I. Unit Title: Division of Social Sciences  
   School: Arts & Sciences  
   Unit Administrator: Albert B. Nylander, III  

II. Data and information for division:  
The Division of Social Sciences aims at a broad development of the individual. Its goal is to present the main approaches to understanding our world and maintain a student-centered environment. In the process, faculty in the Division seek to develop certain skills and enduring habits of mind—intellectual curiosity, critical thinking, tolerance of and openness to different views and values, and the ability to communicate one's thoughts orally and in writing. In short, this philosophy of learning should enable students to embark on a lifetime of learning and to adapt to a rapidly changing world. It is also the mission of the Division to serve the Delta by developing programs of study that match the cultural needs of the region and state. To determine the extent to which the Division is meeting some of these needs, an analysis of trends is presented in the next section.

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

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

<table>
<thead>
<tr>
<th>Degree</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSE</td>
<td>12</td>
<td>13</td>
<td>13</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>BA</td>
<td>2</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>BSCJ</td>
<td>26</td>
<td>25</td>
<td>17</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>BS</td>
<td>4*</td>
<td>2</td>
<td>21</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>MED</td>
<td>5</td>
<td>11</td>
<td>8</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>MSCJ</td>
<td>5</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>MSCD</td>
<td>4</td>
<td>10</td>
<td>5</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>77</td>
<td>76</td>
<td>83</td>
<td>78</td>
</tr>
</tbody>
</table>

*New Degree

The data in Table 1 suggest that the number of graduates in the Division has been stable since 2002. It should be noted, however, that this will be difficult to maintain. The Division has lost 4 positions over the past five years, and we must be extremely creative to keep the same number of graduates in the future. Thus, I recommend to the Dean of Arts & Sciences that the Division of Social Sciences and the administration work together to create Teacher Assistants at the graduate level, and construct a competitive stipend package for TA's.

The three graduate programs and the four undergraduate programs are being adversely affected by the losing of faculty positions. In last year's annual report (2003-04), the chairman requested additional faculty members in the areas of Criminal Justice, Geography, and Political Science. This request was not met; thus, it still exists. Additionally, another position in Community Development is needed.
Faculty members in the Division of Social Sciences cannot continue to produce at their current rate without additional resources. From the table below (2004 annual report), it is obvious that the Division is more than carrying its load in the college.

**Number of undergraduate & graduate majors in Arts & Sciences (Spring)**

<table>
<thead>
<tr>
<th>Department</th>
<th>2004</th>
<th>FTE</th>
<th>Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>134</td>
<td>10.75</td>
<td>2</td>
</tr>
<tr>
<td>Audiology/Speech Pathology</td>
<td>68</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Biological/Physical Sciences</td>
<td>243</td>
<td>17.75</td>
<td>5</td>
</tr>
<tr>
<td>History</td>
<td>36</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Languages and Literature</td>
<td>78</td>
<td>22.70</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>38</td>
<td>7.75</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>54</td>
<td>15.10</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>272</td>
<td>13.25</td>
<td>7</td>
</tr>
<tr>
<td>Social Work</td>
<td>122</td>
<td>3.5</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1045</td>
<td>99.8</td>
<td>27</td>
</tr>
</tbody>
</table>

Source: Institutional Research & Planning, Delta State University; Degree Programs (Sally Rogers, Secretary in Arts & Sciences)

The current faculty size, 12.5 full-time faculty members (while maintaining over 300 majors), is the smallest it has been in recent years and is clearly insufficient to maintain four excellent undergraduate programs and three excellent graduate programs. The current average is 1.7 faculty members for each degree program. This must be one of the lowest ratios in the university. The division and administration need to work together to create a viable plan to address these issues.

Ideally, the division should begin the process of hiring for the positions discussed above. Given the current budget restraints, this is unlikely however. Yet maintaining the status quo for the Division of Social Sciences will likely cause a decline in majors. Thus, it is important that the division faculty, chair, and dean meet to discuss the future of its programs.

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

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

**Table 2: Number of majors (Fall)**

<table>
<thead>
<tr>
<th>Program</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSCJ</td>
<td>93</td>
<td>102</td>
<td>96</td>
<td>91</td>
<td>107</td>
</tr>
<tr>
<td>BSE</td>
<td>47</td>
<td>53</td>
<td>43</td>
<td>54</td>
<td>51</td>
</tr>
<tr>
<td>BS</td>
<td>14*</td>
<td>28</td>
<td>39</td>
<td>43</td>
<td>45</td>
</tr>
<tr>
<td>BA</td>
<td>21</td>
<td>22</td>
<td>21</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>MED</td>
<td>21</td>
<td>22</td>
<td>32</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>MSCD</td>
<td>33</td>
<td>22</td>
<td>24</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>MSCJ</td>
<td>16</td>
<td>29</td>
<td>12</td>
<td>21</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>245</td>
<td>278</td>
<td>267</td>
<td>272</td>
<td>307</td>
</tr>
</tbody>
</table>

*BS B New program replaces the Bachelor of Science in General Studies

The data in Table 2 reveal that the number of majors has remained stable for the past several years. The increase this year is due to the new online program in criminal justice. Nine students are enrolled in the online Master's program in Criminal Justice. All of our graduate programs require that faculty members spend an enormous amount of time assisting graduate students in writing theses, practicum reports, and preparing professional papers, and many other activities outside the normal undergraduate experience.
III. PERSONNEL

Noteworthy activities and accomplishments:

DIVISION OF SOCIAL SCIENCES, 2004-2005

1. ALAN WILLIAM BARTON
Assistant Professor, Sociology and Community Development
Faculty Associate, Center for Community and Economic Development
Student Engagement Champion, 2004–05
Started at DSU: January 2003

TEACHING

Courses Developed and Taught

Spring 2005

SOC 101: Principles of Sociology, Enrollment: 34 UG
SSC 470/570: Methods of Social Research, Enrollment: 14 UG, 2 GR
SOC 422/522, COD 522: Environment and Society, Enrollment: 5 UG, 5 GR

Fall 2004

SOC 101: Principles of Sociology, Enrollment: 40 UG
SSC 470/570: Methods of Social Research, Enrollment: 18 UG, 10 GR
SOC 421/521, COD 521: Sustainable Development, Enrollment: 2 UG, 9 GR

Summer I 2004

SOC 485/585: Population and Environment, Enrollment: 11 UG, 8 GR

Guest Lectures and Presentations


"The Delta Rural Poll," Slide presentation at the May We Present: What Delta State Professors Do Outside the Classroom and How It Shapes Our Teaching colloquium, Delta State University, Cleveland, MS, April 18–22, 2005.

"An Overview of Changing Conditions in the Mississippi Delta," Presented to the Third World on the Mississippi: An Exploration of Sustainable Development Strategies in the Lower Mississippi Delta Region course study tour from Brandeis University, Center for Community and Economic Development, Delta State University, Cleveland, MS, February 20, 2005.
"The Delta Rural Poll," Presented at the Center for Community and Economic Development Tenth Year Celebration, Delta State University, Cleveland, MS, December 2, 2004.

