lab reports with their interpretation to images.

Results of Evaluation

50% of the students in REM 611- Digital Image Processing received A, 40% of the students received B, and 10% of the students received C. The average score was above B. The distribution of grades reflects the levels of learning outcome. 80% of the students received A for the research proposal.

Use of Evaluation Results

REM 611 - Digital Image Processing class uses the step-by-step instructions and screen-shots for students to finish labs. Face-to-face tutorials proved to be very helpful. One student who received C in this class had difficulties with time management (three classes and a job). She also had difficulty with proposal writing. The students who received B also needed extra help in proposal writing. In future teaching, more resources and help in writing will be provided for writing.

MAS-GIT 03: Proposal Development

Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

Learning Outcome

Students will demonstrate ability in developing research proposal and communicating project process in written, oral, and graphic media at a professional level.

Data Collection (Evidence)

Background: MAS students are required to submit lab reports for each computer labs assigned, write research proposals, communicate research ideas with the advisor prior to the formation of proposal and in the course of conducting research.

All students enrolled in REM 611-Digital Image Processing must complete lab reports for documenting the implementation of labs, analysis of results and related discussions. Students will receive B grade or above averaged over all lab reports. They are required to submit a 3-5 page research proposal to clearly demonstrate the design of project and methodology of carrying out research, provide a flowchart of research steps, and write progress reports to the instructor.

Results of Evaluation

50% of students in the REM 611-Digital Image Processing received A averaged over all lab reports. 87% students received A for the research proposal.

Use of Evaluation Results

Students who received B averaged over all lab reports had adequate lab work but did not give sufficient explanation to their results. The students liked to conduct computer labs yet tend to think that their screenshots of the lab can self-explain. In the proposal writing, the similar situations were found. The students could talk very well while could not express clearly in written format. Some guidance on scientific writing was provided to the students. Continuous observation is needed to see whether improvements in writing are noticeable in future.

MAS-GIT 04: Independent Research

Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

Learning Outcome
Students will demonstrate critical thinking and independent research ability. They will be able to propose original research topic, conduct literature review, plan, implement, and execute a comprehensive GIS project.

Data Collection (Evidence)
Background: All students in the MAS program must design, develop and complete a major individual project that solves a real-world problem by applying GIS, remote sensing and GPS knowledge and skills. The project involves experiments and analysis, database and systems design, software development, systems implementation and eventual deployment.

All students enrolled in GIS 690-Capstone Project must write a research proposal to describe their design of project, plan the timeline for conducting the project, and submit weekly progress reports. Upon the completion of project, students are required to submit a final project report.

Results of Evaluation

75% of students in the GIS 690-GIS Capstone has finished the project and submitted the first draft of report in the end July 2014 as required. 25% students are in progress of working on the project and writing.

Use of Evaluation Results

Students who have not finished the GIS690 project did not balance the work and study very well. Also the two month period for finishing a decent project and write up a 60-70 page project paper is tight. The program has made some adjustments in length as a remedy so that students have sufficient time to finish the project and classes.

MAS-GIT 05: Laboratory and Field Experiments
Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

Learning Outcome
Students will learn how to operate cutting-edge geospatial instruments to collect, process and visualize the data. Students will learn the data management skills from laboratory and field experiments, and computer simulation.

Data Collection (Evidence)
Background: MAS students are required to master the techniques in using GIT-related instruments for data acquisition and the subsequent data analysis. They are required to participate or watch the videos of their cohorts conducting field practice. All the students are required to process and analyze collected data.

1. From REM 616 - Remote Sensing

Students enrolled in REM 616-Remote Sensing were arranged to watch the videos of laboratory and field experiments recorded in the last year. They learned techniques of using a modern Garmin 550T Tracking GPS, a hyperspectral field spectrometer, a digital camera with GPS settings, an airborne hyperspectral mission. A computer lab was assigned for analyzing the collected data.

2. From GIS 631-Photogrammetry
Students enrolled in GIS 631-Photogrammetry were given the practice of simulating flight plan and 3-D flight line for data acquisition. They learned the factors to be considered for airborne remote sensing and photogrammetric data collection, and methods of measuring geographic elements from photogrammetric products.

Results of Evaluation
 1. From REM 616 - Remote Sensing
Students demonstrated extremely strong interest in the real-world experiments and field remote

sensing methods. Bonus grades were given to students who would like to have extra experiments at their place.

2. From GIS 631-Photogrammetry
This year a new photogrammetric technology Unmanned Aerial Vehicle was introduced to students. With some local students, the UAV operation and image collections were conducted. The whole process were recorded and shared with remote students. The data and analysis were also posted on the class website so all students could access.

Use of Evaluation Results
Real-world experiments and simulations are of great interest to students. Students are eager to learn advances of new GIT technology and the applications after they learned the fundamentals. Through the OIT Challenge Grant, several research projects have been planned and a geospatial database is being built. The database is a great resource for students in the program.

MED-SEC-ART 07: LO Teaching Art
Start: 7/1/2014
End: 6/30/2015
Providing Department: Art

Learning Outcome

Each graduate in the Master of Secondary Education with an Art Emphasis will demonstrate effective procedures and methods for art instruction.

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

Data Collection (Evidence)
Coursework is being monitored.

Results of Evaluation
Several students in the program have not had an undergraduate art education degree and have taken the required undergraduate courses and internship. Two specific prerequisite undergraduate courses are required: Art 361 Art Content & Technique and CUR 482 Art Education Techniques and Procedures. Classroom Management CUR 611 is also required before internship and is taken as one of the two elective courses. If the semester of internship is split between elementary and high school, this would give certification for kindergarten through12th grade.

Use of Evaluation Results

Students in the Master of Education in Secondary Education Degree program with an Art Education Emphasis will participate in a Graduate Thesis Exhibition evaluated by the art faculty

MED-SEC-ENG 01: Understanding Literature

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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 according to the established reading list, and administrated by three professors on the graduate English faculty.

The goal is to receive an evaluation of "pass" on the exam.

Results of Evaluation
_____ students took the comprehensive examination, with a ___ % pass rate.

Scoring sheets indicate that the students achieved in the average range. . . . blah , blah . . .

Use of Evaluation Results
Based on the evaluation of the ___ students taking the comprehensive exam this past year, graduate faculty are discussing the importance of better preparation of our students, with particular emphasis towards increasing their exposure to a wider range of authors. For example, student number one was not proficient in British literature from the 1800's on to the present.

MED-SEC-ENG 02: Advanced Writing

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.

MED-SEC-ENG 03: Teaching Methods

Start: 7/1/2014
End: 6/30/2015
Providing Department: Languages and Literature

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.

MED-SEC-HIS_01: Advanced concepts, ideas and methods in history

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

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

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

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

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

Data Collection (Evidence)

Written assignments (analytical essays/papers, book reviews)

Class discussions

Comprehensive exams

Thesis projects

Written assignments from courses, particularly HIS 500

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

MED-SEC-SSC_01: Advanced social science concepts and methods

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

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

Data Collection (Evidence)

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

MS-CD_01: Comprehension and application of theories of community and development frameworks

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

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

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

Data Collection (Evidence)

Students writing assignments including essays, course-based projects, several drafts of research papers, and final research papers.

Course-based projects. Students will learn to address a particular community problem and to devise policy recommendations by working on a series of assignments on program evaluation (i.e. identifying the stakeholders / issues / available resources, research design and instruments, information gathering, needs assessment, and analysis and reporting). Students also learned about the

characteristics of an effective measures / indicators and how to distinguish between traditional and sustainability indicators. A separate course shell was created on Canvas (called Program Evaluation) and relevant materials were inserted into different modules to assist students in completing their assignments.

Students learned how to visualize their community through GIS mappings. They learned to use ESRI ArcMap to look at how socioeconomic, demographic, and other types of measures can help business, economic, governmental / political, environmental, educational, and other types of social planning. Specifically, students learned how to use ArcMap to identify locations with pressing needs for sound governmental policies and to figure out the relative strengths of different locales/stores in order to better optimize market segments and identify revenue sources.

Comprehensive exams.

Proficiency is defined as a grade of "B" (a minimum of 80 percent/100 percent)or better in a graduate course.

Results of Evaluation

Over 88 percent of students achieved competency students in understanding competency in theoretical perspectives pertaining to community development in the past academic year.

Students complete Community Development courses which are cross-listed with Sociology or Social Sciences that involve applied research projects and research based on secondary data analysis. Students also learned how visualization tool, such as the ArcMAP, can help them visualize their communities and provide a context and gives meaning to the various community measures and indicators. Students were able to articulate the value of program evaluation, select the appropriate research design and instrumentation approach, gather the necessary data for their chosen design, formulate solutions to resolve data quality issues, and devising proposed policy recommendations.

Students who maintain a B (3.0) average may opt to write a master's thesis to fulfill their graduation requirement. Currently, three students are working on their master's theses and are scheduled to graduate from the program in the forthcoming academic year. The MSCD Coordinator works with the department head and the other MSCD faculty in implementing the thesis requirement to ensure that students are making steady progress towards their thesis completion. Students meet with their Thesis advisor and faculty members from the Emerging Scholars group every other week basis to discuss the progress of their thesis and to present preliminary findings.

Three students took the MSCD comprehensive examination in the 2014-15 academic year. One student (non-thesis) successfully passed the comprehensive examination and graduated from the program in the 2014-15 academic year. One student did not pass the comprehensive examination because a scan from *Turnitin* revealed that a substantial percentage (35-59%) of her written examination were plagiarized from pre-existing sources. Three students are scheduled to take the comprehensive exams in Fall 2015.

Students learned to write professional research papers based on faculty feedbacks which they received at different stages of writing and preparing reports for several courses. Grades as well as regular feedback were used by faculty members to evaluate students' competency and rate of progress.

Students are increasingly exposed to core social science theories, especially those from community and development sociology. Many of the courses were recently revised, some courses have been offered again after a few years off the schedule, and new courses have been developed. Sociology of Community (COD 575) and Community Development (COD 600) are required, and Demography / Human Population Studies (COD/SOC 585), Sustainable Development (COD/SOC 521) and Social Organization and Change (SOC 580) are offered as electives.

Graduates from the Community Development program go on to work in the Mississippi Delta, throughout the state and the region and even nationally in higher education and education management (40 percent), government agencies(17 percent), nonprofit organizations (19 percent), and faith-based groups. Recent graduates are engaged in a wide variety of professional positions, many including professional research. A spring 2012 graduate is currently enrolling in law school. Another recent Fall 2014 graduate, Justin Chandler, has accepted a position as an Institutional Research Analyst at Samford University in Alabama. Another recent graduate, Staresha Hoskins, worked on several community projects funded by the Center for Community and Economic Development (CCED) and is currently the Project Compliance Officer at the Delta Regional Authority. The majority of our graduates are working in community development and project management, holding titles like community development officers, project directors / managers / coordinators, primary service coordinator, and prevention coordinator. There are also those who work as institutional research analysts and those who continue on with their graduate studies in pursuit of doctoral degrees.

One MSCD student worked on several projects, funded by the Center for Community and Economic Development (CCED) and DSSH. Another student who is currently enrolling in the program is working as a Project Coordinator for the MDSC/AmeriCorps / VISTA Program.

Use of Evaluation Results

A concentrated evaluation of comprehensive exams (completed by students in the past academic year) by the DSSH Chair revealed that in general, CD students show a satisfactorily grasp of the meaning of community development and related concepts and ideas. However, there is concern that

students display only rudimentary knowledge of the main principles of these frameworks. While students are able to identify the main frameworks/techniques of community development, there are general limitations are in critically reviewing, comparing, and contrasting frameworks/techniques and applying them to real life situations. For example, students often identify elements of the self-help/ technical assistance and conflict perspectives but they tend not to adequately integrate the importance of these approaches in understanding planning, implementation and evaluation and outcome/social change of community development strategies. Students tend not to articulate the strengths and weaknesses of Community Development theories at rigorous level. The gaps in classroom and exam performances may be partly attributable to the lapse of time since the completion of the coursework. Therefore:

- Faculty members will continue to focus on key concepts and interpretive skills across the curriculum.

- The Graduate Coordinator will continue to work with students to ensure that they remain in good academic standing and make satisfactory progress towards their degree completion.
- CD students are urged to take their comprehensive examination as soon as they completed all the required coursework.

- CD students are being encouraged to engage in research across the CD program of study and to engage in this work beyond their courses.

- Faculty members are working to improve standards for the comprehensive exams and orient students toward being better prepared. Emphasis is being placed on learning across the curriculum.

- Faculty members redesigned courses as well as the comprehensive exams, and provided students with practice questions for comprehensive exams based on students' areas of focus.
- The MSCD Coordinator will work with the department head to develop an action plan to students be better prepared for their comprehensive examinations and to improve the passing rate of the comprehensive examination. The coordinator will continue to work with the department head to facilitate comprehensive examination review and study skills sessions in the upcoming semesters.

- Faculty members are encouraging students to carry out research for practicum projects, and use the skills they learn in program to apply for suitable jobs in the field of community development in local, state and national level.

MS-CD_02: Research methods and data analysis strategies in Community Development

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

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

Data Collection (Evidence)

Course-based research projects.

Practicum reports.

Comprehensive exams.

Course-based research projects.

SSC 570 Methods of Social Research. This course uses discussion boards and assignments to prepare students to write a research proposal on a topic of their choice. The discussion board questions and assignments are focused on specific elements required in a research proposal. Students then use peer and instructor feedback on discussions and instructor feedback on assignments to create a research proposal as a final paper in the class. The discussions and assignments walk the students through the entire process from creation of the introduction, literature review, theoretical framework, and methods section (including sample selection, data collection, research question, variables and their measurement, etc.)

One discussion is devoted to creation of questionnaire/interview schedule questions. Students learn from each other and the instructor regarding how to improve the questions. This exercise compliments a chapter in the text on instrument creation. As an assignment, students then prepare a questionnaire/interview schedule based on the proposal they are writing for class. The instructor and each peer provide feedback on each questionnaire created. Students are able to make connections between the variables needed to answer their research questions and how to measure them to ensure/strengthen validity.

SSC 669 Quantitative Research and Statistics. Using statistical techniques and concepts this course taught students how to create research questions and apply appropriate statistical techniques for answering the research questions. This was accomplished through discussion boards, assignments and exams (both of which required the use of SPSS), and a final group project. The final group project required students to work in groups with a subset of the General Social Survey (GSS) data. Groups were required to create research questions answerable by the available GSS data and supported by prior literature, then analyze the data using SPSS and summarize their findings and draw conclusions in a final paper.

Thesis students. Students in the program electing to write a thesis are encouraged to join the Emerging Scholars group – developed during the 2014-2015 academic year by Dr. Meikle, Division Chair and supported by graduate level faculty in the Division of Social Sciences and History. In the 2014-2015 academic year, two students in the group were MSCD students, Caitlyn Thompson (group student president) and Rhonda Loper. The other students consisted of students pursuing an MSJC or MA-LS. Students met face-to-face on a bi-weekly basis to present their progress, ask questions, and receive feedback from peers and graduate faculty. MSCD student thesis proposals progressed throughout the semester, but none were defended.

Comprehensive exams.

Three students sat for the comprehensive exams. Two of them failed to demonstrate satisfactory depth of knowledge and application of research methods and have been invited to retake the exam in a future semester. Each were provided with feedback regarding their performance.

Results of Evaluation

A majority of Community Development courses, a majority of which are cross-listed with Sociology or Social Sciences, involve applied research projects and research based on secondary data analysis.

Three of the current students (Caitlyn Thompson, Rhonda Loper, and Larry Doug Judge), are working on thesis projects and pending successful completion are expected to graduate in the 2015-2016 academic year.

Recent graduates are engaged in a wide variety of professional positions, many including professional research.

Some employers of previous graduates continue to contact the Graduate Coordinator to connect with upcoming and recent graduates for employment and internship opportunities.

One MSCD student worked on several projects, funded by the Center for Community and Economic Development (CCED) and DSSH.

Several members of the Community Development Student Organization (CDSO) participated in the Cleveland Cleanup on April 11, 2015. They also participated in the Organization Fair at the Union on April 15, 2015. A Facebook page is also being set up. Social hours at La Cabana Restaurant and the Warehouse were also being held for faculties and students to discuss future events and potential collaborations with other organizations on campus (e.g. Gender Studies Group, Honor's Society, and Phi Kappa Phi). Student officers also engage the university and local press and visited classrooms in the Social Science & History division to increase the visibility of the organization.

Use of Evaluation Results

1. Provide media training for students in order to inform community about community development (includes public speaking opportunities). Seminars and workshops will be conducted to keep students abreast about the latest knowledge / techniques as well as promising research undertakings.

2. Have students directly participate in a community organization early in the program.

3. Instill a passion for social action change.

4. Actively recruit students from other disciplines (e.g. liberal arts). The Graduate Coordinator participated in the Academic Fair (Social Sciences & History) on 9/24/2014 and GradFair (MSCD) at the Union on 11/5/2014 and 3/24/2015 to recruit and expand these programs. Six students applied and got admitted in Spring 2015 and Summer 2015.

5. Develop a system to keep track of graduates. Currently, a relational database is created and maintained by the Graduate Coordinator to track the employment placement of past graduates. The

employment placements of past MSCD graduates are updated from time to time using ArcMap in GIS. This map as well as the statistical analysis on job placements (employers and sector of employment) has been used for the MSCD placement review in Fall 2014.

6. Over the last few years, all core courses in the MSCD program are offered online only. Therefore, MSCD faculty members focus on a learner-centered approach and reorient pedagogy to the self-learning environments of online students. There is a need to procure cutting edge instructional technologies for online synchronous and asynchronous learning activities.

7. Quality writing continues to be elusive for many MSCD students as evidenced by course papers and some practicum and thesis projects. Faculty members stress the importance of writing well, and they work with individual students to improve their writing skills, nevertheless, there is much to be done. Although the MSCD programmatic content and professors cannot completely address the inadequate writing skills among students, it would be helpful to identify an existing course for more intensive writing instruction and feedback.

MSJC_01: Concepts and theories

Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

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

Data Collection (Evidence)

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

Results of Evaluation

Data not available

Use of Evaluation Results

Data not available

⬛MSJC_02: Research methods and data analysis strategies
Start: 7/1/2014
End: 6/30/2015
Providing Department: Social Science(s)/History

Learning Outcome

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

Data Collection (Evidence)

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

SSC 570 Methods of Social Research. This course uses discussion boards and assignments to prepare students to write a research proposal on a topic of their choice. The discussion board questions and assignments are focused on specific elements required in a research proposal. Students then use peer and instructor feedback on discussions and instructor feedback on assignments to create a research proposal as a final paper in the class. The discussions and assignments walk the students through the entire process from creation of the introduction, literature review, theoretical framework, and methods section (including sample selection, data collection, research question, variables and their measurement, etc.)

One discussion is devoted to creation of questionnaire/interview schedule questions. Students learn from each other and the instructor regarding how to improve the questions. This exercise compliments a chapter in the text on instrument creation. As an assignment, students then prepare a questionnaire/interview schedule based on the proposal they are writing for class. The instructor and each peer provide feedback on each questionnaire created. Students are able to make connections between the variables needed to answer their research questions and how to measure them to ensure/strengthen validity.

SSC 669 Quantitative Research and Statistics. Using statistical techniques and concepts this course taught students how to create research questions and apply appropriate statistical techniques for answering the research questions. This was accomplished through discussion boards, assignments and

exams (both of which required the use of SPSS), and a final group project. The final group project required students to work in groups with a subset of the General Social Survey (GSS) data. Groups were required to create research questions answerable by the available GSS data and supported by prior literature, then analyze the data using SPSS and summarize their findings and draw conclusions in a final paper.

Thesis students. Students in the program electing to write a thesis are encouraged to join the Emerging Scholars group – developed during the 2014-2015 academic year by Dr. Meikle, Division Chair and supported by graduate level faculty in the Division of Social Sciences and History. In the 2014-2015 academic year, three students in the group were MSJC students, Andrew Banks, Isaiah Washington and Paige Nichols. The other students consisted of students pursuing an MSCD or MA-LS. Students met face-to-face on a bi-weekly basis to present their progress, ask questions, and receive feedback from peers and graduate faculty. MSJC student thesis proposals progressed throughout the semester, but none were defended.

Comprehensive exams.

Eight MSJC students sat for the comprehensive exams. Three students successfully completed the comprehensive exams, four failed to demonstrate satisfactory depth of knowledge and application of research methods and have been invited to retake the exam in a future semester. Each were provided with detailed feedback regarding their performance.

Results of Evaluation

A majority of MSJC courses, a majority of which are cross-listed with Sociology or Social Sciences, involve applied research projects and research based on secondary data analysis.

Recent graduates are engaged in a wide variety of professional positions, many including professional research.

Some employers of previous graduates continue to contact the Graduate Coordinator to connect with upcoming and recent graduates for employment and internship opportunities.

MSNS-01: Critical Thinking
Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

Learning Outcome
Students will demonstrate critical thinking in their critique of a scientific article from a peer reviewed journal.