"The Delta Rural Poll," Presented at the Workshop on Community-Based Research in the Mississippi Delta, Institute for Community-Based Research, Center for Community and Economic Development, Delta State University, Cleveland, MS, October 15, 2004.


"The Role of Community-Based NGOs in International Development," for COD 685: Issues in Community Development, Delta State University, Cleveland, MS, April 14, 2004. (Not included in last year's report).

Most Important Accomplishments in Teaching Over the Past Year

New Courses

Last year I established the following goal for myself in my faculty activity report:

Develop the "Sustainable Development" (SOC 421/521 COD 521) core course for the Sustainable Development track in the Community Development MS program, and the "Population and Environment" (SOC 485/585) course as an elective for community development and sociology students.

Dr. John Green and I continued to develop the Sustainable Development track over the past year, and as part of this effort I created the core course entitled "Sustainable Development" (SOC 421/521 COD 521) and taught this course in Fall 2004. I also taught "Environment and Society" (SOC 422/522 COD 522) in the Spring of 2005 and developed an elective course for this track entitled "Population and Environment" (SOC 485/585 COD 585) which I taught Summer I 2004 and will teach again Fall 2005.

Improved Courses

I worked to improve the "Methods of Social Research" course (SSC 470/570) this year, by developing a more challenging course for graduate students and by creating a series of PowerPoint slideshows to accompany each individual lecture. I now use different texts for undergraduate and graduate students, and an additional reader and discussion sessions for graduate students. I also restructured the research proposal that students work on during the semester, by adding rewrites and other tasks, and increasing the expectations for this intermediate work.

Improved Teaching Methods

I have incorporated techniques to increase student engagement in my courses, such as student-directed sessions, which I use in my SOC 101 courses and added to the Environment and Society
course. I also added a service learning assignment for the graduate students taking the Environment and Society course. I have also continued to work on my on-line syllabi to make them more useful sources of information for students.

RESEARCH

Research and Policy Reports


Conference Presentations


Conferences Attended

Pedagogies of Engagement: Deepening Learning In and Across the Disciplines, Association of American Colleges and Universities, Bethesda, MD, April 14–16, 2005.

Mid-South Sociological Association Annual Meeting, Biloxi, MS, October 20–23, 2004.


Workshop Presentations


Alan Barton. “Future Writing Seminars and Workshops,” Presentation at the Faculty Writing Forum, Delta State University, Cleveland, MS, November 15, 2005.

Workshops Attended

Delta in Global Context Workshop, Delta State University, Cleveland, MS, May 27–28, 2005.

Social Sciences/History STEP Workshop, Fitzgerald’s Hotel, Tunica, MS, April 29–30, 2005.

Writing in the Disciplines Workshops and Keynote Address, Delta State University, Cleveland, MS, April 20–22, 2005.

Writing Across the Curriculum Workshops and Keynote Address, Delta State University, Cleveland, MS, February 17–18, 2005.

Faculty Writing Forum, Delta State University, Cleveland, MS, November 15, 2005.


DSU/Mississippi STEP Workshop, Sam’s Town Hotel, Tunica, MS, May 18–19, 2004.

Community Development Student Organization Symposium, Cleveland, MS, April 16–17, 2004.

Research in Progress

Delta Rural Poll

During the summer and fall of 2004, I administered and conducted qualitative interviews on education in the Mississippi Delta with graduate assistants Rebecca Kimport, Josh Stovall and Betty Moss. I authored the Delta Rural Poll 2004 Annual Report, dated January 15, 2005. I coordinated the preparation and administration of the questionnaire for the 2005 Delta Rural Poll, which was undertaken in February, 2005.
Mississippi Delta National Heritage Area

As part of an on-going action research project oriented around the establishment of national heritage area in the Mississippi Delta, I interviewed informants from a variety of organizations in the Delta (June, July 2004), at a heritage areas conference held in Oxford, MS (June, 2004), and at two national heritage areas in Pennsylvania (July, 2004). I intend to continue these interviews during the summer of 2005.

Protected Areas Boundaries

I am working on this research project with co-authors John Sydenstryker, Max Pfeffer, and John Schelhas. In July, 2004, I traveled to Ithaca, NY, to complete a GIS analysis of spatial data on a national park in Honduras, which will form the basis of a paper we are currently preparing to submit to a conservation journal.

The Delta in Global Context Workshop

In collaboration with John Green, I coordinated this workshop held May 27–28, 2005 on the DSU campus. We have presenters coming from around the Delta, Mississippi, and other states, and a keynote speaker from Mississippi State University.

Other Professional Development

I took the course on Proposal Writing (COD 695) taught by Jerry Robinson in the Fall semester, 2004.

Most Important Accomplishments in Research Over the Past Year

Delta Rural Poll Papers

In last year’s faculty activity report, I established the following goal for myself:

> Prepare research and policy reports from the 2003 Delta Rural Poll and qualitative interviews conducted in the Spring and Summer of 2004. Present these reports at conferences and meetings (including the Rural Sociological Society, the Mid-South Sociological Society, and the Alabama-Mississippi Sociological Association). Develop at least one article from these to submit to a journal.

Over the past year, I was able to launch two paper series, published through the Center for Community and Economic Development. I have contributed to these series by completing one research report and two policy reports using data from the 2003 Delta Rural Poll. Dr. John Green also contributed a policy paper to this series.

In addition, I coordinated qualitative interviewing during the summer and fall of 2004, and I prepared presentations based on the Delta Rural Poll and gave these at the 2004 meeting of the Rural Sociological Society, at the 2004 meeting of the Mid-South Sociological Society, and at
the 2005 meeting of the Alabama-Mississippi Sociological Association. I am working on a paper based on the MSSA presentation to submit to a journal. I anticipate finishing this during the summer of 2005.

Administering the Delta Rural Poll

In last year’s faculty activity report, I established the following goal for myself:

Plan and conduct qualitative interviews and focus groups to complement the survey portion of the 2003 Delta Rural Poll, and prepare and conduct the next annual survey of the Delta Rural Poll in February 2005.

I conducted and coordinated interviews during the summer and fall of 2004, with several graduate assistants. In collaboration with the other Community Development faculty, I coordinated the preparation of the questionnaire for the 2005 Delta Rural Poll, and the Social Science Research Center at Mississippi State University administered it in February, 2005. We received the results back from them shortly thereafter and I am currently involved in the process of cleaning and preparing the data for analysis.

Conference Presentations

I presented at 3 sociology conferences in the past year. At the Rural Sociological Society annual meeting, I presented a paper on employment and quality of life in the Mississippi Delta as part of a panel on surveys in rural areas. I presented a paper on race and education in the Delta at the Mid-South Sociological Association meeting. I attended the Alabama-Mississippi Sociological Association meeting and participated in a panel on research in the Mississippi Delta, discussing the Delta Rural Poll.

SERVICE

College and University Service

Student Engagement Champion, 2004–05

The Student Engagement Committee was created as part of our SACS review, and the purpose is to oversee the implementation of the university’s Quality Enhancement Plan (QEP). As a member of this committee, I coordinated and oversaw a variety of activities in collaboration with the four other Student Engagement Champions (SEC). This was a new initiative, so part of our mission was to establish an identity for this group on campus. We located and established an office for the SEC, developed a logo, and began creating a webpage. We selected a steering committee and met with them each semester. We prepared a needs assessment, based on results from surveys of DSU students and faculty, such as the National Survey of Student Engagement (NSSE) and the survey undertaken to prepare the QEP. We collaborated on training events for DSU faculty and students. We contributed to reports for SACS, and publicized activities through the Campus Connection and other outlets. We developed proposals for the university
administration on projects that would increase student engagement across campus. Finally, we attended training seminars to help us serve the DSU campus better.

Organizer, Seminar on Writing Across the Curriculum, February 16–18, 2005

I coordinated a two-day seminar on writing across the curriculum, which included various workshops for faculty and a keynote address, held in BPAC auditorium. As organizer, I identified and contracted the presenters, hosted the presenters on their visit, managed logistical concerns such as transportation, rooms and food, oversaw publicity for the event, and established collaborative partnerships with the Writing Across the Curriculum committee and the STEP coordinator.

I prepared an evaluation of the event, which required collecting and analyzing a variety of data. I authored Evaluation of the Seminar on Writing Across the Curriculum, February 2005, which reported the results of the evaluation.

Organizer, Faculty Writing Forum, November 2004

I coordinated a forum for DSU faculty to initiate a conversation on writing, and in particular, how we as educators can assist our students to improve their writing skills. I secured the location, developed the program for the event, contacted the speakers from various groups across campus, coordinated refreshments, organized publicity, and arranged for audio-visual needs, including videotaping the event. I authored Evaluation of the Delta State University 2004 Faculty Writing Forum, which reported the results of an evaluation of the event.

Standards-Based Teacher Education Project (STEP)

Over the past year, I have been involved in a number of activities sponsored by the STEP project. First, I represented social sciences at the Social Studies STEP workshop in Tunica on April 29–30, 2005. The writing forum and seminar described above were sponsored by the STEP project, so I worked closely with the local coordinator to ensure these events came off smoothly. I also represented DSU at the annual Mississippi STEP meeting, held in Jackson on October 29, 2004. Finally, I represented social sciences at the DSU STEP workshop in Tunica on May 18–19, 2004.

National Council for Accreditation of Teacher Education (NCATE)

While I was not actively engaged in NCATE activities, I attended two meetings on campus over the past year. This was necessary since our Social Science Education position was vacant this year.
Search Committee, GIS Center Director, June and December, 2004

I served on two search committees to find a director for the new GIS Center on campus over the past year. We first convened in June and reviewed applications, the interviewed the top candidate. He accepted the job, but failed to come to work, so we reconvened in December, 2004 and repeated the process. This time, we selected a candidate who began work in January, 2005.

Departmental Service

Committees

I served on the following ad hoc and on-going committees in the Division of Social Sciences over the past year:

- Search Committee, Assistant Professor, Social Science Education, 2005
- Search Committee, Assistant Professor, Sociology/Community Development, 2005
- Community Development Committee
- Social Science Methods Committee
- Undergraduate Handbook Committee
- Curriculum Development Committee, Social Science Education

Disciplinary Service

Reviewer/Referee

In July, 2004, I peer reviewed an article ("New Zealand Park-People Relationship") for the journal Society and Natural Resources. I peer reviewed a revised version of this article for the same journal in March, 2005.

I peer reviewed a second article ("Collaboration in Context") for Society and Natural Resources in September 2004, and also did a peer review on a revised version of this article in February 2005.

I reviewed a manuscript for an introductory sociology textbook under consideration at Prentice-Hall Publishers in May, 2005.

Panel Organizer

I organized and directed a panel discussion entitled "Rural People and Rural Policy: Comparing Results from Rural Polls" for the annual meeting of the Rural Sociological Society, held in Sacramento, CA in August, 2004.

Community Service

Friends of Dahomey National Wildlife Refuge
I am a Board Member of the *Friends of the Dahomey National Wildlife Refuge*, a local group dedicated to assisting our nearby refuge with a variety of fund-raising and service projects. My term is from 2004–2006, and in addition, I am Vice President of the Board in 2005. We have organized and participated in various events, including hosting Alternative Spring Break groups working at Dahomey, setting up booths as local events such as Oktoberfest and the Crossfies festival, coordinating the annual Audubon Christmas Bird Count in Bolivar County, and carrying out environmental education projects related to the wildlife refuge.

**Most Important Accomplishments in Service Over the Past Year**

**Writing Seminars**

Organizing the Faculty Writing Forum in November, 2004 and the Writing Across the Curriculum Seminar in February, 2005 was my most important accomplishment over the past year. These efforts demanded a substantial time commitment and required me to use various skills to ensure that the events were successful.

**Student Engagement Champion**

In last year’s faculty activity report, I established the following goal for myself:

> Serve the college and the university with distinction as a Student Engagement Champion. I have been nominated to serve in this capacity, and I hope to advance the goals of the university’s Quality Enhancement Plan by coordinating and facilitating activities among faculty that increase student engagement across the university. I also hope to use this opportunity to make myself a better instructor, and to learn techniques from other faculty that I can apply in my classrooms to increase student engagement.

I believe I accomplished this goal. I took the lead on several SEC initiatives over the past year, and contributed to all of the products of this committee.

**Writing Partnerships**

After Dean Parker assigned me the task of organizing the writing seminars, I coordinated a collaborative partnership between the Student Engagement Committee, the Writing Across the Curriculum Committee, and the STEP Project to sponsor these events. Involving various groups widened the impact of these events, and evaluations of these events by faculty and students were very positive. Hopefully, these initiatives will continue next year.

**Journal Reviewer**

One of my long-term goals is to take a leadership role in one of the national professional organizations to which I belong. I ran for chair of the Natural Resources Research Group of the Rural Sociological Society at the annual meeting last year, but did not win; however, by running I think more people are aware of who I am. I also reviewed two articles for the journal *Society*
and Natural Resources, the journal of the International Association for Society and Natural Resources. In both cases, the editor selected me to do a second review of the articles, which indicates he appreciated the first reviews. This increases my chances of serving as an associate editor of this journal in the future.

Friends of Dahomey

I have been active in establishing the Friends of Dahomey National Wildlife Refuge organization in Cleveland. As one of the first people involved in this effort, I was an original board member. I was elected to the board for the next two years at the annual meeting this year, and subsequently I was elected vice president of the board for the next year. Participation in this organization complements activities on campus, as I have worked closely with the staff at Dahomey on an evaluation of an environmental education project, and I have taken my Environment and Society class on a field trip to the refuge twice.