Data Collection (Evidence)
Students will be monitored in an upper level course by a review of their critique of peer reviewed journal articles.

Results of Evaluation

Typically, students in the M.S.N.S Biology track enrolled in BIO 601 select articles from an area of interest to them and critique these articles. We did not have an instructor who was credentialed to teach this course in Fall 2014 so the course was not offered.

Use of Evaluation Results

Faculty are continuing discussions to determine an effective means of measuring common learning outcomes for a diverse student population. Because students take different courses in biology, it has been difficult to assess a common method to assess critical thinking.

MSNS-02: Written Communication Skills

Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

Learning Outcome
Students will demonstrate writing communication skills through technical writing.

Data Collection (Evidence)
Students will be monitored in an upper level course by assessing their ability to write a 10-15 page paper in the field.

Results of Evaluation

Typically, M.S.N.S students enrolled in BIO 601 complete a literature review paper to assess written communication skills. As the department did not have a faculty member credentialed to teach this graduate level course, BIO 601 was not offered in AY 2014-15.

Use of Evaluation Results
There are no common courses in all three M.S.N.S tracks. Faculty are continuing discussions on effective means of measuring common learning outcomes for a diverse student population.

MSNS-03: Independent Research

Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

Learning Outcome
Students will demonstrate the ability to conduct independent research.

Data Collection (Evidence)
Students will be assessed by a presentation on their research findings.

Results of Evaluation
This learning outcome pertains only to students in the M.S.N.S Chemistry track.   There currently is no research track in the M.S.N.S with an emphasis in Biology.

Use of Evaluation Results

N/A for M.S.N.S. with an emphasis in Biology as there is no research track.

MSNS-04: Oral Communication

Start: 7/1/2014
End: 6/30/2015
Providing Department: Biology

Learning Outcome

Students will demonstrate proficiency in oral science communication.

Data Collection (Evidence)

Students will be assessed by sitting for oral master examinations upon completion of research and coursework.

Results of Evaluation

Two students in the Biology Education option both passed their oral masters examinations.

Use of Evaluation Results

Faculty are in discussions regarding the implementation of a common rubric that rates students as follows: Fail, Marginally Pass, Average, Above Average and Outstanding in several key categories. Students who Fail will be given instruction and opportunity to remediate the problem.

Gen Ed Learning Outcomes

✎ART_101_GE 01: Critical & Creative Thinking

Start: 7/1/2014
End: 6/30/2015
Gen Ed learning outcome (competency)
To work in a variety of mediums and with a variety of materials to create projects.
Data Collection
1.(a) A critical response paper where the students demonstrate their ability to relate the major artists and works of the Western canon, to artworks exhibited in the Wright Art Gallery
   (b) Six projects in which the students analyze the information presented in the lesson and create an art piece that demonstrates their understanding

2. (a)Critical Response Paper; faculty member keeps records of students performance on the response paper and a copy of an A, B, C, D, and F paper;
(b)Six Projects; faculty member keeps records of students performance on the projects and a copy of an A, B, C, D, and F for each project;

3. comparison of students' actual achievement against the projected benchmark (benchmark is a C)
Results of Evaluation
(a) 67% met expectations, 33% did not meet expectations

(b) 71% of students exceeded expectations, 29% met expectations,

 3. 98% of students met the benchmark
Use of Results
1.Recommendation:
(a) Discuss in more detail the writing process of a response paper and have them write a sample piece for review.
(b)Create a sheet for the students to list the major points of the lessons and turn in thumbnail sketches of proposed projects.

2. This was already done for the Spring 2014; in addition, the use of Canvas will be implemented for the Fall 2015 semester which will make it easier for the students to turn in their papers and better communication with their ideas.

ART_401_GE 01: Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

-Using knowledge of images to create new meanings based on previously knowledge.

-Using knowledge of images to create new meanings based on previous gained knowledge.

Data Collection

1.(a) essay questions on exams which ask students to show their ability to identify major artists and works of the Western canon, explain the significance of these artists and works, as well as the historical circumstances which shaped these works

 (b) exam questions asking students to identify and analyze works of art not seen in class

2. essay questions on exams; faculty member keeps records of students performance on the essay questions and a copy of an A, B, C, D, and F exam from each exam;

3. comparison of students' actual achievement against the projected benchmark (benchmark is a C and it is expected that 40% of students will earn As and Bs, 30% Cs, 30% below C)

Results of Evaluation

(a) 15% of students exceeded expectations, 69% met expectations, 8% did not meet expectations

(b) 77% of students exceeded expectations, 13% met expectations,

12% did not meet expectations

3. 77% percent of students met the benchmark

Use of Results

1.recommendation: spend more time discussing time management and studying strategies; encourage students to study in groups

2. this was already done for the second part of this course offered Spring 2014; in addition, added a orientation quiz to test students' knowledge on how to use study resources

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ART_401_GE 02: Communication

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

- know what kinds of questions to ask of and about works of art as well as images in general

- ability to identify major artists and works of the Western canon

- ability to explain the significance of these artists as well as the historical circumstances which shaped these works as well as the reception of these works

- ability to distinguish the stylistic characteristics of the major periods of western art history and thus place unfamiliar works of art in the proper context.

- visual literacy - being able to understand how images acquire and convey meaning

- be familiar with and use of correct art historical terminology when describing and/or analyzing works of art

- understand how works of art serve as a reflection of a period's or culture's outlook and values

- understand the role that art plays in both historical and contemporary culture

Data Collection

1. exam questions asking students to define art and art historical terminology

2. questions on exams; faculty member keeps records of students performance on the essay questions and a copy of an A, B, C, D, and F exam from each exam;

3. comparison of students' actual achievement against the projected benchmark (benchmark is a C and it is expected that 40% of students will earn As and Bs, 30% Cs, 30% below C)

Results of Evaluation

92% of students exceeded expectations, 8% did not meet expectations

3. 46% of students ranked in the A and B range, 315 in the C range, and 23% ranked below the C range

Use of Results
2. added a glossary of art and art historical terms illustrated with artworks covered in this course to the course's Canvas site

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✎ART_401_GE 07: Cultural Awareness
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

- ability to identify major artists and works of the Western canon

- ability to explain the significance of these artists and works

- understand how historical circumstances have shaped works of art

- as well as the reception of works of art

- and the art of non-Western cultures

Data Collection

1. essay questions on exams which require students to demonstrate their ability to identify major artists and works of the Western canon, explain the significance of these artists and works, understand how historical circumstances have shaped works of art as well as the reception of works of art

2. essay questions on exams; faculty member keeps records of students performance on the essay questions and a copy of an A, B, C, D, and F exam from each exam;

3. comparison of students' actual achievement against the projected benchmark (benchmark is a C and it is expected that 40% of students will earn As and Bs, 30% Cs, 30% below C)

Results of Evaluation

15% of students exceeded expectations, 69% met expectations, 8% did not meet expectations

3. 46% of students ranked in the A and B range, 315 in the C range, and 23% ranked below the C range

Use of Results

1. students are generally able to identify works of art by title and period and have a grasp of the historical significance of these works, however they have difficulties remembering dates and assigning works to proper geographic locations – recommendation: think about ways to help students visualize timelines and geographic locations;

✎ART_402_GE 01: Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

- know what kinds of questions to ask of and about works of art as well as images in general

- ability to identify major artists and works of the Western canon

- ability to explain the significance of these artists and works

- as well as the historical circumstances which shaped these works

- ability to distinguish the stylistic characteristics of the major periods of Western art history and thus place works of art not seen in class in the proper context

Data Collection

1.(a) essay questions on exams which ask students to show their ability to identify major artists and works of the Western canon, explain the significance of these artists and works, as well as the historical circumstances which shaped these works

 (b) exam questions asking students to identify and analyze works of art not seen in class

2. essay questions on exams; faculty member keeps records of students performance on the essay questions and a copy of an A, B, C, D, and F exam from each exam;

3. comparison of students' actual achievement against the projected benchmark (benchmark is a C and it is expected that 40% of students will earn As and Bs, 30% Cs, 30% below C)

Results of Evaluation

(a) 64% met expectations, 36% did not meet expectations

(b) 64% of students exceeded expectations, 36% met expectations,

3. 100% of students met the benchmark

Use of Results

1.recommendation: spend more time discussing time management and studying strategies; encourage students to study in groups

2. this was already done for the second part of this course offered Spring 2014; in addition, added a orientation quiz to test students' knowledge on how to use study resources

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ART_402_GE 02: Communication
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

- visual literacy – understand how images acquire and convey meaning

- be familiar with and able to use basic art historical terminology in describing and analyzing works of art

Data Collection

1. exam questions asking students to define art and art historical terminology

2. questions on exams; faculty member keeps records of students performance on the essay questions and a copy of an A, B, C, D, and F exam from each exam;

3. comparison of students' actual achievement against the projected benchmark (benchmark is a C and it is expected that 40% of students will earn As and Bs, 30% Cs, 30% below C)

Results of Evaluation

73% of students exceeded expectations, 18% met expectations, 9% did not meet expectations
3. 100% of students met the expected benchmark, with 64% in the A and B range and 36% the C range)

Use of Results
2. added a glossary of art and art historical terms illustrated with artworks covered in this course to the course's Canvas site

ART_402_GE 07: Cultural Awareness

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

- ability to identify major artists and works of the Western canon

- ability to explain the significance of these artists and works

- understand how historical circumstances have shaped works of art

- as well as the reception of works of art

- and the art of non-Western cultures

Data Collection

1. essay questions on exams which require students to demonstrate their ability to identify major artists and works of the Western canon, explain the significance of these artists and works, understand how historical circumstances have shaped works of art as well as the reception of works of art

2. essay questions on exams; faculty member keeps records of students performance on the essay questions and a copy of an A, B, C, D, and F exam from each exam;

3. comparison of students' actual achievement against the projected benchmark (benchmark is a C and it is expected that 40% of students will earn As and Bs, 30% Cs, 30% below C)

Results of Evaluation

(a) 64% met expectations, 36% did not meet expectations
3. 100% of students met the expected benchmark, with 64% in the A and B range and 36% the C range

Use of Results
1. students are generally able to identify works of art by title and period and have a grasp of the historical significance of these works, however they have difficulties remembering dates and assigning works to proper geographic locations – recommendation: think about ways to help students visualize timelines and geographic locations;

BIO_100_GE01: Critical and Creative Thinking

Start: 7/1/2014

End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection

Students enrolled in BIO 100 take a pre-test and post-test covering basic concepts of biology. Many of the item on this test assess critical thinking and problem solving. Goal: 75% of students will show an improvement of at least 5 percentage points from pre-test to post-test.

Results of Evaluation

For Fall 2014, the average pre-test score was 47%. The average post-test score was 55%. For Spring 2015, the average pre-test score was 45%. The average post-test score was 56%.

Use of Results

For fall semester, the improvement was 8%. For spring semester, the improvement was 11%. Improvement exceeded the goal. Further analysis of pre-post test results are will be done to identify specific content areas that students are finding most challenging. BIO 100 instructors will discuss changes that can be made to those content areas to help increase understanding of basic biological concepts.

BIO_100_GE03: Quantitative Skills
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Enhancing abilities for symbolic and numeric reasoning and the ability to use and understand statistical and other quantitative techniques to interpret data

Data Collection

Students enrolled in BIO 100 take the Test of Integrated Process Skills (TIPS) test as a pre¬test and post-test. The TIPS assesses understanding of the scientific method, including analysis of quantitative data, hypothesis testing, and interpretation of graphs. Goal: 75% of students will show an improvement of at least 5 percentage points from pre-test to post-test.

Results of Evaluation

For Fall 2014, the average pre-test score was 64%. The average post-test score was 70%. For Spring 2015, the average pre-test score was 61%. The average post-test score was 70%.

Use of Results

For fall semester, the improvement was 6%. For spring semester, the improvement was 9%. Improvement exceeded the goal. The laboratory portion of this course is primarily concerned the

teaching science processes. Over the past few years, instructors of BIO 100 have redesigned the laboratory exercises. We will continue discussion of the new lab exercises focussing on ways to give students more experience with data analysis to improve their quantitative skills.

✎BIO_100_GE04: Inquiry and Technology

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection

Students enrolled in BIO 100 take the Test of Integrated Process Skills (TIPS) test as a pre¬test and post-test. The TIPS assesses understanding of the scientific method, including understanding of technologies used in science and interpretation of experimental results. Goal: 75% of students will show an improvement of at least 5 percentage points from pre-test to post-test.

Results of Evaluation

For Fall 2014, the average pre-test score was 64%. The average post-test score was 70%. For Spring 2015, the average pre-test score was 61%. The average post-test score was 70%.

Use of Results

For fall semester, the improvement was 6%. For spring semester, the improvement was 9%. Improvement exceeded the goal. The laboratory portion of this course is primarily concerned the teaching science processes. Over the past few years, instructors of BIO 100 have redesigned the laboratory exercises. We will continue discussing the new lab exercises, exploring new ways to use more technology, such as incorporating data acquisition using the Vernier systems recently acquired through the Title III grant. This should help students to develop better science inquiry skills and increase their experience with the scientific process.

✎BIO_110_GE04: Inquiry and Technology

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection

Skills pertaining to scientific discovery, evaluation, and application are emphasized throughout the course, and several assignments require use of library databases and internet resources. 15% of the final grade is based on a writing assignment in which students select a topic such as a human ailment,

endangered species, or urban sprawl. The instructor reviews and returns the rough draft so that students can make appropriate revisions. Goal: 80% of the students will show an improvement on their final report.

Results of Evaluation

For Fall 2014, 95.7% of the students received an 80% grade or better on their written project. 87.2% of the students that turned in a rough draft improved their scores. In Spring 2015, 96% of the students received an 80% grade or better on their written project. Only one student (1/51 or 2% did not turn in a rough draft. Two students (2/51 or 3.9%) who turned in a rough draft still did not provide a good product, despite encouraging them to go to the writing center. Overall the rough draft helped students immensely with their course grade. Many suggestions are made as to how to organize thoughts, cite sources, and compile data. Students also learn how to work effectively in groups.

Use of Results
Students tend to do well on their written project. Considerable time is spent discussing what is expected with regards to the written project. For example, one laboratory is strictly devoted to learning how to use the library catalog and databases. Students also submit a title of their project within the first month of the semester which allows them more time to retrieve library materials and organize their thoughts. In addition, the rough draft is due by the 11th week of the semester. The instructor usually returns the rough draft within a week. As a result, students have adequate time to make necessary corrections. The goal of having more than 90% of the students acquire a grade of 80% or better on their written project was achieved during the 2014/2015 academic year.

BIO_110_GE05: Self

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection

Lecture, laboratory, and outside classroom assignments are used that generate student awareness of environmental problems such as ecosystem awareness, global disease, species on the brink of extinction, human population growth, genetically engineered foods, how species evolve, and more. Seven out of thirteen laboratory assignments are used to evaluate this competency. (One lab period was not met each semester due to weather conditions (tornadoes and snow days)). They require students to discuss their opinions orally and write responses to short-answer questions. These assignments count for 50% of a student's laboratory grade. The goal is for 80% of the students to achieve an 80% or better on these lab assignments. This competency will not be evaluated in 2015/2016 since learning outcome competencies was reduced from 10 to 5.

Results of Evaluation

From Bio 110 - 64.5-91.67% of the students received a grade of 80% or better for the selected exercises. In Spring 2015, 70.5-92 % of the students received a grade of 80% or better on the same labs. Dr. Baghai-Riding's class size was larger for spring semester (51 students completed the course in Spring 2015 compared to 45 students in Fall 2014).

Use of Results

Use of Results

Some of the low scores on these labs are related to absenteeism, students not wanting to do outside classroom assignments, and turning work in late. (Dr. Baghai-Riding usually does not allow a student to make-up a missed lab. However, one lab grade is dropped when calculating final grades.) Some students did not turn in these labs because they often required graphing data as well as simple calculations (determining percents and ratios). More effort in 2015/2016 will be made to complete the labs during lab time. More emphasis has been placed on attending laboratory sessions. A two-hour lab is worth two attendance points rather than one. Students must sign in at the start of a lab and sign out at the end of a lab session. Giving two points is an incentive for students not to cut out of a lab. Attendance and classroom participation is worth 10% of their final grade. In addition, Dr. Baghai-Riding has provided some practice quizzes on Canvas for some of the course content These quizzes help students prepare for the labs and upcoming exams and are worth three points each.

✎BIO_110_GE10: Values

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection

Lecture, laboratory, and outside classroom assignments are used that generate student awareness of about biological issues that focus on population growth, applications of DNA (forensic studies, cloning, human genome project), and conservation issues (saving endangered species, destruction of ecosystems, etc.). Lecture exams were used primarily to evaluate this learning objective. Major goal is for 80% of the students to receive an 80% or better on the three written exams. This learning objective will not be evaluated starting Fall 2015 since learning objective competencies was reduced from 10 to 5.

Results of Evaluation

BIO 110 - Fall 2014 semester - 38% of students scored 80% or better for exam 1, 53.3% for exam 2, and 55.6% for exam 3. In Spring 2015 sections, 55.5% of students scored 80% or better for exam 1, 50% for exam 2, and 58.5% for exam 3. Dr. Baghai-Riding's class size was larger for spring semester (51students completed the course in Spring 2015 compared to 45 students in Fall 2014).

Use of Results

Some of the low scores were due to students not turning in the assigned homework that is worth 20% of each exam, not attending review sessions, and not taking advantage of the study guide that is provided. Section 1 initially had 6 students over capacity due a scheduling error The large class size also may have impacted student learning. Students may have been more afraid to ask the instructor questions as well as feel that they were an integral part of the class. Also the lecture was not taught in the science building due to renovations. Props to help in explaining concepts were not available since they were packed away in boxes. More effort in 2015/2016 will be made to review class material during any extra lab time that is available. More interactive practice quizzes pertaining to course content also will be designed to help students understand course content. More props will be used since biology building renovations have been completed.

✎CHE_101_GE01: Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection
The data will be collected in the fall semester by administering a 10 question pretest/ post-test. Success will be demonstrated if 70% of students will show improved scores on 70% of the post-test questions.

Related Items
GE 01: Critical and Creative Thinking

✎CHE_101_GE04: Inquiry and Technology
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

Data Collection
The data will be collected from individual student scores on the Graphing Laboratory. If students achieve an average of 70% or greater (7 out of 10 points), student success is demonstrated.

Related Items
GE 04: Inquiry and Technology

✎CHE_102_GE01: Critical and Creative Thinking
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Developing sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change

Data Collection
Data will be collected using a two semester American Chemistry Society Final Examination or a one semester American Chemistry Society Final Examination both designed to be administered at the end of CHE 102. If 50% of the students score 50% or higher on these final examinations, student success is achieved.

Related Items
GE 01: Critical and Creative Thinking

CHE_102_GE04: Inquiry and Technology

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

Data Collection
The data will be collected from individual student scores on the Colligative Properties Laboratory (Molar Mass Determination /Freezing Point Depression Experiment). If students achieve an average of 70% or greater (7 out of 10 points), student success is demonstrated.

Related Items
GE 04: Inquiry and Technology

CHE_103_GE01: Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Developing sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change

Data Collection
The data will be collected in the fall semester by administering a 10 question pretest/ post-test. Success will be demonstrated if 70% of students will show improved scores on 70% of the post-test questions.

Related Items
GE 01: Critical and Creative Thinking

CHE_103_GE04: Inquiry and Technology

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

Data Collection
The data will be collected from individual student scores on the Graphing Laboratory. If students achieve an average of 70% or greater (7 out of 10 points), student success is demonstrated.

Related Items
GE 04: Inquiry and Technology

CHE_104_GE01: Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Developing sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change

Data Collection
Data will be collected using a two semester American Chemistry Society Final Examination or a one semester American Chemistry Society Final Examination both designed to be administered at the end of CHE 102. If 50% of the students score 50% or higher on these final examinations, student success is achieved.

Related Items
GE 01: Critical and Creative Thinking

CHE_104_GE04: Inquiry and Technology

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

Data Collection
The data will be collected from individual student scores on the Colligative Properties Laboratory (Molar Mass Determination /Freezing Point Depression Experiment). If students achieve an average of 70% or greater (7 out of 10 points), student success is demonstrated.

Related Items
GE 04: Inquiry and Technology

CHE_110_GE01: Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection
Questions from tests 1, 2, and 3 will be assessed for mastery of concepts. If 70% of the students achieve 75% or above, success is demonstrated.

Results of Evaluation
Results: Fall 2014 Results: Test 1 - 90%, Test 2 - 82%, Test 3 - 87%
        Spring 2015 Results: Test 1 -89%, Test 2 - 82%, Test 3 -83%

Use of Results
The results demonstrate success in the learning outcome. I will continue to deliver the course as it was presented during the 2014/2015 academic year.

Related Items
   GE 01: Critical and Creative Thinking

CHE_110_GE04: Inquiry and Technology
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Building the skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

Data Collection
The data from all 6 online labs will be used to evaluate the success of Outcome 04. The overall average of all laboratory grades will be calculated. Success is achieved if 70% of the students achieve a 75% or above.