ADVISING

Student Advisees

Over the past year, I have been the faculty advisor for 3 General Education students, for 5 students with a major in Sociology, for 14 students concentrating in Social Sciences, for 1 student with a Social Science Education major, and I have served on 7 graduate committees for Community Development students. I have also sat on 6 thesis defenses (for 5 students), and I have supervised 6 graduate assistants. My advisees are as follows:

General Education

Mason Dean
Porsha Humphries
Joshua Townsend

Sociology

Justin Allen
Lisa Lias
Latona Martin-Burns
Jennie Jones
Jeffrey Lizell

Social Sciences

Denio Buck
Quanetta Montgomery
Paul Spears
Charles Cross
Gureka Price
Sharone Thomas
Jolana Gibbs
Jurnis Reed
Nakikke Wallace
Andrea Hardy-Terry
Reginald Rousseau
John Weilman
Jennifer Minyard
Lindsay Stout

Social Science Education

Kris Williams
Community Development

Sharon Caton (Thesis committee)  
Tomeka Harbin (Thesis committee)  
Todd Holt (Thesis committee)  
Mary Huhnke (Thesis committee)  
Sarah Leonard (Thesis committee)  
Donielle Lovell (Thesis committee)  
Roshun Williams (Thesis committee)

Thesis Defenses

I participated in thesis defenses for the following students:

Sharon Caton, 7-28-04  
Tomeka Harbin, 4-22-04  
Mary Huhnke, 4-23-04; 11-23-04  
Donielle Lovell, 6-29-04  
Roshun Williams, 7-28-04

Graduate Assistants

I supervised the following students as graduate assistants:

Shannon Bussey, Spring, 2004  
Rebecca Kinport, Summer, 2004  
Betty Moss, Fall 2004  
Kim Proffit, Fall, 2004  
Josh Stovall, Summer, 2004  
Roshun Williams, Spring, 2004

OTHER

Honors

I joined Pi Gamma Mu Social Science Honor Society in April 2004.

Professional Memberships

I am an active member of the following professional organizations:

American Sociological Association  
Environment, Technology and Society working group  
Rural Sociological Society  
Natural Resources working group  
Mid-South Sociological Association  
Alabama-Mississippi Sociological Association  
International Association for Society and Natural Resources  
Society of American Foresters  
International Society of Tropical Foresters  
Society for Conservation Biology  
International Association for the Study of Common Property
? Mark Bonta
Title of position: Assistant Professor of Geography
Number of years at DSU: 4

Specific evidence of teaching effectiveness
Course and curriculum development
- new course: Special Topics: Geography of Vietnam
- revised syllabus for Geography of Terrorism
- new course: Advanced Research Methods in Geography (GEO 690)
- new syllabi for Military Geography, for both Shiloh and Vicksburg courses
- revised Human Geography (GEO 201) syllabi.
- new syllabus for Cultural Geography.

List all classes that you have taught, number of students, and major achievements for each class.
- Human Geography: Around 150 students over the course of the year, in 5 sections. Students improved writing skills through essay exams and other writing assignments; students kept current events news journals; students worked in groups on real-world issues such as poverty alleviation in 3rd world countries.
- Geography of Asia: Special Topics, Geography of Vietnam. Team-taught with Garry Jennings, c. 15 students grad/undergrad.
- World Regional Geography, Fall and Summer, 45 students total.
- Geography of Terrorism, Spring only, around 15 students grad/undergrad.
- Cultural Geography, Spring, 10 students, undergrad only, students did original research projects on aspects of cultural geography in the Delta. We had weekly mini-field trips to cultural landscapes in and around Cleveland.
- Advanced Research Methods in Geography, 3 grad students.
- Military Geography: 15 students, grad/undergrad, Fall and Spring

List any Division and University committees on which you serve.
- Elected to Faculty Senate, 2005-2006, as rep. for Social Sciences.
- Safety and Environment Committee Member.
- Research Committee—chaired Promotion and Awareness subcommittee.
- Undergraduate Curriculum Committee, chair (Div. Soc. Sci.).

List any presentations or papers which you presented at professional meetings.
- Authors Meet Critics: Mark Bonta and John Protevi’s Deleuze and Geophilosophy, a Guide and Glossary. Special session, AAG, Denver.
- Dinosaur Salad: In search of cycads in Honduras. Presentation for the “May We Present” DSU faculty scholarship week, Cleveland, MS.
Deleuze, Al Qaeda, and the Multitude. Paper given at the AAG conference, Denver.
- Cycads in the vernacular: a world compendium of local names (1); Ethnobotany of Honduran cycads (2); Redescription of Dioon mejiae: toward a taxonomic description standard (2nd author, with Jody Haynes) (3). Papers given at the 7th Annual International Congress on Cycad Biology, Xalapa, Mexico.
- Conservation Geography of Olancho, Honduras. Presentation to Manejo Integrado de Recursos Ambientales (MIRA) workshop, USAID/International Resources Group, Tegucigalpa.

List all professional associations in which you hold membership.
- Southeastern Division, AAG, since 2001.
- The Cycad Society, since 2003.
- The Society for Economic Botany, since 2003.

Professional honors and awards
- DSU Foundation Faculty Scholarship Award, 2005. $5,000.00
- Montgomery Research Fellow, 2005-. Research fellowship with cycad/palm gene bank. Up to $2,000.00/year in direct funding.

Attendance at Professional meetings
- 7th Conference on Cycad Biology, Xalapa, Veracruz, Mexico, January 2005

Continuing Education Activities
- Military Geography: Geography of Shiloh (Fall and Spring semesters); Geography of Vicksburg (Spring)

Ongoing Graduate Student Research Supervision (Master’s supervision. Thesis supervision: Indicate your role in the supervision: P= primary, S=secondary, O=other).
- Four Master’s students ongoing, M.S.E. 1 undertaking thesis research. Primary.

Completed Graduate Student Degree Supervision (For degree completed July 1, 2003-June30, 2004. Again, indicate your role).
- Three Master’s (M.Ed.) completed degrees, no thesis. Primary

Other Student-oriented activities.
- Coordinated orientation sessions leading up to “Struggles for Justice” (geography and political science field course to Guatemala and Honduras in July 2005).

Proposal and Award Activity – (July 2004- Present.) Indicate percentage of responsibility if not P.I. Also, indicate if funded, pending, or denied.

- Proposal for Anne White Award, Association of American Geographers, for cycad research in Chiapas, Mexico, denied.
- Proposal to Montgomery Botanical Center, Miami, FL, for research on human geography of cycads, funded, $2000.00, research undertaken at MBC in May 2005.

Publications – (Printed July 2004-present. Do not list works published only as abstracts. Do not list a work as published if it was listed as published on a previous report. Indicate whether it is a refereed publication).


Publications submitted but not published – (submitted July 2004- present. List whether accepted as publication, still under review, in revision in response to review or editor’s comments.). All are refereed.