Results of Evaluation

Results: Fall 2014: 6/10 Students did not demonstrate success.
        Spring 2015: 5/6 Students demonstrated success in Outcome 04.

Use of Results
More detailed instructions will be provided for the labs. In the spring semester, I met with 2 students on campus, who were having difficulty understanding how to complete the laboratory work. I will continue this practice, if needed.

Related Items
   GE 04: Inquiry and Technology

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: 7/1/2014
End: 6/30/2015

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.

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

Start: 7/1/2014
End: 6/30/2015

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 rpersonal 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.

✏️ENG_101_GE 01, 02 & 04: Communication, Critical and Creative Thinking, and Technology

Start: 7/1/2014
End: 6/30/2015

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.

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

Start: 7/1/2014
End: 6/30/2015

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 technolog

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.

✎ENG_103_GE 01, 02 & 04: Communication, Critical Thinking and Application of Technology
Start: 7/1/2014
End: 6/30/2015

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.

🖍️ ENG_203_GE 01, 02, 04, 05, 07, 08, 09 & 10: Cultural Awareness, Values, Perspectives, Communication, Critical Thanking, Cross Disciplinary Apprecition, Self, & Application of Technology

Start: 7/1/2014
End: 6/30/2015

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 t0

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.*

🖍 ENG_204_ GE 01, 02, 04, 05,o7.08,09 & 10: Cultural Awareness, Values, Perspectives, Communication, Critical Thanking, Cross Disciplinary Apprecition, Self, & Application of Technology

Start: 7/1/2014
End: 6/30/2015

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, andskills 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,
3. (GE 1,2,4; SLO 1,2,3,4)
4. 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
5. 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 study 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.

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

Start: 7/1/2014
End: 6/30/2015

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

!. 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."

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

Start: 7/1/2014
End: 6/30/2015

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.

GEO_201_GE 01: Critical and Creative Thinking
Start: 7/1/2014
End: 6/30/2015

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.

Data Collection

Exams - Students in a college-level online course are expected to take information from assignments and reading and to synthesize the material so they can perform well on a multiple choice and short answer exam.

The exam questions are designed to test general knowledge and to evaluate the ability of students to think critically and creatively. The data will be collected by evaluating student exams.

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

Students in this course were required to make three discussion posts. They were asked to offer their thoughts on a variety of current issues. Prior to their post, students were required to watch a video and/or read articles pertaining to the topic. After the initial discussion post, students comment on the thoughts of their classmates. The data will be collected by monitoring student discussion posts throughout the semester and recording progress.

Directed Research – Through a directed research project, students were required to submit a final research paper at the end of the semester. The directed research was designed to assist students in becoming competent in writing a research paper. Each week, students were required to submit an assignment. The assignments involved the basic research of sources, the use of correct style for citation, preparing an annotated bibliography, and writing an abstract, introduction, body, and conclusion.

The data will be collected by evaluating the assignments submitted by students. The final evaluation will be based on the completion of the research paper.

Writing a research paper is an important skill for students at the college-level. By completing the required elements of the directed research, the students learn how to conduct their research and present it in a well-written format. This is consistent with college-level writing requirements.

Results of Evaluation

Exams – In past classes, exam performance generally improves from Exam I to the Final Exam. For this class, 52% percent of the students improved over the course of the semester. Approximately 20% did not fluctuate much on their scores and 28% declined on exam performance. The overall class average on exams improved over the course of the semester.

Class Discussions –Students are generally reluctant to speak openly and freely at the start of the semester. In the online course, however, students excelled in their ability to critically evaluate the assigned material. Students who engaged in active participation received full credit for their discussion grade while students who stopped posting earned a zero. 80% of the students in this course earned full credit for class discussion.

Directed Research – The students were provided with feedback with each assignment completed. It was expected that students would easily complete this assignment due to the fact that it was broken down to specific components of the research paper.

However, 23% of the class did not fully complete the requirements for the directed research component.

Use of Results

1. Develop short periods of instruction prior to the first exam that will assist students with study habits and explain expectations for short answer questions.

2. No changes in curriculum, courses, or procedures are being made as a result of this outcome assessment. Continued collection of data may lead to changes in the future for this course and the curriculum in geography.

GEO_201_GE 02: Communication

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

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

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

Data Collection

Exams - Students in a college-level online course are expected to take information from assignments and reading and to synthesize the material so they can perform well on a multiple choice and short answer exam.

The exam questions are designed to test general knowledge and to evaluate the ability of students to think critically and creatively and to communicate effectively. The data will be collected by evaluating student exams.

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

Students in this course were required to make three discussion posts. They were asked to offer their thoughts on a variety of current issues. Prior to their post, students were required to watch a video and/or read articles pertaining to the topic. After the initial discussion post, students comment on the thoughts of their classmates. The data will be collected by monitoring student discussion posts throughout the semester and recording progress.

Directed Research - Through a directed research project, students were required to submit a final research paper at the end of the semester. The directed research was designed to assist students in becoming competent in writing a research paper. Each week, students were required to submit an assignment. The assignments involved the basic research of sources, the use of correct style for citation, preparing an annotated bibliography, and writing an abstract, introduction, body, and conclusion.

The data will be collected by evaluating the assignments submitted by students. The final evaluation will be based on the completion of the research paper.

Writing a research paper is an important skill for students at the college-level. By completing the required elements of the directed research, the students learn how to conduct their research and present it in a well-written format. This is consistent with college-level writing requirements

Results of Evaluation

Exams – In past classes, exam performance generally improves from Exam I to the Final Exam. For this class, 52% percent of the students improved over the course of the semester. Approximately 20% did not fluctuate much on their scores and 28% declined on exam performance. The overall class average on exams improved over the course of the semester.

Class Discussions - Students are generally reluctant to speak openly and freely at the start of the semester. In the online course, however, students excelled in their ability to critically evaluate the assigned material. Students who engaged in active participation received full credit for their discussion grade while students who stopped posting earned a zero. 80% of the students in this course earned full credit for class discussion.

Directed Research - The students were provided with feedback with each assignment completed. It was expected that students would easily complete this assignment due to the fact that it was broken down to specific components of the research paper. However, 23% of the class did not fully complete the requirements for the directed research component.

Use of Results

1. Develop short periods of instruction prior to the first exam that will assist students with study habits and explain expectations for short answer questions.

2. No changes in curriculum, courses, or procedures are being made as a result of this outcome assessment. Continued collection of data may lead to changes in the future for this course and the curriculum in geography

📝 GEO_201_GE 07: Cultural Awareness
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
It is extremely important that students come to empathize with the plight of the Other, and this rpg puts students squarely in the shoes of the world's least fortunate and challenges them to struggle in

the typical reality of rural-to-urban migration, incorporation into a capitalist society, erosion of traditional values, and the re-formation of communities where strength is created by bonds between families, guilds, small businesses, and other institutions

Data Collection

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

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

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

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

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

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

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

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📝 GEO_303_GE 01: Critical and Creative Thinking
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Critical and Creative Thinking

Data Collection

1. Research Paper: For this assessment the following standards set forth by the National Council for Social Studies (NCSS) were used to help students garner a more in depth comprehension of creative and critical thinking. *(1) NCSS standard 1.1 – Culture and Cultural Diversity, (2) NCSS standard 1.8 Science Technology and Society and (3) NCSS standard 1.9 – Global Connections.* The above themes were used to complete a research assignment in which students are required to investigate one advancement in technology or one scientific discovery and explain how it has changed the world by making global connections and bringing different cultures together and

answer the question: "How would the world be different without this advancement?" (See Below: NCSS Standards description)

NCSS –Description of Standards

1. **Culture** The study of culture prepares students to answer questions such as:What are the common

characteristics of different cultures? How do belief systems, such as religion or political ideals, influence

other parts of the culture? How does the culture change to accommodate different ideas and beliefs?

What does language tell us about the culture? In schools, this theme typically appears in units and

courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics

across the curriculum.

1.8 Science, Technology, and Society. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than old? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in the midst of technological change? This theme draws upon the natural and physical sciences, social sciences, and the humanities, and appears in a variety of social studies courses, including history, geography, economics, civics, and government.

1.9 Global Connections. The realities of global interdependence require understanding the increasingly

important and diverse global connections among world societies and the frequent tension between

national interests and global priorities. Students will need to be able to address such international issues

as health care, the environment, human rights, economic competition and interdependence, age-old

ethnic enmities, and political and military alliances. This theme typically appears in units or courses

dealing with geography, culture, and economics, but may also draw upon the natural and physical sciences and the humanities.

plagiarized paper that will be graded, using a rubric in which 70 percent of the grade was based on content (thesis, analysis, use of sources) and 30 percent was based on writing quality (grammar, organization, and spelling).

The data will be collected as a measure of students' ability to exhibit creative and critical thinking abilities. Writing a research paper is an important skill for students at the college-level. By completing the required elements of this paper, the students learn how to present an argument and successfully defend it in a well-written format. This is consistent with college-level writing requirements and with basic competencies in the discipline of Geography.

2. The data will be collected by evaluating the research papers. Students will submit an original, non-

Results of Evaluation

Results for FY_2015 research projects improved slightly from previous years with 85% of students scoring in the target range for *cultural diversity* and 25% scoring in the acceptable range for *cultural diversi*ty. Results for *Global Connections* echoed these results, revealing 85% of students scoring at the target level and 25% scoring at the acceptable level. Results for the Science, Technology and Society objective, revealed 90% of students scored at the target level and 5% scored at the acceptable level. Grammar and spelling yielded results of 95% scoring at the target level. No students scored at the unacceptable level for any learning outcomes.

Overall, 85% scored at target level for creativity and critical thinking, and 15% scored at the acceptable level. No students scored at the unacceptable level for creativity and critical thinking.

Use of Results

Based on FY_2015 results, recommendations include:

    a.   Rigor will be increased for the critical thinking portion of this assessment

b. Multiple draft submissions will provide increased opportunity for feedback from the professor, and allow increased opportunity for student teacher collaboration.

There were no curriculum or programmatic changes deemed necessary based on these results. However, research, writing and creative thinking skills will be stressed in the upcoming semesters

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GIS_202_GE01: Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
a. Demonstrate an understanding of the scientific method
b. Understand deductive and inductive reasoning and apply these approaches to interpret or present spatial information.
c. Understand information in a spatial context and appropriately display their interpretation in graphical form through the creation of a map
d. Understand the broad range of modalities through which spatial science and technologies may be used to better understand the world about them
e. Use creative processes to design a map using appropriate color selection, symbol selection, thematic domains, scale, and similar concepts.
f. Author an essay which demonstrates the ability to think critically about climate change.

Data Collection
a. Demonstrate an understanding of the scientific method

Tracking results of answers to exam questions which require student to list and describe the steps involved in the scientific method. Specific sample questions asked:

Mid-terms exam question: "List the steps involved in the scientific method."
Mid-term or final exam question (essay): "Given the definition of science and technology below, is GIS a science or a technology. Support your answer with examples."
Final exam (essay): "Propose a scientific experiment and describe how you would use the scientific method to prove or refute your hypothesis."

Partial credit is allowed on the exam and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

b. Understand deductive and inductive reasoning and apply these approaches to interpret or present spatial information.

This item is tracked through exam questions. Sample questions include:

Mid-term (Fill in the blank): _____ is responsible for deductive school of thought whereas _____ is responsible for inductive.

Final (Short essay): Explain inductive and deductive reasoning. What is the difference between the two?

Students are data are aggregated on this element as Pass/Fail

c. Understand information in a spatial context and appropriately display their interpretation in graphical form through the creation of a map

Students are instructed to create a series of maps related to laboratory exercises in which that are presented with spatial data and must correctly interpret it and display it as a map using GIS software. Students complete 6 such projects worth approximately 50% of their final grade.

Partial credit is allowed on the lab assignments and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

d. Understand the broad range of modalities through which spatial science and technologies may be used to better understand the world about them

Students must read "Maphead" or "The Mapmakers" and author a term paper describing the impact of spatial technologies on today's society.

Partial credit is allowed on the term paper and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

e. Use creative processes to design a map using appropriate color selection, symbol selection, thematic domains, scale, and similar concepts.

Students are instructed to create a series of maps related to laboratory exercises in which that are presented with spatial data and must correctly interpret it and display it as a map using GIS software. Students complete 6 such projects worth approximately 50% of their final grade.

Partial credit is allowed on the lab assignments and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

f. Author an essay which demonstrates the ability to think critically about climate change.

Students are presented with map data depicting climate change (sea surface temperature, mean global temperature, rainfall, and similar) and must author an essay in which these data are interpreted.

Partial credit is allowed on this assignments and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

GIS_202_GE03: Quantitative Skills
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

a. Understand and explain basic spatial statistic methods such as spatial auto-correlation, Geary's C, and Moran's I.

b. Be able to differentiate between discrete and continuous data types

c. Understand the process of overlay analysis through the manipulation of raster data types, distance calculations, and the basic analysis (break points, number of classes, mean, median, sum, standard deviation) for the attributes of spatial objects

d. Demonstrate a basic understanding of triangulation and the Pythagorean Theorem to calculate position

e. Understand the theoretical numeric construct of the relationship between map projections and coordinate systems

Data Collection

a. Understand and explain basic spatial statistic methods such as spatial auto-correlation, Geary's C, and Moran's I.

Students are asked to complete an essay demonstrating their understanding of Tobler's First Law of Geography

Partial credit is allowed on the exam and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

Exam questions related to the interpretation of Moran's I and Geary's C statistics are asked on the mid- and final-exams.

Results are evaluated on a pass/fail basis

b. Be able to differentiate between discrete and continuous data types

Students must differentiate between discrete and continuous data types in at least 2 exam questions.

Questions related to this objective are graded on a pass/fail basis.

c. Understand the process of overlay analysis through the manipulation of raster data types, distance calculations, and the basic analysis (break points, number of classes, mean, median, sum, standard deviation) for the attributes of spatial objects

Students are required to complete a lab practicum whereby they must add multiple data layers to a map and compute basic statistics using the data provided. The results must be displayed in a map.

Partial credit is allowed on the exam and, during the data aggregation process, interpreted by the instructor as "Mastery" (full credit), "Comprehension" (partial credit and demonstration that the student grasps required elements), "Unsatisfactory" (partial credit and a failure to demonstrate competency), and "Fail" (no credit, student fails to answer or demonstrate any competency).

d. Demonstrate a basic understanding of triangulation and the Pythagorean Theorem to calculate position

Students are provided instruction in the US National Grid Coordinate System and then tasked with completing a land navigation course which required them to apply the Pythagorean Theorem to locate their position and/or the position of a known object.

This training evolution is graded as Mastery (5 of 5 points located), Comprehension (3-4 points located), Unsatisfactory (1-2 points located), and Fail (no points located, the student gave up and wandered off the course to enjoy an adult beverage). If somebody actually reads the latter, I'll change the sentence and give them a quick course in USNG...

e. Understand the theoretical numeric construct of the relationship between map projections and coordinate systems

Students must differentiate between cylindrical, conic, and azimuthal map projects and explain their relationship to the use of planar or spherical coordinates by answering appropriate exam questions. Example questions include, but are not limited to:

"List 3 types of conical map projections."

"The Mercator Projection is an examply of a _____ map projection."

Students are evaluated on a pass/fail basis.

GIS_202_GE04: Inquiry and Technology

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

a. Successfully complete a minimum of 12 computer-based laboratory exercises using geographic information science and technologies

b. Use the Internet to find and assess the quality of spatial information

c. Use word processing and spreadsheet applications to complete assignments

Data Collection

a. Successfully complete a minimum of 12 computer-based laboratory exercises using geographic information science and technologies

Students are graded on this portion of the lab exercises as pass or fail (were they completed and turned in or not).

b. Use the Internet to find and assess the quality of spatial information

Students are tasked with constructing a map during a practicum whereby procedures are provided, but the students must discover and correctly use geospatial data discovered using the Internet.

This assignment is graded based on Mastery (students find and apply appropriate data), Comprehension (student find but do not correctly apply appropriate data), Unsatisfactory (neither find or apply), and Fail (do not attempt).

c. Use word processing and spreadsheet applications to complete assignments

Students must learn and use appropriate technology to compile data and author essays. Further, students must learn and use GIS software to complete assignments.

This portion of their assessment is graded as Mastery (students demonstrate the ability to use all software functions for which instruction is provided), Comprehension (students successfully demonstrate the ability to use at least 70% of the software functions for which instruction is provided), Unsatisfactory (students cannot successfully demonstrate the ability to use at least 70% of the software functions for which instruction is provided), and Fail (failure to attempt).

🖍️ HIS_103_GE 01: Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

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

Data Collection

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

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

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

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

Results of Evaluation

Exams- Exam performance generally increases from Exam I to Exam II. A combined average of the exam scores three sections of History 103 (World History to 1500) evinces a four percent increase from Exam I to Exam II (70.84% to 74.97%) but a slight decrease from Exam II to the Final Exam (from 74.97% to 72.59%). History 103 online submits the essay for each exam as a

separate assignment. The class average fluctuated over the semester from 62.16% on exam I to a high of 68.64% on exam II and down to 59.28% on the final exam. This decrease is mainly due to students not submitting this assignment and, therefore, lowering the class average. Five students did not submit the exam I essay and 7 students failed to submit the final exam essay. The average grade earned on this assignment by students who submitted it increased from 74.67% on exam I to 79.78% on exam II to 82.33% on the final exam.

Writing Assignments – Student performance on writing assignments increased over the course of the semester. A combined average of the scores of nine primary source document assignments from three sections of History 103 (World History to 1500) evinces an increase from assignment one to the ninth assignment (82.81% to 96.12%) and the average for the semester is 77.25%. The semester average for the class includes grades for each assignment for several students who did not submit discussions. The online section of History 103 answered not only the discussion questions, but students were also required to respond to classmates' answers on the discussion board. The average of the discussion questions for the online class was 72.44% for the semester with a significant increase from assignment 1 to assignment 9 (from 62.27% to 87%). The discussion responses also evinced significant improvement, increasing from an average of 70.08% on response 1 to 88.36% on response 9. The overall class average on the discussion responses was 68.89%, again, including several missing assignments for each response.

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

Term Paper – More than 80% of the students in each class had selected an acceptable topic and found acceptable sources for their paper by the beginning of December. The final paper scores averaged from a low of 53.08% in the online section to a high of 66.17% in one on campus section with an average of 61.39% for all three sections. This is significantly lower than previous semesters. However, if the data is adjusted to eliminate scores from students who did not submit papers, or who submitted papers significantly after the deadline, and thus earning large deductions, the paper scores range from a low of 68.54% to 70.18% with an average over all three sections of 69.51%.

Use of Results

1. No recommendations.
2. The changes in the format and specificity of the discussion questions in the spring of 2014 have significantly improved student scores on these assignments. I continue to revise these questions in response to student answers. The large number of students failing to submit some assignments has led me to increase the number of points earned for each discussion response for fall 2015. Although not changing the overall weight of this assignment in the final grade, students put more value on higher point assignments and see them as more important to complete. The lower scores on the paper assignment for the courses led me to revise both the paper instructions, to be more step-by-step, and the writing aides posted on Canvas. I have posted information on the DSU Writing Center which strongly encourages all students to take their papers there for assistance, and have posted reminders for students about deadlines in the class. I have also moved the paper assignment due date a week earlier in the semester so it does not conflict with other end-of-the-semester projects that students might have in other classes.

📌 HIS_103_GE 02: Communication

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Students demonstrate basic skills in conducting, writing, and presenting research studies in history.

Data Collection

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

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

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

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

Results of Evaluation

Exams – Exam performance generally increases from Exam I to the Final Exam. A combined average of the exam scores three sections of History 104 (World History since 1500) evinces slight increase in scores from Exam I to the Final Exam (79.15% to 79.44%) with Exam II having the highest average scores at 82.49%. History 104 online submits the essay for each exam as a separate assignment. The class average has remained stable on this between Exam I and the Final Exam with averages of 74.4%, 76.34%, and 75.69%.

Writing Assignments – Student performance on writing assignments increases over the course of the semester. A combined average of the scores of ten thirty-point primary source document assignments from two sections of History 104 (World History since 1500) evinces an increase from assignment one to the tenth assignment (79.84% to 83.06%) and the average for the semester is 81.25%. The online section of History 104 answered not only the discussion questions, but students were also required to respond to classmates' answers on the discussion board. The average of the discussion questions for the online class was 82.88% for the semester with an large increase from

assignment 1 to assignment 10 (from 84.34% to 90%). The overall class average on the discussion responses was very good at 75.82% and students on one response averaging as high as 87.78%.

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

Term Paper – More than 80% of the students in each class had selected an acceptable topic and found acceptable sources for their paper. The final paper scores were generally stable with averages of 70.24%, 69.23%, and 69.59%. These scores were lower than in past semesters, mainly due to the significant number of students who submitted their papers late and thus earned deductions for late penalties

Use of Results

1. No recommendations.

2. The changes in the format and specificity of the discussion questions in the spring of 2014 have significantly improved student scores on these assignments. I continue to revise these questions in response to student answers. The lower scores on the paper assignment for the courses led me to revise both the paper instructions, to be more step-by-step, and the writing aides posted on Canvas. I have posted information on the DSU Writing Center which strongly encourages all students to take their papers there for assistance, and have posted reminders for students about deadlines in the class. I have also moved the paper assignment due date a week earlier in the semester so it does not conflict with other end-of-the-semester projects that students might have in other classes.

📝 HIS_104_GE 01: Critical and Creative Thinking
Start: 7/1/2014
End: 6/30/2015

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

Data Collection

a. **In-class exams** ask students to identify and explain the significance of historical figures, events, and phenomena in a series of short paragraphs. They must demonstrate knowledge of historical events and explain how these people, events, or things influence the larger trends within the field of World History. Answers are evaluated in terms of logic and the use of appropriate historical evidence. Creative analysis and use of novel forms of evidence are strongly encouraged. Questions like 'why are the pyramids significant' can be answered in many different and creative ways.

b. **Take-home essays** ask students to analyze and interpret a broad historical question and support conclusions with historical evidence in 500 to 1,000 words.

Through engagement with primary and secondary sources related to assigned course materials, students write three take-home essays essays dealing with specific historical questions in World History since 1500. Successful essays include a clear thesis, use specific examples to support the thesis, show strong awareness of the historical background and context to the issues being explored, engage viewpoints and perspectives different from their own, and deliver their ideas in a way that conforms to college-level standards of writing.

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

Data will be collected by evaluating the essays in terms of grammar, analysis, logic, and use of historical evidence.

Results of Evaluation

a. Average **in-class exam** scores hovered around 64% throughout the semester. A closer look at test scores indicates that a significant percentage of students fell behind and stopped taking in-class tests. Setting aside students who did not turn in an in-class test, average scores increased from 64% on the first test to 70%. Inclement weather wreaked havoc on student performance.

b. Average take-home essay scores also hovered around 64% throughout the semester, but students who continued to complete assignments improved from 64% on the first essay to 75% on the third essays. A significant number of students fell behind schedule and stopped turning in essays.

Motivated learners significantly improved their scores over the course of the semester. The number of students earning a B grade increased from 9 on the first test to 14 on the second test. The number of D students fell from 14 to 10, but the number of students who failed to turn in assignments increased from 9 to 14.

Use of Results

a. In-class exams. Three changes should improve performance on in-class exams. First, the instructor will strongly encourage students to take notes in class. Second, the instructor will improve the study guide distributed before each test. Finally, the instructor will provide additional comments on in-class exams to refine analytic skills.

b. Take-home essay scores improved over the course of the semester. The instructor will continue to write extensive comments on every essay exam and strongly encourage students to visit the writing center and meet with the instructor for additional assistance.

General Conclusions: No programmatic changes are being made as a result of the. However, to allow for a better, smoother transition from general education courses to the more advanced courses, the History Curriculum Committee is developing 300-level courses designed for majors and non-majors.

HIS_104_GE 02: Communication
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection

a. Take-home exams – Drawing on assigned readings and materials presented in class, college students should be able to develop

a well-written analysis of significant historical events. They should be able to combine historical facts with logic and interpret and/or explain the significance of such events using both reason and logic. Exams are evaluated in terms or grammar, style, and organization in accord with college-level writing standards within the discipline of history.

b. In-class discussion – Students at the college-level need to be able to communicate orally and be able to consider alternate viewpoints. By stating and defending positions, students are better able to understand their argument as well as its strengths and weaknesses.

In oral discussion, students will analyze and interpret both primary and secondary sources. Successful discussants will engage the materials in a thoughtful, concise, and historically-minded way. As not all students will come to the same conclusion, they must also be able to explain and defend their analysis and interpretation to peers. Data will be collected by monitoring student discussion during every class session.

Results of Evaluation

a. Take-home Exam scores improved The number of C students grew from 15 to 18 between the first and third tests, and the number of failing students decreased from 17 to 14 during the same time period.

b. In-class discussion decreased as the semester progressed, but less than in previous years. Participation scores increased from an B during the first trimester, collapsed during the middle trimester as a result of bad weather, and increased to the high C level during the final third of the class. Realizing that they had missed classes, motivated students tried to accumulate additional participation points.

Use of Results

a. Take-home exams – The instructor will continue to write extensive comments on every essay exam and encourage students to visit the writing center for additional assistance.

b. Posting participation grades on Canvas half-way through the semester promoted a renaissance of in-class discussion during the latter half of the semester. Second, the instructor will periodically remind students that public speaking and communication are essential skills that can enhance grade point averages and lead to success in the professional world.

🖍️ HIS_202_GE 01: Critical and Creative Thinking
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Students read and interpret primary and secondary sources. Specifically, students are required to read four historical monographs. They then develop arguments based on their analysis and interpretation of these sources. Students will present their arguments in written assignments and class discussions. Throughout the course, they will examine historical developments and think historically by asking questions such as: "Why did certain events and developments take place when they did?"; "What makes a person, event, or development significant and important?"; "How

do issues of the past still affect our nation and world today?" Students will also demonstrate their ability to analyze the significance of historical events and understand the importance of historical context to change over time in two 3-5 page book reviews in which they engage in a critical evaluation of their chosen book. Essay and short answer questions on in-class exams will offer students the opportunity to demonstrate their mastery of key developments and themes in U.S. history Since 1877 as well.

Data Collection

Online Quizzes: Students are able to answer basic factual questions about the development of US History Since 1877 drawn from lectures and readings. These facts then provide the building blocks upon which students construct arguments for their take home essays.

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

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

Book Review Essay – Students must summarize the main arguments of the particular historical monograph they have been assigned as well as to analyze its strengths and weaknesses relative to its purported thesis.

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

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

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

Results of Evaluation

Quizzes: This semester I replaced the in-class portion of the exams with 8 online quizzes worth 25 points apiece. The quizzes were designed to provide students with a relatively low stakes assessment of whether or not they were understanding the basic factual information presented in lecture. My hope was that by doing so, the students would exhibit much better command of the factual evidence when it came time to utilize it on their essay exams. The average Quiz Grade was a 40/50 or an 80%.

Exams –For sections 05 and 06 combined during the Fall of 2014, the pass rate for Exam I was 65% with 49% of all students making grades of A through C. For the same sections, the pass rate for the Final Exam was 79% with an A-C percentage of 67% of the overall grades.

Class Discussions –Students are generally reluctant to speak openly and freely at the start of the semester, but quickly become more comfortable with their peers and the instructor as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of alternative viewpoints arguments from their peers. Students who engaged in active participation received full credit for their discussion grade while students who either stopped coming to class or did not participate earned zero or half credit, respectively. The average participation grade for all students in the two sections combined was an 89%.

Book Review Essays – Additionally, students are provided with a detailed assignment sheet, examples of successful and less successful book reviews and a rubric which includes the elements upon which the review will be graded including Grammar/Mechanics, Intro/Thesis, Summary of the Book's Argument, Analysis of the Book's Strengths and Weaknesses, as well as an examination of the Author's Qualifications to write the book. The pass rate on the Critical Book Review for both sections was 69% while 59% of students earned grades ranging from C to A.

Use of Results

Exams – Student performance generally increases over the course of the semester, and it is clear that they become more comfortable with those exam questions asking them to think critically and creatively. I also believe that my new strategy of reinforcing lecture via online quizzes helped to students to gain mastery over the basic content to the point that they were better able to utilize the evidence at their disposal when writing their essays. Their writing becomes more logically organized and presents the information in a more coherent way on the Final Exam than it did on Exam I. They are also able to make connections between eras of history and include more detailed information and analysis in their exam answers. In general, students in these sections became increasingly thorough and specific in their exam responses as the semester moved along and thus their grades improved. I also noticed that students used more material from the assigned monographs on the final as well.

Class Discussions – Students are generally reluctant to speak openly and freely at the start of the semester, but quickly become more comfortable with their peers and the instructor as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of alternative viewpoints arguments from their peers. By the end of the semester, students were bringing in outside sources and even interrupting lecture to bring up discussion related points for the entire class and the instructor to consider.

Book Review Essay – Student performance on the initial writing assignments was predictably low as many of the students in these three sections were not adequately prepared in their secondary

schools for college-level writing. However, many of them took the detailed critiques provided by the instructor to heart and thus improved their performance on subsequent writing assignments considerably

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📝 HIS_202_GE 02: Communication

Start: 7/1/2014
End: 6/30/2015

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

Data Collection

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

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

Book Review Essays – Students read and interpret primary and secondary sources. Specifically, students are required to read four historical monographs. They then develop arguments based on their analysis and interpretation of these sources. Students will present their arguments in written assignments and class discussions. Throughout the course, they will examine historical developments and think historically by asking questions such as: "Why did certain events and developments take place when they did?"; "What makes a person, event, or development significant and important?"; "How do issues of the past still affect our nation and world today?" Students will also demonstrate their ability to analyze the significance of historical events and understand the importance of historical context to change over time in two 3-5 page book reviews in which they engage in a critical evaluation of their chosen book. Essay and short answer questions on in-class exams will offer students the opportunity to demonstrate their mastery of key developments and themes in U.S. history Since 1877 as well.

Results of Evaluation

Exams – Exam performance generally improves from Exam I to Exam II, etc. This semester, I experimented with Four exams rather than three. I did this largely based upon research which

argues that more frequent exams with less material on them generally improve both student performance and retention. For sections 01, 02 and 05 combined during the Fall of 2014, the pass rate for Exam I was 79% with 76% of all students making grades of A through C. This represents a dramatic improvement in these numbers over Exam I in my US History to 1877 sections from the Fall of 2014. Given that this is different material we cannot make exact comparisons, but overall it is my conclusion that the decreased amount of material on Exam I was a significant factor in improving student performance. This high level of performance continued on Exam II. For the same sections, the pass rate for Exam II was 83% with an A-C percentage of 73% of the overall grades. Performance on the Third Exam dropped for all of my sections. On Exam III for all sections the pass rate was 69% with 58% of students earning a grade of A-C. Based upon my own observations as well as student responses from my course evaluations it seems that the explanation for the drop between Exams II and III has to do with the schedule for the course and the semester cycle. What I mean by this is that due to missed days for bad weather closings etc, and the fact that I added an additional book discussion and an additional exam to this course, Exam III followed closely on the heels of Exam II. Additionally, it occurred at a time when my students all seemed to be taking exams or writing papers in many of their other courses. Therefore, they quite simply did not have the time to devote to studying for Exam III that they did for the previous two exams. I am not sure what can be done to alleviate this other than tweaking the calendar to space Exam II and III out more or possibly going back to a three exam format, which I am reluctant to do simply because of the overall increased performance on the first two exams. Less material really did increase student performance and information retention. Additionally, the scores for the Final Exam were also very impressive so on the aggregate I consider the experiment with more frequent exams to be a success. For the Final Exam, the pass rate was 85% with an A-C rate of 73% for all students. Based on this data, I will implement a four exam format in my US to 1877 sections as well.

Class Discussions –Students are generally reluctant to speak openly and freely at the start of the semester, but quickly become more comfortable with their peers and the instructor as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of alternative viewpoints arguments from their peers. Students who engaged in active participation received full credit for their discussion grade while students who either stopped coming to class or did not participate earned zero or half credit, respectively. The average participation grade for all students in the three sections combined was an 89%.

Book Review Essays – Much like the exams, student performance on the Book Reviews generally improves between the first and the second review. Additionally, students are provided with a detailed assignment sheet, examples of successful and less successful essays and a rubric which includes the elements upon which the essay will be graded. The pass rate on Book Review #1 for the three sections combined was 75% while 49% of students earned grades ranging from C to A. The average grade on the first book review was a 77% while the average score on students' second review increased to an 83%.

Use of Results

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

In general, students in these three sections became increasingly thorough and specific in their exam responses as the semester moved along and thus their grades improved.

Class Discussions – Students are generally reluctant to speak openly and freely at the start of the semester, but quickly become more comfortable with their peers and the instructor as the semester progresses. They increasingly give concrete examples to support their assertions on bias and accuracy, but students also show an ability to reconsider their positions in the face of alternative viewpoints arguments from their peers. By the end of the semester, students were bringing in outside sources and even interrupting lecture to bring up discussion related points for the entire class and the instructor to consider.

Analytical Essay – Student performance on the initial writing assignments was predictably low as many of the students in these three sections were not adequately prepared in their secondary schools for college-level writing. However, many of them took the detailed critiques provided by the instructor to heart and thus improved their performance on subsequent writing assignments considerably.

🖍 MAT_103_GE 01: Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection

The final examination in MAT 103 Quantitative Reasoning will be used to determine the level of mastery of the topics in this course. The examination is a comprehensive assessment of the course content. All questions on the examination are linked to the specific course objectives which have been defined by the departmental faculty. Following the administration of the final exam, an item analysis will be performed to determine areas of weakness and strength. (The course objectives are found in the Appendix.)

Results of Evaluation

An analysis of the fall 2014 semester examination, given by course objective, is shown in the following table. The objective number corresponds to the published objectives for Quantitative Reasoning (MAT 103). The final examination questions were matched to these nine objectives (with the exception of Objective 7). The number of students, expressed as a percentage, who demonstrated mastery of each objective was computed. (The list of course objectives is included in the appendix. Course objectives 1 – 6, 8, and 9 address General Education Competency 01.

Objective Number	Mastery Percentage 2013	Mastery Percentage 2014	Number of exam questions for that objective (2013/2014)
1	71.13	77.02	23/18
2	71.38	78.39	13/13
3	38.00	42.86	2/1
4	58.22	58.54	18/17
5	50.77	58.93	13/16
6	62.67	79.37	3/3
7	0	0	0/0
8	32.00	35.71	4/4
9	48.62	50.79	13/12

- APPENDIX to Annual Report_14-15

Use of Results
Each course objective that was on this year's exam was tested with at least three questions with the exception of objective 3. This objective incorporates a particular type of problem and is a minor portion of the course content as a whole. When compared with the performance on the examination in the fall of 2013, improvement was shown on all of the assessed objectives. While some improvements were very small and are possibly statistically insignificant, those objectives where the mastery percentage was below fifty percent in 2013 did show improvement in 2014. Those objectives for which the mastery level continues to be below fifty percent will be examined for possible revision of course content and teaching methodology for the 2015 – 2016 school year. Additional stress will be placed on the teaching of these specific objectives in order to improve the performance of the students in these areas.

Related Items
GE 01: Critical and Creative Thinking

MAT_103_GE 03: Quantitative Skills
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Enhancing abilities for symbolic and numeric reasoning and the ability to use and understand statistical and other quantitative techniques to interpret data

Data Collection

The final examination in MAT 103 Quantitative Reasoning will be used to determine the level of mastery of the topics in this course. The examination is a comprehensive assessment of the course content. All questions on the examination are linked to the specific course objectives which have been defined by the departmental faculty. Following the administration of the final exam, an item analysis will be performed to determine areas of weakness and strength. (The course objectives are found in the Appendix.)

Results of Evaluation

An analysis of the fall 2014 semester examination, given by course objective, is shown in the following table. The objective number corresponds to the published objectives for Quantitative Reasoning (MAT 103). The final examination questions were matched to these nine objectives (with the exception of Objective 7). The number of students, expressed as a percentage, who demonstrated mastery of each objective was computed. (The list of course objectives is included in the appendix. Course objectives 1 – 6, 8, and 9 address General Education Competency 03.

Objective Number	Mastery Percentage 2013	Mastery Percentage 2014	Number of exam questions for that objective (2013/2014)
1	71.13	77.02	23/18
2	71.38	78.39	13/13
3	38.00	42.86	2/1
4	58.22	58.54	18/17
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- APPENDIX to Annual Report_14-15

Use of Results
Each course objective that was on this year's exam was tested with at least three questions with the exception of objective 3. This objective incorporates a particular type of problem and is a minor portion of the course content as a whole. When compared with the performance on the examination in the fall of 2013, improvement was shown on all of the assessed objectives. While some improvements were very small and are possibly statistically insignificant, those objectives where the mastery percentage was below fifty percent in 2013 did show improvement in 2014. Those objectives for which the mastery level continues to be below fifty percent will be examined for possible revision of course content and teaching methodology for the 2015 – 2016 school year. Additional stress will be placed on the teaching of these specific objectives in order to improve the performance of the students in these areas.

Related Items
GE 03: Quantitative Skills

MAT_104_GE 01: Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

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

Results of Evaluation

An analysis of the fall 2014 semester examination, given by objective, is shown in the following table. The objective number corresponds to the published objectives for College Algebra (MAT 104). The final examination questions were matched to these thirteen objectives. The number of students that demonstrated mastery of each objective was computed. (The list of the course objectives is included in the appendix.)

Objective Number	Mastery Percentage 2013	Mastery Percentage 2014	Number of exam questions for that objective
1	51	61	9
2	62	71	3
3	59	65	3
4	62	67	4
5	62	68	3
6	61	70	3
7	31	34	3
8	48	55	4
9	56	59	4
10	56	58	4
11	25	39	3
12	52	58	4
13	26	40	2

- APPENDIX to Annual Report_14-15

Use of Results

Based on the analysis from the 2008 – 2009 academic year, the final exam in the fall 2009 was completely reworked in terms of the number of questions, the number of questions which address each objective, and the directions for each question. Only minor changes were made for the fall 2014 exam. Each objective in this year's exam was tested with at least three questions with the exception of Objective 13. This objective incorporates a very particular type of problem and is a minor portion of the course as a whole. The directions and types of problems included in the exam came directly from the homework problem sets; this method of choosing exam questions was used so that the students would have problems to work which were identical to those which they had been used to seeing in their preparations for tests. In the spring semester 2013, the administration of the final exam on the computer was piloted. This was tried since all of the unit tests are given in this way. Most of the final examinations were taken in the computer lab in the fall semester 2014 (a few students requested a paper test).

When compared with the mastery level listed in the 2013 – 2014 report, the students appear to have done better on all of the thirteen objectives. The department made a concerted effort to increase the students' performance on each unit test during the semester. This was done by offering blocks of time on two days each week when students were encouraged to come to the computer labs for tutoring. Points were added to unit tests as incentive for coming to the tutoring labs on a weekly basis. Some students were faithful to come each week, but there were some students who came sporadically or not at all. In spite of offering points as an incentive, the labs saw a decline in attendance as the semester progressed – especially in the later half of the term.

For the 2015 – 2016 school year, the department is hoping to be back in Walters Hall where there will be a computer lab solely for use of the Mathematics Department. The faculty anticipate requiring all students to spend time in the computer lab weekly. All sections of MAT 104 have retained much of the redesign proposed by this department to IHL and the National Center for Academic Transformation (NCAT). The students had some lecture time in which the course content was presented. The textbook and accompanying software package (Hawkes Learning System) were used by the students. All homework, quizzes, and unit tests were completed using the computer software. Before a student could take a unit test, the student had to complete a practice test covering the same topics and make the minimum required score. This was done to ensure that the students had prepared for the unit tests. The faculty noticed an improvement in the unit test scores for students who had prepared for the tests in this way. The faculty are continuing to explore means of improvement of student performance in the coming academic year.

Related Items
GE 01: Critical and Creative Thinking

MAT_104_GE 03: Quantitative Skills
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

Enhancing abilities for symbolic and numeric reasoning and the ability to use and understand statistical and other quantitative techniques to interpret data

Data Collection

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

Results of Evaluation

An analysis of the fall 2014 semester examination, given by objective, is shown in the following table. The objective number corresponds to the published objectives for College Algebra (MAT 104). The final examination questions were matched to these thirteen objectives. The number of students that demonstrated mastery of each objective was computed. (The list of the course objectives is included in the appendix.)

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1	51	61	9
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3	59	65	3
4	62	67	4
5	62	68	3
6	61	70	3
7	31	34	3
8	48	55	4
9	56	59	4
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Use of Results

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For the 2015 – 2016 school year, the department is hoping to be back in Walters Hall where there will be a computer lab solely for use of the Mathematics Department. The faculty anticipate requiring all students to spend time in the computer lab weekly. All sections of MAT 104 have retained much of the redesign proposed by this department to IHL and the National Center for Academic Transformation (NCAT). The students had some lecture time in which the course content was presented. The textbook and accompanying software package (Hawkes Learning System) were used by the students. All homework, quizzes, and unit tests were completed using the computer software. Before a student could take a unit test, the student had to complete a practice test covering the same topics and make the minimum required score. This was done to ensure that the students had prepared for the unit tests. The faculty noticed an improvement in the unit test scores for students who had prepared for the tests in this way. The faculty are continuing to explore means of improvement of student performance in the coming academic year.

Related Items
GE 03: Quantitative Skills

MUS_114_GE07: LO Development of Music in History
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to musics from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

- A discussion board post and responses
- A brief essay of 250-300 words on the given topic(s)
- Completion of the unit quiz
- Final project

MUS_114_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

- A discussion board post and responses
- A brief essay of 250-300 words on the given topic(s)
- Completion of the unit quizzes
- Final project - research project

MUS_114_GE08: LO Meaning of Music

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Explore and express viewpoints of artistic and expressive meaning of musical compositions.