- Ethnobotany of Tiusinte (Dioon mejiae) in Honduras. Submitted to Journal of Ethnobiology.

Extracts and reviews of my work:


Research or Creative Activity in progress.

- Human Geography of Cycads. Expanding research conducted in Honduras (2000-2003) to a global survey of cycad ethnobotany and human relationships to cycads.
- Deleuze and Complexity Theory: relationships to political and cultural geography.
List any other activities not included in any of the above items.

- Peer reviewer for: *Annals of the Association of American Geographers; Political Geography; Professional Geographer; Journal of Latin American Geography.*

What do you consider to be your most important achievement in your professional growth and development during the period covered by this report?

- Winning the DSU Foundation Research Award, and becoming a Montgomery Botanical Center Research Fellow.

Please list any other items which you would like to include:

- Friends of Dahomey National Wildlife Refuge (Cleveland), environmental NGO, elected Board Member, 2005. Organized first-ever Christmas Bird Count for Bolivar County (event picked up by local media and AP); chair of science and education subcommittee. Organizing various educational and scientific events focused on Dahomey Wildlife Refuge for 2005-2007, in tandem with refuge managers and biologists as well as biologists in the DSU Division of Physical and Biological Sciences.

- As chair of the Promotion and Awareness Subcommittee of the DSU Research Committee, organized the first-ever faculty scholarship week, “May We Present”, in April 2005. This will most likely become a yearly event for DSU. Reception was very positive, and it was well-attended and picked up by local and statewide media.

- Associate Director, Madison Center, DSU. 2004-. --Planned and led ‘Marvellous Mississippi,’ a summer program of geography field trips for Yazoo City High School students (July 2004). --Coordinated visit of Jon Carter, Anthropology Fellow at Columbia University (NYC) to DSU; he spoke on the ethnography of youth gangs in Honduras. --Currently coordinating Central America Program with July 2005 DSU field course entitled ‘Struggles for Justice: Peace, Human Rights, and the Environment in Central America’; Spring 2005 film series ‘The politics of perseverance: snapshots of the human condition.’


3. Julie Campbell
Assistant Professor of Criminal Justice
Years at Delta State University – 3

Positions held:
Assistant Professor of Criminal Justice, Division of Social Sciences, Delta State University, October 2003 -- Present

Graduate Coordinator, Master of Science in Criminal Justice Program
Division of Social Sciences, Delta State University (January 2003 – Present)
Courses taught on campus:

Historical Analysis of the American Criminal Justice System (CRJ 670). Division of Social Sciences, Delta State University. Spring 2005.


Professional and Institutional Ethics (CRJ 655). Division of Social Sciences, Delta State University. Fall 2004.


New course developed by instructor.

Independent Study (CRJ 689). Division of Social Sciences, Delta State University. Spring 2005.

Courses taught through continuing education:


Comprehensive Exam Committees, Practicum Committees, and Thesis Committees in Criminal Justice
Anthony Bell, Comprehensive exam committee, chair

Ady Granger, Comprehensive exam committee, Chair

Tami Scrivner, Comprehensive exam committee, Chair
Amy Spencer, Comprehensive exam committee, Chair
Kevin Washington, Comprehensive exam committee, Chair
Jonathan Watts, Comprehensive exam committee, Chair
Jerald Wesley, Comprehensive exam committee, Chair

Andy Granger, Practicum, Supervisor
Tami Scrivner, Practicum, Supervisor
Jonathan Watts, Practicum, Supervisor
Allen Inman, Practicum, Supervisor

Christina Weeks, Thesis committee, Chair (ongoing)
Mashondia Redmond, Thesis committee, member

University Service
Delta State University Academic Excellence Committee, Member 2004 – Present.

Delta State University Faculty Senate, Proxy for the Division of Social Sciences, 2003 – Present.

Social Science Methodology Group, Member, 2003 – Present.

Graduate Studies Team – Recruiting, Member, 2003- Present.

Criminal Justice Graduate Program, Advisor, 2004 – Present.
  • Personally advised 18 graduate students during the 2004-2005 term.
  • Roughly 36 hours spent advising graduate students during the 2004-2005 term.

Criminal Justice Graduate Curriculum Committee, Chair, 2003 – Present.
  • Revised the 2005-2006 graduate catalog.

Alpha Phi Sigma, Faculty Advisor, 2003 – Present.
  • Coordinator of the Induction Banquet

Criminal Justice Student Association, Faculty Advisor, 2003- Present.
  • Organized student trip to Criminal Justice Association Conference in Biloxi, Mississippi. Spring 2005.
Professional Development

Proposals Submitted and Approved

Development of an Academic Minor in Forensic Science, Spring 2005.

Faculty Exchange Program (Mississippi Gulf Coast Community College, Spring 2005.

“Crime and Justice” Summer Camp Program (in conjunction with Dr. Bobby Moore and Dr. Garry Jennings), Summer 2005.

Articles Submitted for Review

Self-Perceptions of Stalking Victimization and Impacts on Victim Reporting at Three Southern Universities, Co-authored with Dr. Bobby Moore, Summer 2005.

Conferences and Workshops

Annual Mississippi Coalition Against Domestic Violence Conference, Biloxi, Mississippi, Summer 2004.

Forensic Science Semester at Sea, The University of Southern Mississippi, Summer 2004.

Professional Memberships

Academy of Criminal Justice Sciences, National Criminal Justice Association
Southern Criminal Justice Association, Regional Criminal Justice Association
Lambda Alpha Epsilon, National Criminal Justice Association
Phi Kappa Phi, National Honor Society
Mississippi Association of Adult and Community Education

4. John J. Green
Assistant Professor of Sociology and Community Development
Graduate Coordinator, Community Development
Years at DSU: 3

Instructional Activity

Courses Taught

Community Development Research Methods (COD 680). Fall 2004, 9 graduate students.

Delta in a Global Context (SOC 426/526 and COD 526). Fall 2004, 8 graduate students, 4 undergraduate students.


Special Topics: Education and Workforce Development (COD 695). Interim Summer I 2005. (Has not been taught yet – May 2005 interim course).

Special Topics: Field Research for Planning and Evaluation (COD 695). Summer II 2004, 10 graduate students. (This was a week-long intensive field research class with Heifer International that met in Fargo, AR).

Social Theory (SOC 440/540). Spring 2005, 2 graduate students, 9 undergraduate students.


Practicum in Community Development (COD 698). Every Semester.


Note – All of the community development courses I have taught in the past year involved service learning projects. I plan to continue in this direction.