Data Collection

A discussion board post and responses

A brief essay of 250-300 words on the given topic(s)

Final project

The chosen criteria express the commitment to expose the students to the technical language of music and how that connects to the expressive qualities that are inherent in music. Further, students are exposed to the variety of American musical styles and their relation to musics from around the world. Through the readings, listening/viewing and writing assignments, students are required to sort through the complexity of musical origin, intent, and experience.

MUS_115_GE07: LO Development of Music in History
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

MUS_115_GE08: LO Basic Elements and Terms of Music
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection

Chapter Questionnaires

Unit Tests (specifically Unit 1 Test)

Written Assignment

Concert Reviews

Listening Quizzes

Course assessments included 3 unit tests in a multiple choice format, 5 listening quizzes which required students to identify specific musical selections by title, composer and performance medium.

The listening quizzes also included a series of true/false statements regarding relevant biographical, social or stylistic/technical elements associated with the musical example.

Other assessments included daily online chapter quizzes and occasional worksheets distributed in class.

The chapter quizzes are in multiple choice format.

Critical thinking skills are assessed through 3 assigned concert reports. Students are required to attend live performances held on campus and submit written reflections on the performance using musical language and terminology presented in class. This provides students an opportunity to substantiate their own preferences using appropriate vocabulary.

The course also included a midterm and final examination.

Both exams were primarily multiple choice, but they both included some written exercises.

MUS_115_GE08: LO Meaning of Music
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Explore and express viewpoints of artistic and expressive meaning of musical compositions.

MUS_116_GE07: LO Development of Music in History
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection
Chapter Exams

Critical Listening Reports

Essays

MUS_116_GE08: LO Basic Elements and Terms of Music
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection
Chapter Exams

Critical Listening Reports

Essays

MUS_116_GE08: LO Meaning of Music
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Explore and express viewpoints of artistic and expressive meaning of musical compositions.

Data Collection
Chapter Exams

Critical Listening Reports

Essays

MUS_117_GE07: LO Development of Music in History

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Understand and connect the development of musical styles with notable musicians, cultures, and society throughout history.

Data Collection
Chapter Exams

Critical Listening Reports

Essays

MUS_117_GE08: LO Basic Elements and Terms of Music

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Know and recognize the basic elements and terms of music to communicate ideas about performances, styles, and preferences.

Data Collection
Chapter Exams

Critical Listening Reports

Essays

MUS_117_GE08: LO Meaning of Music

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Explore and express viewpoints of artistic and expressive meaning of musical compositions.

Data Collection
Chapter Exams

Critical Listening Reports

Essays

📝 PHI_201_ GE 01, 02, 05, 06, 07, 08, 09 & 10: Critical Thinking, Communication, Self, Social Institutions, Cultural Awareness, Perspectives, Cross Discipinary Appreciation and Values

Start: 7/1/2014
End: 6/30/2015

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.

PHY_110_GE01: Critical and Creative Thinking
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection
Questions from tests 1, 2, and 3 will be assessed for mastery of concepts. If 70% of the students achieve 75% or above, success is demonstrated.

Results of Evaluation
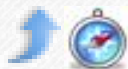Fall, test 1-82%, test 2- 80%, test 3- 84%
Spring, test 1-74%, test 2- 77%, test 3-79%

Success was demonstrated except for test 1 questions in the spring semester.

Use of Results

Test 1 questions will be reviewed. Power points will be reviewed and possibly more details will be added in the problematic areas.

Related Items
GE 01: Critical and Creative Thinking

PHY_205_GE01: Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection

1. Data will be collected by analyzing pretest and post-test (final test). The pretest is administered the 2nd week of school to gauge student knowledge of astronomy.
2. Data from three different sections of PHY 205 will be collected and analyzed separately.
3. Success is achieved if students achieve an 80% or higher on the post-test/final test.

Results of Evaluation

Fall 2014: Groups 1&2: Pre-test Score 16, 29%, Final Exam: Score 53, 94%
        Group 3:   Pre-test Score 9, 32%, Final Exam: Score 28, 100%

Spring 2015: Groups 1&2: Pre-test Score 12, 24%, Final Exam: Score 48, 94%
        Group 3:   Pre-test Score 10, 33%, Final Exam: Score 29, 97%

Since all of the groups score 80% or higher on the final exam, success was achieved.

Use of Results

Dr. Alina Gabryshevska-Kukawa left DSU at the end of the Spring semester. These results will be made available to the new instructors in Astronomy. They will likely choose a different kind of analysis for the course.

Related Items
GE 01: Critical and Creative Thinking

📍 PSC_103_GE 01: Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

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

Data Collection

Assessment Tools. PSC 103 uses pop quizzes, short response essays, and a drafting process for the five major essay papers to determine student achievement. The student survey is an evaluative instrument to gauge foundational knowledge and attitudes about political concepts and issues. Class participation is an integral part of daily work in the course. Neither the survey nor class participation is graded.

Student Survey as a Pre-Test-Post-Test Instrument. Students begin the course by completing a survey of their attitudes and opinions across a broad range of topics, most of which anticipate questions and issues in the semester's readings. Survey questions also deal with students' familiarity with general information on politics, history, their reading habits, their opinions on cultural, social and policy issues, as well as their views on their education. The most important part of the survey tests students' familiarity with the required readings and their attendant arguments. The results of this survey offer the instructor a way of emphasizing conceptual approaches to the course. This is an assessment tool because the survey is repeated again at the end of the semester to gauge achievement and growth. The results are reviewed for the students in the last class of the semester.

Use of the Student Survey as a Teaching Tool. Survey results are used throughout the semester to demonstrate aggregate responses on student behaviors and attitudes on political questions. Results are posted on the course webpage to facilitate use in essays. This is teaching tool for the following reasons. Consistent recourse to survey results provides students with a benchmark so that they might see shifts or wholesale changes in their views of the world in light of course readings, discussion and writing. Survey results also provide a ready tool to stimulate class discussion. Giving students a glimpse of themselves in these results provides them with a path of self-examination and a stimulus to critical thinking because they begin the first step to consciousness by examining themselves against the world and some of the collective decision in our democracy that not necessarily account for thoughtful discussion and in-depth study. Although

survey results are not graded, they form an important evaluative tool for the instructor in order to gauge the level of student knowledge about themselves and the world. By discovering the degree to which a student is conscious of their own views contrasted against other students, or the degree of reflective thought provoked in a student, the teacher-learner relationship can be more effectively by providing information about student reading, analyzing, and writing. To be sure, this approach is a valuable tool for evaluation because it is literally a yard stick not only for evaluating cognitive functions, but also for the more subtle changes in thinking that can occur later in the course. The key to its success in using the survey in how students learn to see themselves in their ideas compared with other students. Add to this the valuable tool of class discussion, and the prospects for encouraging personal inquiry.

Semester Readings. Readings for this course have been chosen from what otherwise might be called the Great Books Tradition. For example, Homer, Herodotus, Thucydides, and Plato populated the readings for the ancient period. The readings are organized historically, beginning with the Ancients (Book I of *The Iliad*), moving through literature from the Medieval, Renaissance, Early Modern, Colonial, Modern and most recent period. Among other perspectives, the broadest comparison in the course deals with the differences and problems posed by modernity contrasted against all other periods. Relatively short excerpts from these eras.

The Developmental Approach to Critical Thinking. Taking a "history of political thought approach," students read along a pathway to the present, witnessing the establishment of traditions, changes in political community by choice or revolution, and the consolidation of power in the modern state. In the process they confronting questions that call upon them to make reasons judgments about the authors, the actors and their decisions. Each reading reveals a different perspective on the core concepts in the course: power, justice, citizenship, democracy, and the state. The intended effect is to establish a critical perspective on the core concepts by the end of the semester and a basis for evaluation, even though the student has read brief excerpts from important literature. In effect, students are led over the course of the semester through the process of critical evaluation in each period, offering them a philosophical, political, historical and cultural perspective on each of the core concepts.

All during this the class is admonished to evaluate current events that are discussed in a fifteen minute period at the beginning of class. The intended effect is to bring them to a periodic evaluation about the ideas as well as themselves and especially again what they call modern and the literature addresses as modernity. Moreover, by inviting students to become engaged in the interpretive life, they can be liberated from the conditions of the objective-dominated classroom. The question is not whether they have memorized or have to recall a specific line. All of this is assumed in the process of interpretation which, ideally, transforms the mind from a static container into an organ for reflective thought. It is not that the students have read the entire list of articles in this course; instead, it is what they do when they interpret these articles in an effort to transform their world. The formal student essays in this course focus on one or more of the five concepts mentioned above: power, justice, citizenship, democracy, and the state. With the manifest advantage of having readings that sometimes literally invite comparisons to previous readings and arguments, students have a ready-made model for developing their approaches in their papers.

Results of Evaluation
Overall Finding of the Assessment Process. Proficiency in this course is determined by whether the student has merited a grade of "C." In this semester-course, 78% of the students merited this grade. Although students respond to the general survey, write short reaction papers in class, and respond to pop quizzes, the primary instrument for determining achievement is the essay paper.

Evaluation of Foundational Knowledge and the Dangers of Student Limits. With the obvious exception of highly motivated and bright individuals, students entering this course lack of basic information about the five core concepts in the class, about politics in general, U.S. policies across the globe, especially U.S. military activities, and their own role as citizens. Interestingly enough,

this condition does not prevent them from having opinions about these topics. Experience shows that their opinions originate and are conditioned by familial or casual constructions of the world, by ideological orientation, by their sectarian influences, and by their social circles. Given the fact that more than 40% of our student body originates from Mississippi Delta high schools, students are likely to be alienated from quality information on both national and international issues. Survey results have borne out these generalizations semester after semester.

Effects on the Teaching-Learning Process. Survey results obviously conditions expectations for the classroom, emphasis and evaluation in the teacher-learner relationship, the consequences of which are dealt with in the column D. Over the past two decades, the quality of student at Delta State has diminished. Although we continue to have bright students in the classroom, they are fewer and far between. The survey is useful because it to help in predicting the amount of input from the instructor. This does not mean that the course expectations change from one semester to the next. It does mean that every class varies in the quality and quantity of basic information about politics, generally defined, and the affairs of the world, with the trend line for the level of preparation for the university classroom edging downward every year. One more remark seems appropriate. Notwithstanding the regional origins of students, one irony is clear: modern technology clearly offers greater access not only to information but to a wider variety of sources for information, yet students' foundational knowledge about their world is primarily focused on a circle with a comparatively smaller radius than ever before. Of course this observation assumes access to the technology. Nonetheless, the student world is hyper-personal, narrow and vastly self-interested. Consistent with this, students are generally reluctant to share ideas in class.

Use of Results

The Course Survey and Its Uses. The course survey continues to be essential in gauging students' foundation knowledge and show student progress over the course of the semester. The survey will be revised over time to improve relevance to current and new literature and to address general political knowledge.

Inclusion of Canvas in the Course. With the growing popularity and convenience of Canvas comes the necessity to include it in PSC 103. The old *Catotheyounger.org* page will go away in the future and Canvas will replace part of the Internet support the *Cato* had offered. More course videos designed specifically for PSC 103 readings will be added to the Canvas site, along with other supplementary materials. Canvas can also address student background knowledge. Background information that students need for each reading can be offered in the "lecture before the lecture" videos, balanced the problem of spending time explaining context in the classroom. This also helps to prevent the course from becoming too over-balanced in favor of the lecture model. With the addition of more start-up information, students can find more relevance in the bigger questions asked during the course.

Changes in Semester Readings. Experimenting with more challenging readings in 103 went beyond students' abilities. The course will go back to excerpts from landmark works, eliminate the several book-length readings that had been used last year, and add several readings from more recent literature. The emphasis on selections from each historical epoch will remain the backbone of the course.

🔖 PSC_103_GE 02: Communication

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

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

Data Collection

Class Discussion in Preparation for Writing. Having read and discussed each assignment in one class, students are encouraged to bring to class a draft of their position on a given reading or set of readings in the next class. Along with the scheduled assignment, students have access to a short video lecture by the instructor, providing them with background on the author, the reading, and the context for both. The video raises some very basic questions about the text, the chronology of events, the actors or the author, the author's main point in the reading, and, in the case of a piece of fiction, the consequences for the characters in the story. Having completed the reading and the supplementary materials, students volunteer to discuss their ideas, providing everyone in the room a sense of how they might argue the position in their first draft. Discussions are moderated, with the instructor as facilitator and with an occasional intervention to keep it on track. In the end, class discussion has an even more significant purpose: to move students to the status of agent and diminish their role as object. Especially in this course, the primary purpose for class discussion is to establishing a civil forum in which ideas, differences and arguments can be exchanged by the students.

Student Essays. Because this is a writing class, a considerable amount of time is taken to prepare students for that process. Apart from the student survey and class discussion, both valuable teaching tools, the only method for collecting data in this course is the short paper varying in length from three to five pages depending on the topic. Other methods for evaluation are quizzes and short response papers.

The Writing Process. Students submit five short papers during the semester, with a final paper due for the final examination. Papers are submitted to the instructor with the usual assignment, title and date information but with a serial number in place of a name. After all the papers for each assignment have been reviewed, the instructor chooses papers that represent certain virtues or problems in writing. Grades are not disclosed at this stage in order to focus on the work and not the evaluation. This process has become popular with students as it shows how others have or have not addressed the assignment. These anonymized papers provide benchmarks for the entire class, eliminating the limitation of students writing alone and creating a writing community that understands the general state of writing. Anonymizing papers also helps remove the bias of name recognition during the evaluation process. Without personal identification, papers can be displayed

to students in class to display methods of evaluation, and ways to improve writing.

Learning through Drafting. For each of these papers, students have the opportunity to re-draft twice. Each re-draft is returned and averaged with the first draft grade, with the assumption that a re-draft grade can be lower than the first grade on the first submission. Because students have already received comments on mechanical problems, mistakes in grammar, problems with idiomatic expression, on the accuracy of their reading and interpretation, as well as a brief discussions of their argument, student-instructor conferences can focus on how students can improve their arguments. The final and sixth essay of the semester is also the final examination. In effect, the writing process used in this course prepares students to producing a synthetic assignment incorporating a range of literature that supports their argument about one of the five core concepts.

Results of Evaluation

The Role and Results of Class Discussion. Further evidence for the lack of fundamental knowledge about the world emerges in class discussion, or, better yet, does not emerge.   To place this in pedagogical context, and with the general exception upper-level and required major courses, it is increasingly the case that General Education courses pose considerable challenges in getting students to participate in class discussion. Whatever knowledge they have has been conditioned by "concretism," black-and-white information, and by students' tendency to personalize their experience instead of seeing the social nature of their condition. Add to this the tendency of secondary schools to focus on objective testing, teaching to the "high stakes" test, the limited scope of literature offered in high schools, and the limitations of support resources in many high schools, and it is fairly clear that a considerable amount of start-up work is required before pressing students to make thoughtful contributions in speech and the written word.

The Quality of Student Discussion. The quality of student discussion in class changes from semester to semester. Limitations generally known to most academics are class size and critical mass. Many students find it uncomfortable to discuss in large classes. Those students willing to engage in discussion help energize or provoke their classmates. In sum, it is a fair guess that students who regularly discuss class experienced class discussion in their high school courses. It is also fair to say that the nature and contents of PSC 103 at first impresses students. Their experience with textbooks has dulled their ability to confront primary sources and to discuss them. Given the information on the student survey, much of this quandary can be eliminated by providing careful mentoring and answering student questions. On the more positive side, the quieter students explain that they enjoy and profit from hearing the more vocal students speak out on their positions and attitudes about a variety of topics. One final comment is important: race plays a very important role in the classroom. How race conditions dialogue, academic relationships, and the perception of attitudes and motives on either side of the racial divide is probably a factor in decisions to participate and learn in the classroom. Whether this is a factor in class participation is a matter for further study. Nevertheless, from students' point of view, race as a factor in student relationships is constantly present.

Evaluating Class Participation. As noted above, class participation is not graded and for a very good reason. In general, grading class participation is difficult. More to the point, the learning process at an institution like Delta State requires a great deal more patience, given the nature of the students who increasingly populate our courses. In some cases, students find their voice by the end of the semester. But to grade these poorly prepared students for something they have not experienced seems more like penalizing them. Better to give them the experience to witness open and free dialogue in an introductory course, encouraging them occasionally during the semester, than to discourage them from the start by grading them.

Writing by Drafting. The primary method for assessing student achievement in this course is the

student essay. To repeat, the end of this course is to get students to understand the development, of lack thereof, in the five core concepts. The result should be a synoptic understanding over time, not only of these concepts, but of the idea of politics, itself. This appeal to perspective is not just for the material, but also for the process of writing. In the much older versions of this course, papers were marked up with an explanation and a grade, leaving the student without an opportunity to redraft after the first submission. Over time, it has become more and more obvious that the drafting process not only improves students' learning; drafting increases students' critical thinking, creativity and satisfaction with the learning process; and, drafting draws the student further into the process of self-reflection. With these forms of collaboration, students can become more familiar with the process of critical thinking. In this class, students who were not open to the process of writing at the beginning of the semester improved their perspective especially through the conference.

Use of Results

Class Discussion. Greater attention is needed for students who seem reluctant to discuss. Student conferences, more information on the Canvas page, course videos and an effort to encourage them in class will be applied.

Student Writing. Students have asked for more grading opportunities. With five papers and two drafts for each of these papers, increasing the number of paper assignments seems unlikely. Instead of the five papers, several short response assignments will be offered throughout the coming semester.

PSC_104_GE 02: Communication

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection

A number of methods are used to assess student achievement. These methods include analytical readings in PSC 201. These readings include political speeches, excerpts from chapters from assigned texts and book reviews; moreover, short critical thinking, discussion boards and writing activities are assigned in all courses. Short videos were placed within the PowerPoints. Students would have to write and respond in class to questions posed in regards to the videos. Discussion boards were used in all sections. These short discussions provided additional opportunities for students to engage in critical discussions as well as to improve their writing and critical thinking skills. Students in the online section were encouraged to use participate in three (3) web conferences with the other students online to ask questions and to get answers about the courses

and/or assessments for the course. In Spring 2015, the goal was to have more discussion boards to increase students' engagement but it was not possible due to the inclement weather (the ice storms made it difficult for some students to participate).

Additionally, chapter tests are used to assessing students learning. Students are encouraged to provide answers using deductive and inductive reasoning. In addition to the consequences of a particular policy or issues, they must come up with solutions and discuss the implications of the solutions.

Students must be able to communicate effectively their knowledge about the foundations of American government, its institutions, how elites and masses participate in politics. Students must also communicate through their writing their knowledge about key leaders such as members of the Supreme Court, cabinet members and/or nominees and presidential candidates and events for assessment such as quizzes or exams that may be a multiple-choice, FITB, short answer questions, and/or essay format

Results of Evaluation

In the face-to-face courses, many of the students in this major appear to be sufficiently prepared in writing. However, additional attention to writing skills is warranted.

Most students in PSC 201 state that they do not like government and they know very little about government. However, after much coaching many realize the importance of understanding government. They tend to enjoy class discussions and the debates covering relevant and contemporary issues. I find that their written communication skills are lacking.
Most students are often nervous about participating initially in the online discussion boards. In contrast to last year, more students were familiar with Canvas so less time was spent dealing with technical issues compared to last year. However, the semi-anonymity of this tool on Canvas seems to provide students with a greater sense of freedom to express their opinions. The online section attracts a wide variety of students and as a result, the type of communication skills that students possess varies as well. Students have noted on evaluations how much they enjoyed the discussions boards for the online course

Use of Results

A continued emphasis on writing will emphasized through a variety of strategies and activities.

Discussion boards will be used more to further engage students.

Critical thinking activities were placed throughout the PowerPoints to increase discussion in the classroom.

Using the post-test results, other topics and writing assignments will be developed for future PSC 201 courses that will help engage students in contemporary American Politics.

Planning efforts are underway to engage students in additional writing activities, and to conduct follow-up assessments.

PSC_201_GE 06: Social Institutions
Start: 7/1/2014
End: 6/30/2015

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

Data Collection

A number of methods were used to assess student achievement. These methods include analytical readings in PSC 201. These readings include political speeches, excerpts from chapters from assigned texts and book reviews; moreover, short critical thinking and writing activities are assigned in all courses. Discussion boards were used during both the Fall 2014 and Spring 2015 semesters in the face to face classes and online section. These short discussions provided additional opportunities for students to engage in critical discussions as well as to improve their writing and critical thinking skills. Additionally, chapter tests are used to assessing students learning. Students are encouraged to provide answers using deductive and inductive reasoning. In addition to the consequences of a particular policy or issues, they must come up with solutions and discuss the implications of the solutions.