Advising and Practicum/Thesis Committees

Clark, Yolanda (Practicum Director), Graduated in Spring 2005.
Edwards, Alkie (Practicum Director).
Holt, Todd (Thesis Director).
Huhnke, Mary (Practicum Director).
Johnson, Tonja (Practicum Director), Graduate in Fall 2004.
Joseph, Jerry (Practicum Director), Graduated in Fall 2004.
Kimport, Rebecca (Thesis Director).
Lovell, Donielle (Thesis Committee Member), Graduated in Fall 2004.
Parker, Starr (Practicum Director), Graduated in Spring 2005.
ash, Theresa (Practicum Director), Graduated in Spring 2005.
Rice, Catherine (Thesis Director).
Stovall, Joshua (Thesis Director), Graduated in Spring 2005.
Webster, Ambrose (Thesis Committee Member).
Williams, Roshun (Thesis Director), Graduated in Spring 2005.

Note – Practicum and thesis research projects conducted during the time period covered in this report included partnerships with the Center for Community and Economic Development, Dreyfus Health Foundation, Greater Delta Health and Human Services Network, Mound Bayou Housing Authority, St. Gabriel Mercy Center, Tri-County Workforce Alliance, and the United Family Life Center.

Publications and Reports


Presentations

Presentations for Academic Audiences

Green, J.J. 2005. “Scholarship and Teaching.” Remarks Made for the Opening of Scholarship Week at Delta State University. Cleveland, MS.


Green, J.J. 2004. “Community-Based Research to Inform Workforce Development, Health Care and Transportation Efforts in the Mississippi Delta.” Presented to a Study Group from the Dreyfus Foundation, Harvard School of Public Health, and the Social Science Research Center/Mississippi State University. Delta State University, Cleveland, MS.


Presentations for Community Residents, Development Practitioners and Policy Makers


Green, J.J. 2004. “Workshop on Community-Based Research in the Mississippi Delta.” Delta State University. Cleveland, MS.


Green, J.J. 2004. “Cooperatives as an Economic Development Tool in Rural Communities.” Presented to a Study Group from Nigeria Hosted by the Mississippi Consortium for International Development. Stoneville, MS.

Service

Public Service through Community-Based Research Activities

Public Transportation Assessment in Clarksdale, Mississippi. (Dreyfus Health Foundation).

Community-Based Collaboration for Improvement of Social and Health Services. (Dreyfus Health Foundation).

Organizational History Narrative with the Tri-County Workforce Alliance.

Evaluation of the Healthy Community Program. Delta State University.

Evaluation of Rural Health Network Development. Greater Delta Health and Human Service Network. (Office of Rural Health Policy, Department of Health and Human Services).


Understanding the Needs and Interests of Limited Resource and Minority Farmers and Farmworkers. (Rural Coalition).

Committee Assignments with Public Organizations

Advisory Committee. Mississippi SHINE (formerly the Mississippi Delta State Rural Development Network).

Advisory Committee. Volunteers in Service to America. Center for Community and Economic Development.
Research Advisor, Rural Coalition.

**Departmental and University Committees**

Chair, Faculty Search Committee for Sociology and Community Development, Delta State University.

Faculty Advisor, Community Development Student Organization, Delta State University.

Faculty Advisor, Pi Gamma Mu Social Science Honors Society, Delta State University.

External Project Reviewer, Institutional Review Board, Delta State University.

Committee Member, Delta Rural Poll, Center for Community and Economic Development, Delta State University.

Member, Graduate Studies Council, Delta State University.

**Departmental and University Events Organized**


Honoree Induction. Pi Gamma Mu Social Science Honors Society. Division of Social Sciences, Delta State University.

Display Organizer. “Community Development” and “Graduate Studies.” Scholarship Week at Delta State University. Cleveland, MS.

Co-Organizer. Visiting Course on Development in the Mississippi Delta from the Sustainable International Development Program at Brandeis University.

**Professional Organizations and Service**

Organizational Membership

- Rural Sociological Society
- American Sociological Association
- Community Development Society
- Southern Rural Sociological Association
- Alabama-Mississippi Sociological Association
- Pi Gamma Mu Social Sciences Honors Society

Organizational Service

- Co-Chair, Rural Poverty Interest Group. Rural Sociological Society.
- Diversity Committee. Rural Sociological Society.
Awards and Recognition

Nominee, Delta State University Kossman Teaching Award.

Nominee, Delta State University Faculty Prize for Research.

Nominee, Delta State University Faculty Prize for Service.

Information Recognition of the Institute for Community-Based Research by the Board of Trustees of State Institutions of Higher Learning.

Professional Development Activities

Participation in “Comprehensive Community Change Initiatives in the Delta” sponsored by the Foundation for the Mid South. Olive Branch, MS.

Participation in “Traditional Leaders Seminar” sponsored by the Foundation for the Mid South. Itta Bena, MS.

Participation in Faculty Development Workshop on “Service Learning: Best Practices” sponsored by the Delta State University Service Learning Committee, Office of Student and Community Engagement, and the Mississippi Center for Community and Civic Engagement. Cleveland, MS.

Financial Resources

Through community-based research activities, evaluation projects and sponsorship of conferences, the following organizations provided financial resources for my combined teaching and research work through the Institute for Community-Based Research (ICBR), primarily in the form of subcontracts. Total financial resources paid between July 2004 and June 2005 will be $19,930; $18,330 will have gone through the University.

Note – Some of these projects were started in the previous academic reporting period. The figures presented here are for the actual funds that came in during the July 2004 – June 2005 reporting period.

Rural Coalition - $3,750 for the ICBR Foundation account and two payments to DSU ICBR accounts - $4,000 and $2,280. These were payments for research activities subcontracted under grants to the Rural Coalition from the Risk Management Agency, US Department of Agriculture.

Dreyfus Health Foundation - $1,600 in direct research support to me for expenses and $4,000 to the ICBR for transportation system assessment.

G.A. Carmichael Family Health Center - $2,000. This was for evaluation assistance provided for the Greater Delta Health and Human Services Network project subcontracted under a grant from the Office of Rural Health Policy, US Department of Health and Human Services.
Mississippi Association of Cooperatives - $2,300 to the ICBR to help with costs associated with the Delta in Global Context Workshop.

5. Brent D. Hales
Assistant Professor of Sociology and Community Development
Division of Social Sciences
Director of the Center for Community and Economic Development
Number of years at DSU: 5

I. Instructional Activities

Teaching Effectiveness:
During the 2004-2005 school year, I taught three courses. In each of these courses, I have received numerous comments regarding the effectiveness of my teaching including those garnered in my teaching evaluations. I take a personal interest in my students and work with them individually to increase the likelihood that they not only pass my courses but excel in the courses.

Course/Curriculum Development:

I taught one new course this year, Sociological Theory. I also taught two other courses but significantly altered the texts, grading, and course requirements such that all three courses required equally large preparation. I have attached the syllabi for each of the courses taught.

Conferences, Workshops, and Seminars Attended:

- Annual meeting of the Community Development Society – Cleveland, OH, July 2004
- Annual meeting of the Rural Sociological Society – Sacramento, CA, August 2004
- Annual meeting of the Alabama/Mississippi Sociological Association – Tuscaloosa, AL, February 2005
- Department of Housing and Urban Development: Community Outreach Partnership Communities Conference – Chicago, IL, April 2005

Innovative Instructional Techniques:

In the course of my teaching, I require students to be prepared prior to class. One way that I insure this is to have students bring questions on the readings to be covered. These are awarded participation points. I also encouraged classroom discussions, require that students work collaboratively on group projects, and encourage their use of technology in their research and their presentations.