Students must respond to the "what-if" questions as well as the critical analysis sections posed in the text. Class discussions provide students with opportunities to understand the role culture plays on American politics. Discussion topics provide an opportunity to express their opinions and debate with their peers on a variety of contemporary policy topics such as abortion, affirmative action, political participation, social welfare, healthcare, and immigration policies in the United States. Students must argue against or defend their position about the cultural role of importance of women, African-Americans, Asian-Americans, Hispanics, Native Americans, and other politically underrepresented groups and different public policies that divide American society.

Students must be able to communicate effectively their knowledge about the foundations of American government, its institutions, how elites and masses participate in politics. Students must also communicate through their writing their knowledge about key leaders and events for

assessment such as quizzes or exams that may be a multiple-choice, FITB, short answer questions, and/or essay format.

Results of Evaluation

Although many of the students in the online section of PSC 201 are not PSC majors, they understand the linkages between the role of social institutions and their impact on American politics. This is particularly the case when assessing the role of these institutions on individuals such as students' political affiliation, understanding voting behavior, and political system.

Use of Results

A continued emphasis on writing will emphasized through a variety of strategies and activities.

Using the post-test results, other topics and writing assignments will be developed for future PSC 201 courses that will help engage students in contemporary American Politics.

Planning efforts are underway to engage students in additional writing activities, and to conduct follow-up assessments.

🖍 PSC_201_GE 07: Cultural Awareness
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

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

Data Collection

A number of methods were used to assess student achievement. These methods include analytical readings in PSC 201. These readings include political speeches, excerpts from chapters from assigned texts and book reviews; moreover, short critical thinking and writing activities are assigned in all courses. Discussion boards were used during both the Fall 2014 and Spring 2015 semesters in the face to face classes and online section. These short discussions provided additional opportunities for students to engage in critical discussions as well as to improve their writing and critical thinking skills. Additionally, chapter tests are used to assessing students learning. Students are encouraged to provide answers using deductive and inductive reasoning. In addition to the

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

Students must respond to the "what-if" questions as well as the critical analysis sections posed in the text. Class discussions provide students with opportunities to understand the role culture plays on American politics. Discussion topics provide an opportunity to express their opinions and debate with their peers on a variety of contemporary policy topics such as abortion, affirmative action, political participation, social welfare, healthcare, and immigration policies in the United States. Students must argue against or defend their position about the cultural role of importance of women, African-Americans, Asian-Americans, Hispanics, Native Americans, and other politically underrepresented groups and different public policies that divide American society.

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

Results of Evaluation
Many of the students are often attuned to cultural context that drive American politics. As a result, they are most familiar with those current events and policies related to the so-called "culture wars" (i.e. gun control, abortion, Tea Party, etc.) and are very eager to express and share their opinions on these topics!

Use of Results

A continued emphasis on writing will emphasized through a variety of strategies and activities.

Discussion boards will be more used to further engage students.

Using the post-test results, other topics and writing assignments will be developed for future PSC 201 courses that will help engage students in contemporary American Politics.

Planning efforts are underway to engage students in additional writing activities, and to conduct follow-up assessments.

🖊️ SHS _360_GE 07: Cultural Awareness
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Developing an understanding and appreciation of the diverse cultures that form the global community

Data Collection

Performance competencies scored by faculty members. Scores on receptive and expressive sign language assessments. Performance on ASL Projects-story/poetry, songs, and skits.

Results of Evaluation

BS-SHS 360 competencies were passed at a rate of 97% as scored by faculty assessment team members.

Use of Results

The department will continue to utilize various class projects to expose students to the experiences of individuals living with hearing impairment. Further, the department will continue to encourage students to demonstrate a sense of awareness and tolerance to transcend cultural and ethnic differences.

🖍 SOC_101_GE 01: Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)

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

Data Collection

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

   i.   Quizzes
        ii. Writing Assignments
  ii.   Class Discussions

Quizzes: Students completed 17 in-class quizzes worth 1-4 points each for a total of 40 points possible during the semester. Quiz questions require students to synthesize various pieces of information and apply concepts to relevant scenarios in order to deduce the correct response. These are higher order thinking skills consistent with abstract, critical and creative thinking.

Writing Assignments: Students completed take-home writing assignments. Writing assignments require students to think about the components of an argument, develop a creative explanation, and follow a logical flow. These are skills that practice and demonstrate creative and critical thinking. The writing assignments are graded based on application of relevant terms/concepts and use of relevant and creative examples to substantiate arguments, and the organization of writing.

Class Discussions: In class discussions, students engage with other students and with faculty to explain a position, drawing on logic, theory, and evidence. They must evaluate arguments from various viewpoints. These help students develop critical and creative thinking abilities.

Results of Evaluation
Quizzes:
By the end of the semester cumulative quiz scores ranged from 8.5 to 38 with an average score of 23.51 and a median score of 28.5.   Answers were discussed immediately after the quiz in order to dispel myths and reemphasize material as needed. Students were frequently reminded to study for these quizzes and use them as midterm exam practice questions.

Writing Assignments: Over the course of a semester, student essay performance remained constant, and represented higher order thinking skills.

Student performance on written assignments began with 86.84% performing at or above bench mark on an assignment designed to ease them into thinking critically from a sociological perspective. Average scores experienced some increases (up to 97%) and decreases (as low as 77%) as the semester progressed and new material was presented and expectations for performance increased. The dip appears to be attributed in part to students submitting late or not writing with academic honesty, thus pulling their individual scores down.

On all assignments combined, 86.98% of students were performing at benchmark. Student scoring below average generally had challenges with applying course concepts to relevant scenarios.

Note: Written assignments were all graded with a rubric located in the syllabus for student reference.
Class Discussions: A number of in class discussions were held but not graded.

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- Gen Ed outcome - supplement to SACS report SOC101online format_Fall2014_Atchison
- Gen Ed outcome - supplement to SACS report SOC101online format_Spring2015_Atchison

Use of Results
Quizzes: Quizzes will continue to be given and students will continue to be encouraged to read and review material before coming to class to increase likelihood of successful performance on quizzes.   Given that the midterm exam scores administered over the course of the semester averaged a C grade it is concluded that the quizzes are helping prepare students for the midterm exams.

Writing Assignments: In class quizzes will continue to focus on applying and synthesizing course concepts to relevant scenarios to give students further practice/examples. This continued effort is expected to help all students (not just those scoring below benchmark), to more easily and accurately think and write critically about course concepts and relevant material.

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

In class discussions will continue and efforts to incorporate at least one graded discussion will be made in order to document student understanding and performance.

SOC_101_GE 02: Communication

Start: 7/1/2014
End: 6/30/2015
Gen Ed learning outcome (competency)
Upon completion of this course, students will demonstrate basic skills in conducting, writing, and presenting research studies in sociology.

Data Collection
Communication skills are enhanced through writing and discussions in class, and through out-of-class contact with the professor on an as-needed basis.

   i.   Writing Assignments
  ii.   Class discussions

Writing Assignments: Student essays must demonstrate an ability to write using standard college prose, to express ideas in a meaningful way that are clearly articulated and applied to concepts, and to use grammar, punctuation and spelling correctly.
Class Discussions: Students are invited to participate with classmates in small group discussions and in full class discussions, and are asked to express and defend their ideas verbally, developing explanations and providing evidence to support their arguments.

Results of Evaluation
Writing Assignments: Writing assignments require students to think about the components of an argument, develop a creative explanation, and follow a logical flow. These are skills that practice and demonstrate communication through the written word. A grading rubric was used that included a section on quality of writing for each assignment. From the instructor's observation approximately 1/2 of the class met benchmark in their writing and improvement was not significantly noted as the semester progressed.

Class Discussions: Class discussions were not formally graded. However, it was noted that in a class size of 39 that not all students were equally verbal in class wide discussions. However, in small group discussions students were more likely to engage with each other.

Use of Results
Writing Assignments: In as much as only about half of the class demonstrated college level writing in their written assignments at or above benchmark use of the writing center will be encouraged on future assignments.

Class Discussions: Small group discussions will continue to be incorporated to encourage student participation. It is expected that with more practice discussing the material in a small group setting, more students will be willing/interested in contributing to discussions involving the entire class.

✏️ SOC_101_GE 06: Social Institutions

Start: 7/1/2014
End: 6/30/2015
Gen Ed learning outcome (competency)
Upon completion of this course, students are able to analyze different theoretical approaches and the way they relate to various methodologies used in sociological inquiry.
Data Collection
Students evaluate the basic framework and structures of societies and how societies change over time (with particular emphasis on political, economic, and intellectual changes). They understand important social movements that have expanded the historic meaning of freedom and democracy. Students understand the changing roles that state, religion, social and civic organizations, science, and the arts have played in history.

    i.   Writing Assignments
   ii.   Class Discussions

Writing Assignments: Writing assignments are designed to help students examine social institutions and their own involvement in these institutions. Students are required to think about and respond to the effect of social institutions on their lives, and how institutions offer opportunities and constrain actions and beliefs.

Class Discussions: Students discuss how social institutions shape their own lives, how institutions operate, and how they change over time.

Results of Evaluation

Writing Assignments: Written assignments demonstrate student engagement with institutions and provide an understanding of how institutions shape societies. Students participate in a group project where they investigate the social institutions of another country and make comparisons to the U.S.

Class Discussions: Student participation in-class discussions shows an understanding of social institutions and the role institutions play in their lives and society.

Class discussions involving social institutions were not graded.

In the group project mentioned above, students present their findings to the class so the entire class can benefit.

Use of Results
Writing Assignments:
Written assignments regarding social institutions helps students better understand social structure. Such efforts will continue to be made.

Class Discussions: Student participation in discussions builds an understanding of social institutions. This understanding is manifest in their written assignments pertaining to social institutions.

📝 SOC_101_GE 07: Cultural Awareness

Start: 7/1/2014
End: 6/30/2015
Gen Ed learning outcome (competency)
After you successfully complete this course, students will able to apply sociological perspectives in examining the relationships between individuals and social institutions.
Data Collection
  i.   Writing Assignments
  ii. Class Discussions

Writing Assignments:
Writing assignments require students to think about culture from a more analytic perspective, and evaluate cultural differences.

Students were required to complete writing assignments that required them to evaluate the US culture as well as cultures abroad and discuss these cultures using terms and concepts discussed in the text regarding culture.

For one assignment students were required to investigate world current events and examine how culture was influencing the current event.

Students also participated in a group project to evaluate social institutions in another country and compare it to the U.S. This assignment helped students develop a cultural awareness of other countries and deepen their own understanding of U.S. culture.

Class Discussions: Discussions offer students an opportunity to examine characteristics of American culture by comparing their local understandings of culture with the U.S. and other cultural settings

Results of Evaluation
Writing Assignments: Writing assignments on culture were satisfactory with 97.37% of students meeting benchmark on the current events assignment described earlier.

Student performance on the group project resulted in 74.35% of students performing at benchmark.

Class Discussions:
Class discussions were not graded. However, it was observed that students were becoming more aware of cultural differences within the US as well as abroad.
Use of Results
Writing Assignments:
Language is a key component of culture and writing helps students understand this concept.

Class Discussions: Students improve their understanding of culture by interacting with others while discussing concepts related to culture and society.

No specific change is recommended.

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

Start: 7/1/2014
End: 6/30/2015

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

9. 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 E**STRUCTURAS** 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 E**STRUCTURAS** 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)

SWO_101_GE 01: Gen Ed Critical and Creative Thinking

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Student will develop skills for critical/thinking reflection in the civic engagement experience.

Data Collection

90% of students will achieve a minimum grade of "A" by successfully completing (1) a 42 hour volunteer placement in a social welfare organization in the Mississippi Delta; (2) completing a personal journal regarding their volunteer experience; and (3)completing an oral reflective analysis and poster presentation in the classroom.

Results of Evaluation
86% of students completed the course with a grade of "A"

Use of Results
This number was actually lower this year after curriculum changes so the department will monitor this for an additional year to ensure the development of critical thinking skills.

SWO_101_GE 05: Gen Ed Self

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Students will be able to set personal learning outcomes through the service learning component of this class.

Data Collection
90% of students will complete the personal development plan and journal assignment with a grade of "A".

Results of Evaluation
86% of the students enrolled in these courses received and "A" in the class.

Use of Results
This number was actually lower this year after curriculum changes so the department will monitor this for an additional year to ensure the development of critical thinking skills.

📝 SWO_101_GE 06: Gen Ed Social Institutions
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Students will be able to discuss problems encountered in the service delivery in local social service agencies.

Data Collection

90% of students will achieve a minimum grade of "A" by successfully completing (1) a 42 hour volunteer placement in a social welfare organization in the Mississippi Delta; (2) completing a personal journal regarding their volunteer experience; and (3)completing an oral reflective analysis and poster presentation in the classroom.

Results of Evaluation
86% of the students enrolled in these courses received an "A" in the class.

Use of Results
This number was actually lower this year after curriculum changes so the department will monitor this for an additional year to ensure the development of critical thinking skills.

📝 SWO_101_GE 07: Gen Ed Cultural Awareness
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Students will be able to discuss the importance of promoting cross-cultural understanding.

Data Collection

90% of students will achieve a minimum grade of "A" by successfully completing (1) a 42 hour volunteer placement in a social welfare organization in the Mississippi Delta; (2) completing a personal journal regarding their volunteer experience; and (3)completing an oral reflective analysis and poster presentation in the classroom.

Results of Evaluation
86% of the students enrolled in these courses received an "A" in the class.

Use of Results
This number was actually lower this year after curriculum changes so the department will monitor this for an additional year to ensure the development of critical thinking skills.

SWO_101_GE 08: Gen Ed Perspectives

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Students will be able to discuss socio-economic issues and promotion of social change in the Delta region.

Data Collection

90% of students will achieve a minimum grade of "A" by successfully completing (1) a 42 hour volunteer placement in a social welfare organization in the Mississippi Delta; (2) completing a personal journal regarding their volunteer experience; and (3)completing an oral reflective analysis and poster presentation in the classroom.

Results of Evaluation
86 % of the students enrolled in these courses received an "A" in the course.

Use of Results
This number was actually lower this year after curriculum changes so the department will monitor this for an additional year to ensure the development of critical thinking skills.

SWO_101_GE 10: Gen Ed Values

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Student will be able to discuss social responsibility, social commitment, personal growth, and ways to integrate service into their personal lifestyle.

Data Collection

90% of students will achieve a minimum grade of "A" by successfully completing (1) a 42 hour volunteer placement in a social welfare organization in the Mississippi Delta; (2) completing a personal journal regarding their volunteer experience; and (3)completing an oral reflective analysis and poster presentation in the classroom.

Results of Evaluation
86% of the students enrolled in these courses received an "A" in the course.

Use of Results
This number was actually lower this year after curriculum changes so the department will monitor this for an additional year to ensure the development of critical thinking skills.

📝 SWO_300_GE 01: Gen Ed Critical and Creative Thinking
Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Students will have an increased awareness of their own prejudices and will learn to question sources of information based on fact and not opinions and beliefs.

Data Collection
90% of students will receive a grade of "A" in the course based on (1) interviewing a person from a different culture and completing a paper assignment; (2) writing a critical personal analysis at the completion of the course; and (3) completing movie/book reviews during the semester.

Results of Evaluation
90% of the students enrolled in this course received and "A" in the course.

Use of Results
The number of students reeving an "A" in the course was at the required level, however this was the first year to monitor this so the department will monitor these results for another year to be sure the numbers remain constant.

SWO_300_GE 02: Gen Ed Communication

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Students will have an increased ability to effectively communicate with persons whose opinions and beliefs differ from their own.

Data Collection
90% of students will receive a grade of "A" in the course based on (1) interviewing a person from a different culture and completing a paper assignment; (2) writing a critical personal analysis at the completion of the course; and (3) completing movie/book reviews during the semester.

Results of Evaluation
90% of the students enrolled in this course received an "A" in the course.

Use of Results
The number of students reeving an "A" in the course was at the required level, however this was the first year to monitor this so the department will monitor these results for another year to be sure the numbers remain constant.

SWO_300_GE 07: Gen Ed Cultural Awareness

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Students will develop an understanding and appreciation of the differences and similarities of all people and the importance of the promotion of cross-cultural understanding.

Data Collection
90% of students will receive a grade of "A" in the course based on (1) interviewing a person from a different culture and completing a paper assignment; (2) writing a critical personal analysis at the completion of the course; and (3) completing movie/book reviews during the semester.

Results of Evaluation
90% of the students enrolled in this course received an "A" in the course.

Use of Results
The number of students reeving an "A" in the course was at the required level, however this was the first year to monitor this so the department will monitor these results for another year to be sure the numbers remain constant.

SWO_300_GE 10: Gen Ed Values

Start: 7/1/2014
End: 6/30/2015

Gen Ed learning outcome (competency)
Students will have an increased respect for the dignity and worth of all people and a reduction in their own personal prejudices.

Data Collection
90% of students will receive a grade of "A" in the course based on (1) interviewing a person from a different culture and completing a paper assignment; (2) writing a critical personal analysis at the completion of the course; and (3) completing movie/book reviews during the semester.

Results of Evaluation
90% of the students enrolled in this course received an "A" in the course.

Use of Results
The number of students reeving an "A" in the course was at the required level, however this was the first year to monitor this so the department will monitor these results for another year to be sure the numbers remain constant.

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

Start: 7/1/2014
End: 6/30/2015

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.

<u>**MAJOR STUDENT ACTIVITIES**</u>

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.

Unit Goals

ART 2015_01: Provide a position for an additional Graphic Design instructor with a MFA degree

Start: 7/1/2011
End: 6/30/2015
Unit Goal
Goal 1 Provide a position for an additional Graphic Design instructor with a MFA degree for 2014-15.
Evaluation Procedures
Candidates for this position will be interviewed with the most qualified candidate selected when funds are available. Graphic Design is the largest area in the unit and with the implementation of the Media Arts Track more courses need to be taught.
Actual Results of Evaluation
There will be an increase in numbers with the addition of students enrolled in the media arts track.
Use of Evaluation Results
Graphic Design team currently teaching a full load. Digital Media Arts Track will require the hiring of an additional faculty member. At the present time funds are available.
Related Items
SP3.Ind01: Faculty and staff hiring

BIS 2015_01: Continued Program Review

Start: 7/1/2014
End: 6/30/2015

Unit Goal
Work with all academic units on campus, developing concentrations or tracks specifically for the BSIS degree in each area of academics (not necessarily the same as the academic minors now listed in catalog).

Evaluation Procedures
Track collaborations

Actual Results of Evaluation
This goal was not pursued in the previous year and will be reviewed to see if it needs to remain a current goal.

Use of Evaluation Results
N/A

BIS 2015_02: Degree and Community

Start: 7/1/2014
End: 6/30/2015

Unit Goal

For their capstone projects, graduates will develop theses, products, or presentations, drawing on their various areas of concentration that will serve their degree and professional interests, the DSU community, and the extended (impacted) community.

Evaluation Procedures

Capstone projects will be disseminated or presented to a wide audience to include peers, DSU community, and the extended (impacted) community.

Actual Results of Evaluation

27 students graduated during 2014-2015. Their projects served a variety of personal, community and professional interests: personal business plans, education modules and programs, non-discrimination handbooks, creative writing portfolios, small business development guidebook, music performance and CD's, community-based surveys, and public-interest presentations.

Use of Evaluation Results

Students projects are being well received; students are continuing to pursue jobs in their related fields.

BIS 2015_03: Encourage Students to Work with Other Faculty to Complete Projects

Start: 7/1/2014
End: 6/30/2015

Unit Goal

Encourage students in working/research relationships with faculty in their various concentration areas in order to build students' resumes and develop partnerships so that students will have access to career advice and references from advisors in various academic areas.

Evaluation Procedures

Director held conferences with students during advising to determine interaction rate with other faculty.
Faculty held conferences with students during capstone proposal semester to determine interaction rate with other faculty.
Graduation exit survey determines the student satisfaction with contact with faculty members in all disciplines.

Actual Results of Evaluation

All students graduating Fall 134 and Spring 15 were actively involved in collaborations with faculty in one or more areas or units. (Students choose two or three areas of concentration; collaborations are possible with any and all of the areas). Collaborations were variously staged between or among student and faculty or staff in Delta Music Institute and Business; Social Sciences Division and Department of HPER; Sociology department and Capps Archives; Interdisciplinary Geospatial Information Technologies and Business; Family/Consumer Sciences and Business; Political Science and Social Science.

Use of Evaluation Results

Collaborations with faculty are deemed successful with completion of Capstone project.

BIS 2015_04: Expose Students to Various Faculty through Collaborative Teaching, etc.

Start: 7/1/2014
End: 6/30/2015

Unit Goal
Increase the exposure of BSIS students to various faculty members in the BIS courses by collaborative teaching, team teaching, and guest lectures.

Evaluation Procedures
Interdisciplinary components of BIS classes will continue to be monitored.

Actual Results of Evaluation
This goal was not pursued in the previous year and will be reviewed to see if it needs to remain a current goal.

Use of Evaluation Results
This goal was not pursued in the previous year and will be reviewed to see if it needs to remain a current goal.

BIS 2015_05: Increase Awareness of Degree/Recruitment

Start: 7/1/2014
End: 6/30/2015

Unit Goal
Increase awareness of the BSIS program in the recruiting, admission, and orientation departments so that all students will be suitably advised as to major, degree, and advisor in order to ensure timely progress towards degree completion.

Evaluation Procedures
Measures to increase in enrollment continued; Incoming students will meet with BSIS advisor, declare BSIS major, choose concentration areas, and proceed to graduation in a timely fashion.

Actual Results of Evaluation
Overall enrollment has decreased somewhat since the Delta Music Institute now offers its own degree (BS – MIS). The BSIS program has a more prominent presence on campus and for prospective students. Students' initial contact with BSIS advisor, in relationship to time at DSU, will be tracked in advisee folders.

Use of Evaluation Results
Working with recruiting, admission, and orientation personnel will continue. BSIS transcript evaluation form has been disseminated to Registrar and Admissions. Work with the university's Communication and Marketing unit to create a BSIS brochure.

BIS 2015_06: Scholarships
Start: 7/1/2014
End: 6/30/2015

Unit Goal
Initiate a fundraising campaign through the DSU Foundation to raise scholarship monies for Interdisciplinary Studies majors.

Evaluation Procedures
Track scholarship monies.

Actual Results of Evaluation
Mrs. Jutta Ferretti has donated monies to establish a BSIS scholarship. The John and Jutta Karnstedt Ferretti BSIS scholarship will be presented to one student each year. This year's recipient was Ms. Vanessa Shiers.

Use of Evaluation Results
Progress in scholarship fundraising will be measured by actual monies and numbers of students assisted to determine best practices in campaigning and distribution of assistance. Scholarship applications were determined in consultations among the Directors of BSIS, DMI and GIS. Effort will continue with goals assessed and revised yearly.

BIS 2015_07: Student Awareness of Program/Recruitment
Start: 7/1/2014
End: 6/30/2015

Unit Goal
The BSIS director will track how students become aware of the program.

Evaluation Procedures
Each student in the BSIS program is asked to fill out an information form. A line has been added to the form asking how students became aware of the Interdisciplinary Studies program. In addition, the semester the student enters the program is entered on the form.

Actual Results of Evaluation
Of 22 students that entered the program 2014-2015, students provided the following data: 1 student found out about BSIS through a faculty member; 5 students found out about BSIS through family or friends; 1 student found out about the program through BSIS graduates; 1 student found out about BSIS through the Student Success Center; and 2 student found out about BSIS through the program's webpage.

Use of Evaluation Results

Recommendations:
Word of mouth advertising of the program is wide spread across campus. The program's director will work with the university's Communications and Marketing unit to develop a brochure for

recruiting purposes and work on the webpage. The Director of BSIS will be able to track how students come to the program and will be able to tailor recruiting material based on these findings.

BIS 2015_08: Data Standards

Start: 7/1/2014
End: 6/30/2015

Unit Goal

Evaluate current use of data and create a data guidelines sheet that will set protocol for creation of data, analysis, using data for decision-making.

Evaluation Procedures

Created a data guidelines sheet

- Data_Standards

Actual Results of Evaluation

N/A

Use of Evaluation Results

N/A

BIS 2015_09: Core Course Repetitions

Start: 7/1/2014
End: 7/30/2016

Unit Goal

Reduce the amount of core course repetitions. Currently a number of students repeat individual courses two or more times.

Evaluation Procedures

Request compilation of students' grades and gpas in BSIS core courses from IRP. Determine if students failed to meet individual course requirements or failed to meet the BSIS core course gpa of 2.5.

Actual Results of Evaluation

N/A

Use of Evaluation Results

N/A

CHE 2015_01: Recruitment/Retention Efforts

Start: 7/1/2014
End: 6/30/2015

Unit Goal
Our departmental goal is attend DSU recruiting events and to create recruiting materials. Retention efforts are going to be put in place.

Evaluation Procedures
Were we able to increase number of students choosing chemistry and staying in chemistry courses. Also, were we able to increase recruiting/retention efforts into the physics and astronomy courses.

Actual Results of Evaluation
Recruitment

- Attended and assisted with three different recruiting events on campus. (James Gerald)
- Attended and assisted with a recruiting event at Hinds Community College, in Pearl on Wed., Nov 12, 2014 at an event for high school students interested in the medical profession (Jurgenson).
- Attended recruiting events in Memphis, TN and Pearl, MS (Chris Jurgenson)
- Working towards creating new Department of Physical Sciences informational brochures (Hamilton).
- Created and maintained the DSU Department of Physical Sciences Facebook Page (Hamilton)
- Acted as a Physical Sciences recruiter at DSU Day Fall 2014, September 27, 2014 (Hamilton).
- Represented the Department of Physical Sciences at the DSU Career Discovery Day Fall 2014, October 30, 2014 (Hamilton).
- Science Fair Judge at the Shaw Local Science Fair (grades 7-12), February 6, 2015 (Hamilton).
- Recruiting, including DSU Day, as well as meeting prospective students and parents to conduct tours of our new facilities (Harper).
- Wrote a recruiting letter to send out to prospective students, after our initial visit (Harper).
- Attend, when possible, and recruit for the ACS student group (Harper).

All faculty members attended at least one recruiting event this year.

Retention

- Tutored Quantitative Analysis students (Harper).
- Gave exams early in the semester so students would realize they needed to work harder (Bentley).
- Obtained and analyzed GPA and chemistry credit hour data for all chemistry majors with an eye toward retention (Hamilton).

Use of Evaluation Results
We are planning on visiting areas high schools as well as high schools in DeSoto County and at the Math and Science School. Once the planetarium renovation is complete we will be able to offer more sections of Astronomy (PHY 205) which will increase the total number of students in this course.

Related Items

       SP2.Ind02: Retention

       SP2.Ind08: Recruitment activities and improvements

CHE 2015_02: Fund Raising

Start: 7/1/2014
End: 6/30/2015

Unit Goal

It is our goal to reach out to alumni of the University to raise private funds in our endowment to support the efforts of the department.

Evaluation Procedures

We will assess as successful based on how many fund-raising efforts we make and the type. For example, how many letter writing campaigns did we engage in and did we make personal contact with donors via telephone or in person.

Actual Results of Evaluation

We sent out a Christmas card to 300 former students and friends of the department to reestablish contact and update them on the new department. We also did a mail out in the spring of 2015 seeking funds for the departmental endowments. In this campaign, we mailed out 500 letters to current and former students. We also made personal contact with some former successful students and encouraged their giving to our endowments. This led to new contributions in the low thousands of dollars.

Use of Evaluation Results

We now plan to do two major mail outs a year to current and former students seeking funding and we will increase our personal contacts with alumni.

Related Items

       SP2.Ind07: Scholarships and Aid

CHE 2015_03: Inventory

Start: 7/1/2014
End: 6/30/2015

Unit Goal

Our goal is create an inventory database of chemicals and equipment which can be cataloged using an RFID device.

Evaluation Procedures

We will evaluate this by determining if the database is complete and up-to-date. This will be done by a comparison with a previous hand written database of chemicals and the university inventory of equipment.

Actual Results of Evaluation

During the summer of 2014, the university demanded a complete inventory of equipment. Jill Harper, Chuck Smithhart and Joe Bentley completed the inventory check by hand. Later in the year, we purchased a RFID device to read tags on equipment and chemicals. This purchase was nearly $5000 and it came with 100 free tags. We have applied those tags and done a preliminary test of the procedure and the accompanying computer database generated by the device.

Use of Evaluation Results

The chemical database is incomplete as of right now and we have yet to begin applying tags to the departmental equipment. A goal for next year will be to complete this and test it against the handwritten database of chemicals and the university inventory.

Related Items

SP4.Ind02: Audits

SP4.Ind04: Facilities Management

SP4.Ind08: Campus Efficiencies

CHE 2015_04: Curriculum Changes

Start: 7/1/2014
End: 6/30/2015

Unit Goal

Our curriculum goal for this year is to delete old courses from the catalog which had not been taught in a number of years. Also, we wanted to make programmatic changes and changes to descriptions of some courses which are still regularly taught.

Evaluation Procedures

Getting these changes approved by the Academic Council.

Actual Results of Evaluation

Our curriculum committee this year made a number of adjustments to both our Curriculum and our course offerings. In addition to the General Education changes, we updated the Curriculum for all four Chemistry degree tracks to reflect ongoing changes in the field. We additionally updated the Graduate Catalog to include descriptions for each course offered, added three new Physics courses, and deleted a total of seven unused courses from the catalog. These changes were approved by the Academic Council of the University.

Use of Evaluation Results

We will continue to consider the requirements for the chemistry degree and make changes accordingly.

Related Items

SP1.Ind08: Curriculum Development and Revision

CHE 2015_05: Building Renovation

Start: 7/1/2014
End: 6/30/2015

Unit Goal
Our goal this year was to assist the construction crew by moving equipment out of old spaces needed for the renovation and to move into the new spaces.

Evaluation Procedures
Were the construction crew able to begin the renovation in the old spaces and did we get moved in.

Actual Results of Evaluation
This year's renovation involved two major moves by the department. Last summer, Jill Harper, Chuck Smithhart and Joe Bentley moved an enormous amount of equipment from old lab spaces into new ones. This took a few weeks. Later in the middle of the year, the department pitched in and moved equipment and their offices into new spaces and temporary spaces. This also involved a move of several weeks. The construction crew was able to continue their work in the old areas.

Use of Evaluation Results
Due to the success of this year, we will continue to work with the construction crew in a coordinated way to help with the renovation.

Related Items

SP4.Ind04: Facilities Management

SP5.Ind03: Campus facilities and space for use by external constituents

SP5: Improve the quality of life for all constituents

DMI 2015 - 06: Develop International Opportunities

Start: 7/1/2014
End: 6/30/2015

Unit Goal
Develop international opportunities through grants, partnerships, external opportunities.

Evaluation Procedures
6-12 students will be recruited, interviewed and trained to develop and execute a plan for a Mississippi Delta immersion experience and a Perm Krai immersion experience via a DMI Summer Camp experience in partnership with Perm State University in 2014-15.

Actual Results of Evaluation

DMI 492 – Special Project – DSU – Perm State

DMI 492 was special one-time class in support of a U.S. State Department 'peer to peer' cultural exchange grant. The grant was for a cultural immersion with a partner institution, Perm State University in Perm, Russia, The grant had three components. It began with a visit by a dozen PSU students and faculty visiting DSU in October of 2014. The second part was a series of teleconferences between the two universities. The third was a visit to Russia by DSU students and faculty. DMI 492 was a class to help facilitate the teleconferences and visit to Russia.

DMI 492 was a three semester-hour course, but only met once a week at 8:00 AM on Wednesday. Of the 15 registered participants, 8 were students. The rest were DSU faculty and staff making the trip.

There was one teleconference a month – 8:00 AM in Cleveland was 7:00 PM in Perm. The teleconferences consisted mostly of presentations about cultural aspects of our respective areas, in our case the Mississippi River and the Delta, in their case the rich artistic history in the Perm area. Our students and faculty were randomly assigned to 4 person groups, and worked together to create presentations, which could be video or Power Point style.

The class periods that didn't involve teleconferences were largely spent planning our trip, securing Russian Visas, etc.

The actual trip was May 21 – June 4. For a final grade our students, but not the faculty members, were required to keep a detailed journal of the time spent preparing for the trip and the trip itself. They were also required to turn in a paper detailing their impressions of Russia, the Russian people, and their overall experience. Those that completed the tasks received an 'A'. Two students still have not completed the requirements and have a grade of 'IP'.

Use of Evaluation Results
A proposal for an extension of this grant has been submitted and awardees will be notified mid-August 2015. If another class such is held, considerable changes will be made. One hour a week isn't enough time to plan the details involved in such a large undertaking. Although travel plans and logistics plans were made, not enough planning was done for the actual visit. The 45 minute teleconferences weren't long enough to be productive. Recommendation would be to extend class time in preparation for a return visit.

DMI 2015_01: Student exchange program with GRAMMY Museum Mississippi and GRAMMY Museum at L.A. Live

Start: 7/1/2014
End: 6/30/2015

Unit Goal

Establish a student exchange program between the Delta Music Institute and the GRAMMY Museum at L.A. Live.

Evaluation Procedures

Through ongoing dialogue and meetings with the appropriate staff members at GRAMMY Museum at L. A. Live, determine how an exchange program between L. A. students and Delta State students associated with the DMI and GRAMMY Museum Mississippi will be developed and implemented.

DMI will have a graduate assistant during the 2014-15 year, and the GA will be assigned to assist with the implementation of this project.

Actual Results of Evaluation
Conversations have continued between Tricia Walker of DMI and Chris Sampson of the USC Thornton School of Music in Los Angeles with initial discussion centered around the structure of and elements of both schools' internship programs.

Use of Evaluation Results
GRAMMY Museum® Mississippi named Emily Havens as Executive Director in early 2015. Jane Marie Dawkins was named education and Programming Director for GMM in summer of 2015. With the primary museum staff in place, the focus is on the grand opening of the museum in November 2015. Discussions for an internship exchange will continue with assistance from the staffs of GRAMMY Museum® Mississippi and GRAMMY Museum at L.A. Live.

DMI 2015_02: Music Industry Studies Continuing Education Courses - CCED

Start: 7/1/2014
End: 6/30/2015

Unit Goal

Develop and implement a series of continuing education courses in music and entertainment industry studies to be offered through the CCED and/or the Office of Graduate Studies and Continuing Education.

Evaluation Procedures

Determine, through formal and informal means, whether a series of continuing education classes and/or workshops in music industry studies would be beneficial to constituents through the CCED and/or the Office of Graduate Studies and Continuing Education and broaden exposure of the DMI program via face to face and distance learning.

Actual Results of Evaluation

Courses were prepped and advertised in the Clarksdale area through the CCHEC. Target market was not reached and interest waned for offerings at the CCHEC site.

A team of DSU students competed in the Social Business Challenge at the state level event sponsored by the Mississippi Economic Council to propose a business solution to one specific area of Mississippi's economy (team chose the creative economy). Below is their mission statement:

Mission Statement of the Mississippi Entrepreneurial Center for Creative Arts

The mission of the Mississippi Entrepreneurial Center for Creative Arts (MECCA) is to promote the creative culture of Mississippi, provide support services for creative practitioners, and enhance the creative economy through the creation of a comprehensive sustainable database of creative economy related businesses.

Use of Evaluation Results
Although the MECCA team did not win the competition, their research was used in a proposal for a U.S. Commerce Regional I-6 grant. The initial proposal was not awarded, but was given good marks and encouragement towards a future submission for this concept. New grant opportunities surrounding this initiative are being sought.

DMI 2015_03: Gospel Choir Competition
Start: 7/1/2014
End: 6/30/2015

Unit Goal

Plan, develop, and execute a choir competition spotlighting African-American Gospel music.

Evaluation Procedures

Determine, by formal and informal means, whether a regional Gospel choir competition produced by the DMI would be beneficial as a real-world learning opportunity for current music and entertainment industry students, a source of regional exposure for the entertainment industry program and DMI recording studios, and as an outreach for recruitment to the entertainment industry studies program at DMI.

Actual Results of Evaluation

DMI 425-426: Live Event Practicum is a two-semester class that was taught for the first time in 2014-15 school year. It is taught in alternate years with the Fighting Okra record label practicum. The class had 15 students.

The focus of the class is to stage a real-life major event. Students must create an event, plan it, produce it, and pay for it, hopefully via sponsorship money. The event this class held was a gospel music competition in April 2015 at the BPAC. The class formed a production company, elected officers for the company, named the event "Delta Got Gospel," and developed a plan.

Each student in the class had specific tasks to perform, as designated by the student officers. Some created rules and regulation, some designed advertising materials and logos, some raised money, some found participants, some handled production, etc. There were many tasks to perform, and the students did their jobs well.

All students were awarded an 'A' for their efforts.

Use of Evaluation Results
Event will be the academic schedule again in 2016-17.

DMI 2015_04: Music Industry Graduate Courses for MBA Emphasis

Start: 7/1/2014
End: 6/30/2015

Unit Goal

Develop three courses of music industry related content to be offered at the graduate level as part of the IMBA degree program at Delta State University.

Evaluation Procedures

Determine, by formal and informal means, whether coursework in music industry studies at the graduate level would meet a higher education need and interest of graduate students in the IMBA program at DSU.

Actual Results of Evaluation
Anecdotal evidence identified sufficient evidence among entertainment industry studies majors and general business students to warrant the development of three EIS courses to be proposed for the iMBA program in the College of Business.

Use of Evaluation Results
The following three courses were developed, proposed, and submitted to Academic Council for approval to be added into the integrated MBA (iMBA) program beginning in the spring of 2016:

DMI 603. THE BUSINESS OF ENTERTAINMENT. 3

DMI 635. MANAGING LIVE ENTERTAINMENT. 3

DMI 665. ENTERTAINMENT LEGAL ISSUES. 3

DMI 603. THE BUSINESS OF ENTERTAINMENT. An overview of the business of the entertainment industry. Concentration is on the legal, marketing, and financial aspects of different areas of the industry, focusing primarily on the recording, publishing, and film/television industries, exploring the roles of interrelated areas within the entertainment industry. This course is cross-listed with MGT 603. 3

DMI 635. MANAGING LIVE ENTERTAINMENT. An introductory course designed to give students an overview of tour management and event production in the live entertainment industry. Students become familiar with various artist, client, production, vendor, and facility contracts and agreements commonly used in the industry. This course is cross-listed with MGT 635. 3

DMI 665. ENTERTAINMENT LEGAL ISSUES. Basic entertainment business and legal principles in the areas of music publishing, recording contracts, booking agreements, artist management, touring, and merchandise. Course material will include contracts, intellectual property licenses, copyright registration, trademark information, and practical checklists. This course is cross-listed with MGT 665.

DMI 2015_05: Student leadership group
Start: 7/1/2014
End: 6/30/2015

Unit Goal

Develop a music industry student leadership program.

Evaluation Procedures

Review, by formal and informal assessment tools, the need and revise the development of a music industry student leadership initiative in order to enhance student learning, compliment the learning environment, and encourage increased student participation.

Actual Results of Evaluation
Anecdotal evidence indicates a continuing need for a leadership opportunity within the DMI EIS program.

Use of Evaluation Results
Due to issues surrounding the need for major equipment upgrades and the need for an additional faculty member to better manage the growth of the program, the leadership initiative was tabled temporarily. Funding sources are being sought for this initiative along with identifying the faculty/staff member who would oversee this effort.

LL 2015_01: Increasing Enrollment
Start: 7/1/2014
End: 6/30/2015

Unit Goal
To increase the agergrated enrollment in the unit by 1% in FY 15

Evaluation Procedures
We will compare data provided by the Office of Institutional Research in FY 14 with that collected in FY 15.

Related Items
SP2.Ind01: Enrollment

MAT 2015_01: Improvement of Writing Skills
Start: 7/1/2014
End: 6/30/2015

Unit Goal
To improve the writing skills of all mathematics majors.

Evaluation Procedures

The department will monitor the pass/fail rate on the Writing Proficiency Exam and on the writing component of the Praxis.

Actual Results of Evaluation

	2007 – 2008		2008 – 2009		2009 - 2010		2010 – 2011		2011 – 2012		2012 – 2013		2013 – 2014		2014 – 2015	
Test	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail	Pass	Fail
WPE	1	2	3	0	3	4	1	2	1	1	2	0	1	2	Not available	
Praxis Writing	3	0	2	0	2	0	4	1	0	0	2	1	1	0	0	1

Data for the writing proficiency exam is incomplete; it has not been provided by Institutional Research. In the 2014 – 2015 academic year, one student is known to have taken the exam, and this student passed this assessment. When looking at the data for the past five years, there is no trend in the pass/fail numbers for the writing proficiency exam. In one year, each student failed the test, but in another year, each student passed. In the current academic year, one student took the writing portion of CORE (formerly Praxis I). This student did not pass this examination.

Use of Evaluation Results

The Department of Mathematics will continue to make a more concerted effort to implement the following plans to try to improve the writing ability of our students.

1.   Each faculty member will include at least one question on each test in upper level classes that requires students to provide written explanations of concepts. Evaluation of the answers to such questions will include mathematical content and also spelling, grammar, and sentence construction.

2.   All classes above the 200 level that are taken by mathematics majors will require writing in the form of written projects and essay portions of the exams. The written projects will concern an important concept in the course and may include reading and summarizing mathematics articles. Students should turn in a rough draft, receive feedback from the instructor, and then turn in a final draft. These projects will be graded for content and writing. A comparison of samples collected in the classes will be made to determine if individual students are improving.

We expect to see continued improvement in the writing skills of our majors as we continue to stress the importance of writing in our classes over the course of the semesters in which our majors are enrolled. If there is no improvement, we will work with the writing lab to try to assist our students in improving their writing skills.

Related Items
        SP1.Ind02: National / Standardized Test Scores

MAT 2015_02: Using Technology
Start: 7/1/2014
End: 6/30/2015

Unit Goal

Prepare students to teach using appropriate technology and prepare students who will enter the work force in non-teaching jobs to function in today's technology dependent society.