As a way to introduce graduate students to a wide range of readings, I require additional texts and/or journal articles. This in and of itself is not particularly innovative. However, I also require that students participate in a series of phone conferences with the authors of the texts in an effort to engage their critical thinking skills. Each student is expected to bring three questions to ask the authors and to have previously written a critical review of the manuscript.
Research Undertaken to Support Teaching:

In an effort to broaden my teaching and to stay current with the most up-to-date materials in the field, I attempt to have new books for graduate students to read in each of my courses. As a result, I reviewed 11 new texts or manuscripts for course development for the three courses taught in 2004-2005. I have also undertaken significant Internet-based research on topics not thoroughly covered in the text materials. These resources are fused into my teaching and course content.

Mentoring Student Research Beyond the Classroom:

I have regular meetings with students via phone, email, or face-to-face in order to insure that their needs are being met. I also regularly work with student athletes through Dr. Randy Grierson. I work with the academic support lab and writing lab to insure that the students receive the attention they need to excel in my courses.

2004-2005 Courses Taught:

I taught three courses this year including one new prep. In the Fall semester, I taught one section of Sociological Theory (SOC 440/540) with 15 undergraduate and 10 graduate students. This course was a new course for me so I created PowerPoint based seminar-based lectures focusing on the points of classical sociological theory. Students wrote several theory critiques, lead class discussions, prepared questions for each lecture, wrote one group paper, and were given two non-comprehensive exams.

In the Fall semester, I also taught an overload course entitled Introduction to Sociology (SOC 101) with 14 students. This course utilized both text-based, lecture, and on-line learning components. Students were also awarded points for a service-learning project that was built into the curriculum. Students were encouraged to participate in the Delta Health and Wellness Day, work with the Volunteer Center, or other community project.

In the Spring 2005 semester, I taught Racial and Cultural Minorities (SOC 450/550) with 18 undergraduates and 7 graduate students. Students were required to participate in the seminar-based learning format, to write four topic-based commentary papers, participate in a group paper and presentation, and take two exams. Graduate students were also required to read and prepare critical reviews of four additional books. Students presented papers ranging from “The Impact of Women in the Civil Rights Movement” to “The Representation of Minorities in Faculty and Administration at Delta State University”. In all projects, students worked together in teams to prepare research papers, presentations, and findings to the class and wider community if appropriate.

Refereed Publications:

In 2004 and 2005, I submitted three papers for publication. One of which is still under review. I received one revise and resubmit. This is still in process. I did publish one book review for Rural Sociology on The American Midwest. One current publication under review with Telecommunications Policy is “Forming Technology Councils: A Strategy for Regional Economic Development.” A manuscript under the same title is forthcoming from the Illinois Institute for Rural Affairs published under their Rural Studies Series.
Non-refereed Publications or Reports:

In 2004, I completed the Annual Report for the Center for Community and Economic Development. I also distributed numerous news releases for the Center and the Mississippi Delta Technology Council. I am in the process of developing content for the web portal for the Mississippi Delta Technology Council. This web portal will go online June 1, 2005.

The Center and its programs regularly release newsletters that I review for programs prior to distribution. Additional reports are due for programs to their funding agencies that I either author or edit. Reports were generated that I either authored or edited include:

- Delta Health and Wellness Day – Dreyfus Health Foundation
- Delta Health and Wellness Day – Delta Health Alliance
- Mississippi Delta Technology Council – Small Business Administration
- Delta Reads Partnership – Mississippi Commission for Volunteer Services and Corporation for National and Community Service
- Business Development and Assistance Project – Delta Regional Authority

The Provost at Delta State University has instituted a new evaluation and review policy for the Center for Community and Economic Development. As part of this review, I submit monthly progress reports to the Provost and participated in the 2005 Center evaluation.

I conducted numerous interviews and wrote articles for the *Delta Business Journal* and *Pointe Innovation Magazine*.

1. University and Public Service

Division and University Committees:

- Member of the President’s Technology Development Team
- Member of the University Web Oversight Committee
- Member of Graduate Faculty Committee, Division of Social Science, Delta State University
- Member of the Delta State University Staff Council
- Principal organizer of the First Annual Delta Health and Wellness Day

Public Service

- Primary evaluator of the Mississippians Engaging in Greener Agriculture Food Security Project. My primary responsibilities included developing and administering an evaluation instrument used in program evaluation, grant review, and staff training, 2004-2005.
- Chair of the MS Walk, Cleveland, MS, April 2005.
- Consultant to and organizer of the Humphreys County Partners for Progress - Developed a strategic plan for Humphreys County and created an organization (Partners for Progress) to oversee the utilization of the plan, 2004.
- Chair of the DSU Blood Drive Campaign, July 2004.
III. Professional Development

Presentations at Professional Meetings:

July 2004 – Annual meeting of the Community Development Society – Cleveland, OH
- Presented a paper entitled “Forming Regional Technology Councils: A Strategy for Community and Economic Development”
- Received the New Professional Award from the Society

August 2004 – Annual meeting of the Rural Sociological Society – Sacramento, CA
- Presented a paper entitled “The Methodologies of Polling in Rural Areas”
- Organized the sessions for the Rural Poverty Research Interest Group
- Served as Poster Session Chair

February 2005 – Annual meeting of the Alabama/Mississippi Sociological Association – Tuscaloosa, AL
- Presented a paper entitled “Business Retention and Expansion – An Effective Mechanism for Rural Economic Development”

April 2005 – Department of Housing and Urban Development: Community Outreach Partnership Communities Conference – Chicago, IL
- Attended the conference and accompanying grant writing workshop in preparation for proposal submission.


Presentations to Communities and Community Groups

February and March 2005 – Leadership 82 – Mathiston, MS

May 2005 – Webster County Economic Development Foundation Board – Eupora, MS

June 2005 – Foundation for the Mid-South (Leflore County, MS and Phillips County, AR)
- Presented “Models of Effective Community Organizing”

June 2005 – Arkansas State University (Corning, AR)
- Presented “Models of Effective Community Organizing”
Professional Development Workshops, Seminars And Conferences Participated in:

- Mississippi Commission for Volunteer Services Fall Conference, September 2004
- Cyber Security Assessment Training, November 2004
- CIT.MS Annual Meeting, November 2004
- Center for Community and Economic Development 10 Year Celebration, December 2004
- Delta Health and Wellness Day, December 2004
- Mississippi Economic Development Council Winter Conference, February 2005
- Brancéis Economic Development Forum, February 2005
- Southern Policies Board Rural Prosperity Focus Group, March 2005
- Governor’s Winter Symposium on Momentum Communities, March 2005
- Mississippi Delta Technology Council, Membership Development Meetings (ongoing monthly meetings)
- Employment Law Workshop, Delta State University, April 2005

Professional Memberships:

- Rural Sociological Association
- Community Development Society
- Alabama/Mississippi Sociological Association
- Sigma Xi, The Scientific Research Society
- Southern Sociological Society
- Western Social Science Association
- Mississippi Economic Development Council
- Mississippi Economic Council

Honors and Awards:


Ongoing Graduate Student Research Supervision (Master’s Supervision, Thesis Supervision: Indicate Your Role In The Supervision: P = Primary, S = Secondary, O = Other)

In 2004-2005, I participated in 8 master’s theses with one as a primary supervisor and seven in a secondary position. I am also serving in a secondary role on a Ph.D. committee for a student at USM.