Evaluation Procedures

MAT 099 (Intermediate Algebra) was taught using a traditional teaching method with classroom lectures and practice problems and some in-class examples coming from the textbook. Other examples are presented in a manner comparable to methods unique to the Hawkes Learning System program if different from traditional methods or examples from the text. Mandatory

quizzes and tests were assigned online using the Hawkes Learning Systems Course Management System software. With the HLS software, the students become more actively engaged in their learning experience because they are required to interact with the learning software to successfully complete assignments. In addition to completing assignments, the students can listen to and watch lectures on the topics if they are still having difficulty after class. It also provides consistency for all the MAT 099 sections offered at DSU. HLS requires students to demonstrate "mastery" learning in doing the homework. Success is based on 80% mastery, and 80% mastery is achieved by completing the homework without getting 20% of the answers incorrect. If a student answers more than 20% of the problems incorrectly, the program will force that student to start over. For tests and quizzes, the grade is immediately entered electronically into the instructor's grade book giving the student immediate credit for the assignment. At the end of a test, students can check incorrect answers and review the correct answers to the problems they solved incorrectly. In some sections of this class, PowerPoint presentations were posted online on CANVAS so that students could review the slides at a later time. Survey Monkey was used to administer several surveys related to the class. Clickers were used in class for students to respond to questions related to the lecture.

MAT 104 (College Algebra) was taught with a traditional teaching method with classroom lectures and practice problems and some in-class examples coming from the textbook. Other examples were presented in a manner comparable to methods unique to the Hawkes Learning System program if different from traditional methods or examples from the text. Mandatory homework, quizzes, and tests were assigned online using the Hawkes Learning Systems Course Management System software. With the HLS software, the students become more actively engaged in their learning experience because they are required to interact with the learning software to successfully complete assignments. Further discussion of MAT 104 and the results are contained under Goal #4.

Although we still use the textbook for some of the assignments in MAT 105 (College Trigonometry), our department uses MyMathLab for online homework assignments in this courses. We started using MyMathLab during the 2011 fall semester. The average from homework assignments and quiz grades has the same weight as a major test grade in the computation of the final grade. No unit tests were given using the software component.

MAT 215, Mathematics Technology, is a course designed to further mathematics students' knowledge of technology and the uses of technology. The instructor's assignments were such that the students gained proficiency in using learning management systems, electronic survey software, web-page creation tools, word processing tools, drawing tools, presentation tools, screen-casting and pod-casting tools, spreadsheet tools graphing calculators, computer algebra systems, statistical computing systems, geometric visualization tools, virtual manipulative tools, NCTM Illuminations interactive tools, apps for mathematics education, software for mathematics education, games for mathematics education, and websites for mathematics education. Assignments related to these topics were assigned to the students to complete using the available technology and comprised a virtual portfolio.

In MAT 252, Calculus II, graphing calculators were used to perform numerical integration in addition to performing tedious computations. The students were tested on these methods and concepts on one of the course assessments.

In MAT 300, Applied Probability and Statistics, lab assignments utilizing Microsoft Excel were part of the course. The focus of these labs were 1) constructing frequency distributions and drawing graphs, 2) computing measures of central tendency from frequency tables and computing standard deviation and coefficient of variation. Within the course, the first lab assignment was graded and was part of the student's overall quiz average which counted as a major test grade. The second lab was demonstration only.

MAT 322 is a course in differential equations. Early in the semester, this class meets in our department's computer lab for a DERIVE 5 demonstration. DERIVE 5 is a computer algebra program. It processes algebraic variables, expressions, equations, and functions. It can perform numeric and symbolic computations, algebra, trigonometry, calculus, and plot graphs in 2 and 3 dimensions. Individual homework problems assigned in MAT 322 constitute 50% of the grade in the class. Due to the nature of the problems assigned in this class, the verification of answers to homework questions often entails tedious computations involving derivatives and algebraic processes. Students are required to verify answers to homework problems before submitting them for grading. For students who fail to verify answers and who consequently get incorrect answers, papers are returned to the student with no credit awarded. The student then gets the opportunity to resubmit a corrected version of the problem for a maximum of 80% credit. The software is also used to create graphs for solution functions in this course.

In MAT 405, History of Mathematics, students used Geometers Sketchpad and Microsoft Excel to complete assignments which included the construction of inscribed and circumscribed polygons and the convergence of ratios to the number pi. The students also used appropriate technologies in making presentations to the class.

In MAT 411, Geometry, the students investigated basic geometric constructions using Geometers Sketchpad.

In MAT 415, Discrete Mathematics, some complex computations come into play in the course. The use of a computer algebra system such as DERIVE 5 aids in performing the computations while allowing the students to focus on the main concept which is how the solution is obtained and where the solution is located. The students had an activity in which they solved some difficult problems through the use of generating functions with the program DERIVE 5 performing the computations.

Actual Results of Evaluation

Students' grades in MAT 099 are shown for the past nine academic years. After showing some improvement in the passing rates, there was again an improvement in the fall semester of the current academic year. Improvement in the passing rate returned to the normal range for the spring semester. It should be noted that the spring enrollment in this class was unusually low (24 students) when compared with the enrollment in previous spring semesters.

MAT 099	Pass	Fail		Pass	Fail
Fall 2006	63.08%	36.92%	Spring 2007	45.95%	54.05%
Fall 2007	49.66%	50.34%	Spring 2008	33.85%	66.15%
Fall 2008	51.85%	48.15%	Spring 2009	42.55%	57.45%
Fall 2009	38.98%	61.02%	Spring 2010	48.94%	51.06%
Fall 2010	36.61%	63.39%	Spring 2011	67.92%	32.08%
Fall 2011	47.22%	52.78%	Spring 2012	51.72%	48.28%
Fall 2012	57.58%	42.42%	Spring 2013	41.94%	58.06%
Fall 2013	61.11%	38.89%	Spring 2014	82.50%	17.50%
Fall 2014	69.14%	30.86%	Spring 2015	58.33%	41.67%

The use of the online system, MyMathLab, in MAT 105 (College Trigonometry) began in the fall semester of 2011. This system was used for the delivery of homework assignments to the students. The table below shows a comparison of the course grades (pass = grade of D or better; fail = grade of F or W) in the years since the software component was implemented. More data will be gathered in the next year for comparison purposes.

MAT 105	Pass	Fail
2010 – 2011	68.5%	31.5%
2011 – 2012	69.1%	30.9%
2012 – 2013	77.1%	22.9%
2013 – 2014	77.0%	23.0%
2014 – 2015	77.3%	22.7%

In MAT 215, Mathematics Technology, the students learned about the various programs which can be used in teaching mathematics to students through using these technologies in problem

solving. The grades on the assignments indicate that the students mastered the use of the software packages for use in this way. All students earned a course grade of A.

In MAT 252, Calculus II, the students performed numerical integration on one of the course tests. The results indicated that the students made fewer calculation errors in the use of the numerical methods.

In MAT 300, Applied Probability and Statistics, the three concepts defined above were assessed individually. In the fall semester, the class average on assignment 1) was 7.99 out of 10, and in the spring semester, the class average on assignment 1) was 7.81 out of 10 on the first concept.

For MAT 322, Differential Equations, even though DERIVE 5 has the capability of solving differential equations, students are not allowed to use the software for this purpose. The students are required to show every detail of the work involved in solving the differential equations. They use DERIVE 5 to verify their answers to homework problems. They must also indicate on each problem exactly how the answer was verified. Those who decide to verify answers by hand typically have calculation errors in their work and therefore do not earn as much credit as they would have earned if they had used technology to verify the answer. When the technology is used and an answer cannot be verified, this is an indication to the student that there are errors in the problem solution. At this point, students are forced to analyze their work and employ critical thinking and problem solving skills to find the errors and correct them. The grade in the class for the spring 2015 semester (only one student was enrolled in the course) indicates that the student was successful in using technology in the class. The student received an A in the course. The results can be used to conclude that the use of DERIVE 5 was effective.

In MAT 405, History of Mathematics, most students who completed the assignments did so with few or no flaws indicating that the technology was mastered and was used proficiently in completing the assignments. One student did not complete the assignment. Overall, the performance of the class shows that the technological tools are beneficial in solving and verifying the solution to the problems presented in the class.

In MAT 411, Geometry, all students who completed the assignments did so with no flaws indicating that the technology was mastered and was used proficiently in completing the assignments.

The technology-dependent activity in MAT 415 was graded, and the range of grades was 36 – 100 with a class average of 58 for those students who completed the assignment. Because the students had difficulty with setting up the problems with pencil and paper prior to entering formulas into the software to be solved, the grades on this activity were low. Once the students had a formula, whether right or wrong, they were able to use the technology correctly. This indicated that the students had an above average grasp of the technology being used even though the solutions were incorrect for the assigned problems.

Use of Evaluation Results

Because this course is of concern statewide, MAT 099 will continue to be monitored closely. More emphasis on the students completing their homework assignments and actually using the tutorial portions of the Hawkes Learning Systems software will continue. Evidence shows that students who completed at least 60% of the homework achieved a degree of success in the class.

In MAT 105, College Trigonometry, the initial results indicate improvement in grades after the implementation of the online system, MyMathLab. Because of this, the system will continue to be employed in the next academic year in this course as the faculty continue to find ways to improve student learning in the course.

In MAT 215, Mathematics Technology, the students gained knowledge of various software programs and electronic tools needed to complete the various assignments, and further, the students demonstrated a mastery of this software and tools as it related to the problems being solved.

In MAT 252, the grades on the course assessment indicate that the students are learning both how to use the technology and the basic concepts behind the methods. Implementation of the technology, whether with a handheld device or with some other computing technology will continue to be integrated in the course as a means for assisting the students in mastering some of the course concepts.

For MAT 300, the above averages are considered as well as the comments from student evaluations to determine whether adjustments need to be made in the teaching/grading of the lab assignments.

The students in differential equations, MAT 322, in previous semesters have indicated on their course evaluations the value of using the computer software to assist in the problem solving. The use of the software will continue in this class, and the students will be encouraged to apply the techniques in other classes.

In MAT 405, History of Mathematics, the integration of technology proved to be beneficial in aiding the students master the concepts. Similar assignments will be incorporated in the course in the future.

In MAT 411, Geometry, because all students did not complete the assignments, more weight will be given to the assignments in the future and all students will be encouraged to complete them. The students who did complete the assignments indicate that the technology is a beneficial tool when integrated in the course.

The students in MAT 415 benefited from the use of the computer algebra system in solving problems. They understood better after the assignment the importance of correctly setting up problems; the computer took care of the complex computations involved. Similar activities will be incorporated in this class the next time that the class is taught.

Related Items
SP1.Ind07: Resources: access to appropriate library and learning resources

MAT 2015_03: High School Mathematics Event
Start: 7/1/2014
End: 6/30/2015

Unit Goal

Host an annual mathematics event to be held each year on our campus and sponsored by the Department of Mathematics.

Evaluation Procedures

Because of the ongoing renovations to Caylor/White/Walters Halls and the displacement of the Department of Mathematics, the annual mathematics tournament for high school students was not held. The loss of classroom space in addition to the relocation of faculty and materials would have made preparations and hosting the event very difficult.

Actual Results of Evaluation
There are no results to report.

Use of Evaluation Results
There are no results to report. The Department of Mathematics is considering alternative ideas for the future. The Department recognizes the importance of hosting an annual event as a means for challenging young students, encouraging the study of mathematics, and recruiting students who are strong in mathematics to programs on this campus.

Related Items
SP2.Ind01: Enrollment

MAT 2015_04: College Algebra
Start: 7/1/2014
End: 6/30/2015

Unit Goal
Revise the MAT 104, College Algebra, course that includes a technology component.

Evaluation Procedures
Evaluation will be made based on completed computerized homework assignments, student course grades, and course evaluations.

During the 2014 – 2015 academic year, the college algebra instructors continued to use the computer package provided by Hawkes Learning Systems for student homework, online quizzes, and online testing. The classes, originally modeled after the emporium model prescribed by the National Center for Academic Transformation, have been modified to include more lecture time. Mandatory homework assignments were required for each section of the textbook which was covered. The instructors selected the homework exercises, and the students completed these assigned problems on the computer. The student responses were graded by the computer system which provided immediate feedback to the students after each problem by indicating that the problem was solved correctly or allowing the student to see a step-by-step solution to the problem or see a detailed solution to the problem with annotated comments if the problem was solved incorrectly. All unit tests were taken in the computer lab. The software system assessed the answers and posted grades immediately to the instructors' grade books.

Practice tests were made available to the students before each unit test, and the students were encouraged to take the practice tests as many times as possible in order to improve their chance of passing the scheduled test. In some sections, the students were required to take the practice test and achieve a score in a predetermined range before taking a unit test. Complete data is not available for this intervention, but preliminary results indicate that students did better on the actual tests after they had taken the practice test and were required to achieve a minimum score.

Actual Results of Evaluation

The data in the table below show the pass/fail rates for students on the Delta State campus in MAT 104 for the past nine academic years.

	Pass	Fail		Pass	Fail
Fall 2004	54.98%	45.02%	Spring 2005	31.79%	68.21%

Fall 2005	51.03%	48.97%	Spring 2006	52.57%	47.43%
Fall 2006	49.80%	50.20%	Spring 2007	39.02%	60.98%
Fall 2007	47.27%	52.73%	Spring 2008	27.98%	72.02%
Fall 2008	39.36%	60.64%	Spring 2009	32.84%	67.16%
Fall 2009	36.64%	63.36%	Spring 2010	34.13%	65.87%
Fall 2010	38.25%	61.75%	Spring 2011	33.58%	66.42%
Fall 2011	40.00%	60.00%	Spring 2012	35.22%	64.78%
Fall 2012	48.34%	51.66%	Spring 2013	31.48%	68.52%
Fall 2013	36.57%	63.43%	Spring 2014	28.39%	71.61%
Fall 2014	46.88%	53.12%	Spring 2015	29.33%	70.67%

Because of the ongoing renovation of Caylor/White/Walters Halls, the Department of Mathematics was moved out during the summer of 2013. Because of this, faculty offices are not located in the building where the classes are held. This, combined with the loss of dedicated computer lab space, has contributed to the students not performing at the levels achieved in previous years. Computer lab space was not available on a regular basis for students to work on homework assignments and quizzes in a supervised setting during the 2013 – 2014 school year. During the 2014 – 2015 school year, the department borrowed lab space for two hours in Broom Hall on Tuesday afternoons and in School of Nursing for three hours on Wednesday afternoons. Individualized tutoring of students was more accessible, but many students did not take advantage of the opportunity for additional assistance.

Use of Evaluation Results

The data above clearly indicate a disturbing trend over the past ten years. The passing rate in the fall semesters for the six years represented by the data for 2004 to 2009 continued to decline in spite of the implementation of the computer component and the emporium model for delivery of the course content. The passing rate was increased slightly in the fall semester 2010 for the first time in the reporting period, and the rate was again increased in the fall semester 2011 and in the fall semester 2012. The higher failure rate is attributed in part to the loss of partial credit on quizzes and tests. The instructors also feel that the students are not as prepared for the level of competence required for success in the course with the newer delivery methods. The failure rate in the spring semesters has begun to decrease since the Spring semester of 2008 although it did increase slightly in the Spring 2011 and again in the Spring 2013 semesters, and it is believed that this is in part due to the fact that a number of the students who were unsuccessful in the fall semester have passed on a subsequent attempt in the spring semester. Also, students who have successfully completed MAT 099 (Intermediate Algebra) in the fall semester have been introduced to the same software in that course and are more comfortable with that type of learning environment as a result. The department is concerned about the disturbing trend in the data and is continuing to look for ways to make course revisions to assist the students in being successful in completing this course. The use of cooperative study groups was implemented in some sections of the course during the year as a means for aiding students in their understanding and mastery of the concepts. Additionally in the 2014 – 2015 school year while the department has still been displaced, lab space was reserved on a weekly basis for students so that they could have access to tutors as they worked assignments for homework. The quizzes were also taken in a supervised

setting with this setup. Other options are being explored for increasing the students' mastery of the content in the next year.

MAT 2015_05: Recruitment and Retention

Start: 7/1/2014
End: 6/30/2015

Unit Goal

Recruit students to the university and to the mathematics programs and retain students in our programs.

Evaluation Procedures

Departmental faculty will recruit by attending college fairs and other events, engage our students in their educational endeavors through advising and classroom activities, and encourage students to take full advantage of educational opportunities.

Actual Results of Evaluation

For recruitment, the faculty participated in college and majors fairs both on campus and off campus. Examples of campus events include DSU Day in September, Career Discovery Day in October, HOSA Majors Fair in February, and Go Green Weekend in March. Examples of off campus events include participation at college fairs in DeSoto County in September, Memphis at the Agricenter in September, and DSU Night in Memphis in February. Five of the six faculty members in the department actively participated in these types of events. The faculty also met with prospective students when they were on campus for a visit. The department has been working with Admissions to accommodate those students who want to visit with a faculty member in the department when they come for a visit. For retention, the faculty have seen improvements in the number of students who continue to stay in classes and try to complete the courses as a result of the interventions that have been put in place. Attitudes of some students are better as a result of the additional opportunities for assistance.

The faculty advisors work diligently with our majors to ensure that the students are staying on track to graduate in a timely manner with the courses they select for each semester. The advisors in the department also work with the students on a regular basis and encourage them to get assistance if they are having difficulties with their academics or with areas of their personal lives. In terms of working with students who are not majoring in mathematics, the faculty in the department hold regular help sessions for the students in their classes especially prior to major tests in order to provide the needed assistance to the students. Another instance of the faculty providing assistance to students was the staffing of tutoring labs on two afternoons each week. The labs were open for two hours on Tuesday afternoons and three hours on Wednesday afternoons to allow students who were having difficulty in courses, especially college algebra, to get additional help.

Use of Evaluation Results

The faculty will continue to participate in college and career fairs when given the opportunity. The faculty will continue to provide opportunities for the students to get assistance and be successful in their educational pursuits. We will monitor recruitment and retention efforts to determine the effectiveness of these practices.

Related Items

    SP2.Ind01: Enrollment

    SP2.Ind02: Retention

MAT 2015_06: Data Standards and Data Integrity
Start: 7/1/2014
End: 6/30/2015

Unit Goal
The faculty members in the Department of Mathematics will attend technology training sessions.

Evaluation Procedures
Faculty activity reports will reflect participation in on-campus training sessions involving technology.

Actual Results of Evaluation

Some members of the faculty participated in training sessions dealing with the use of CANVAS and Hawkes Learning Systems (a mathematics specific computer applications). Training sessions using respondus, screenr, remind, goanimate, and fotobabble tools training by OIT were attended by a faculty member. Google educator tools training was another resource explored by a faculty member. Additionally, the department chair attended training for additional use of Banner (EPAF) for administrative purposes. Some faculty also attended the Technology in Teaching Symposium sponsored by OIT in April.

Use of Evaluation Results

The training sessions in which the faculty participated helped each one to enhance his teaching or enhance his performance. Not every faculty member participated in any one training event, but most faculty member participated in at least one training event during the year. By allowing the faculty to participate in events that are most appropriate for the courses that they teach has allowed the faculty to choose and incorporate technologies that are more appropriate for their teaching areas. The faculty will continue to participate in training sessions dealing with technologies that enhance teaching and delivery of course content in the future.

Related Items

    SP3.Ind04: Technology training

SP4.Ind10: Data Integrity

SWO 2015_01: Recruitment and Retention

Start: 7/1/2014
End: 6/30/2015

Unit Goal
Continue to expand recruitment and retention processes in the department

Actual Results of Evaluation

Faculty recruited students at community colleges and other DSU recruiting events. Faculty coordinated an event where seniors met with the new transfer students. Flyers about SWO 201 Introduction to Social Work were distributed during fall and spring pre-registration. In spring of 2015, the department continued "Project Go Home". Seniors were requested to go back to their high school or community college to recruit social work students. Ten students participated and reached many potential students for social work and Delta State University. Students set up a recruiting table at the union several times. Recruitment ads for both social work major and social welfare minors were posted around campus through-out the year. Flyers on the general education classes offered by the department (SWO Volunteering in the Community and SWO 300 Human Diversity) were distributed widely across campus. The department held a senior day and invited students from across the campus to attend and view the Senior Capstone projects.

To retain students, each student is assigned an advisor who meets with the student at least once a semester to review their academic progress. Students are aware od faculty office hours and they are often seen in faculty offices and contact faculty by email and phone as needed.
This year the department instituted an email list of all majors. this list was used to advise the students of upcoming events in the department and to offer inclusion into the program even before the students are taking social work classes.
Two faculty attended recruiting days in Memphis and Jackson hosted by Admissions.

Use of Evaluation Results
The department will continue to expand recruitment. to improve retention the faculty will include low stakes assessment in introductory classes and use the SOS warning system.

SWO 2015_02: Offer Workshop for Social Work Community

Start: 7/1/2014
End: 6/30/2015