Proposal And Award Activity – (July 2003- Present. Indicate Percentage Of Responsibility If Not P.I. Also, Indicate If Funded, Pending, Or Denied)

Research or Creative Activity in Progress:

- Delta Health and Wellness Day – I am working with the College of Nursing and representatives from a variety of health care providers to promote the October 20, 2005 2nd Annual Delta Health and Wellness Day. This initiative will bring together health care providers, health educators, safety personnel, and governmental health agencies to provide information and services to Deltans free of charge. We are working to have each county and community in the Delta region recognize the day as Delta Health and
Wellness Day by sponsoring activities around that theme. We are working with State Representatives to have the third Thursday in October declared Mississippi Health and Wellness Day in 2006.

- Delta Rural Poll – This project is focused on providing a reliable means of assessing current conditions in the Delta and current attitudes of Delta residents. Has or will issue reports on recent poll results pertaining to access to health care, the status of education, technology use, and projections on workforce in the Delta.

- Mississippi Delta Youth Entrepreneurship Program -- Working with government, business, education, and non-profit groups in the Bolivar, Washington, and Coahoma County region to provide educational training and assistance in the areas of entrepreneurship and business development and sustainability to young adults, aged 17 to 25, in this economically distressed area. In particular, we foresee two cohorts, each with 30 students and 15 alternates. Each cohort will receive in-class training and access to and interaction with mentors who have established successful regional businesses. Each program participant upon successful completion of educational portion of the program will receive a grant of $5,000 to support establishment of a new business in the Mississippi Delta.

- Community Outreach Partnership Centers Program (COPC) -- I am working with numerous groups in Coahoma County to establish the HUD funded program that will work with the “hard core unemployed” collaboratively to create a Neighborhood Work-Net Group. This group would conduct resource assessments with participants and design training opportunities in collaboration with the Coahoma Community College Workforce Development Training Center and the Tri-County Workforce Alliance. The group would also work to establish viable housing alternatives for participants.

- Certified Technology Community Program. Wave two of a multi-wave study examining community technology readiness in the Mississippi Delta. This project utilizes graduate students in the Master’s of Community Development program for data collection, data analyses, and report generation providing the students with valuable field experience. Primary duties include design, implementation, and analyses of survey instruments and data collection efforts. Currently conducting a Delta-wide Technology Readiness Assessment through the Mississippi Delta Technology Council.

6. Robert B. Hunt III
Assistant Professor of Criminal Justice
- Three(3) years at Delta State University

I. Instructional Activities
During this period I developed the curriculum for two new forensic science classes, FSC 435/535 Arson Investigation and FSC 445/545 Medical Legal Investigation of Death.

For Arson Investigation I brought in the Chief Arson Investigator for the City of Cleveland and an instructor from the state fire academy as guest speakers. I also compiled a power point presentation from actual arson crime scene photos loaned to me by these investigators. We had class group projects that had the undergraduate students examine an actual arson scene (in miniature) developed by the graduate students. They were required to determine the cause and course of the fire by the evidence from two different scenes and then present their finding to the class.
For Medical Legal Investigation of Death we are using actual crime scene photographs and autopsy reports to determine the cause of death.

In Drug ID and Enforcement I have brought in agents of the Mississippi Bureau of Narcotics, the U.S. Drug Enforcement Agency, and local drug task force as guest speakers. The students also got to see the various equipment used in investigation, surveillance and detection. They were introduced to some of the paraphernalia used in the drug trade and for ingestion of the narcotics. They got to see a drug dog in action and how the dog alerted when he located narcotics.

For the Prison Community class I brought in guest speakers, the Superintendent of the state penitentiary at Parchman and the Warden of the Bolivar Regional Correctional Facility, who also arranged for two inmates to speak to the class.

In Criminal Law the students learn how to research case law and utilize the facilities available at the DSU Library.

II. University and Public Service
I have been involved with comprehensive exams for a number of our graduate students and sat on one thesis committee.

I have assisted the University Police Department in how to write and execute a search warrant and in training in the use of a hand held metal detector (I am a certified instructor in the use of this device).

I am the Chairman of the Board for the Cleveland-Bolivar County Crime Stoppers, Inc. and have worked to develop this program for the local community. It will become active on August 1st 2005.

I am a commissioned Deputy Sheriff for Bolivar County and work with the Narcotics Compact for Bolivar County and Cleveland.

III. Professional Development
I have reviewed two text books, Criminal Procedure by Samaha, and Introduction to Law Enforcement and Criminal Justice by Wrobleski and Hess. I have also authored a student study guide for the Wrobleski and Hess text and it was published in May 2005.

I have attended a seminar put on by the U.S. Attorney’s Office and the Department of Alcohol, Tobacco, and Firearms on firearm recovery and identification and crime scene analysis, including new techniques in fingerprinting.

I attended a seminar of the U.S. Department of Transportation, Department of Homeland Security, and Mississippi Bureau of Narcotics on highway interdiction of WMD, hazardous material and narcotics.

I became certified as an instructor for the Mississippi Police Academy in the areas of Evidence, Arrest, Search and Seizure; Mississippi Criminal Code; Report Writing; Crime Scene Investigation; and Civil Liability and Use of Force.

I am a member of the Academy of Criminal Justice Sciences, the Southern Criminal Justice Association, the American Criminal Justice Association, and the Delta Law Enforcement Officer Association.
IV. Advising, Student Evaluations and Teaching Schedule

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<tr>
<th>Courses taught</th>
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<tbody>
<tr>
<td><strong>Summer II</strong></td>
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<tr>
<td>2004</td>
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<tr>
<td>CRJ 490/590 Seminar in Law Enforcement, Community Policing</td>
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<tr>
<td>CRJ 650 Organization and Philosophy of Criminal Justice</td>
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<td><strong>Fall</strong></td>
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<tr>
<td>2004</td>
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<tr>
<td>CRJ 412/512 Legal Liabilities (25/0)</td>
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<tr>
<td>CRJ 430/530 Prison community (18/3)</td>
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<td>CRJ 404/504 Criminal Law (26/0)</td>
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<tr>
<td>CRJ 630 Theory of Criminal Behavior (9)</td>
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<td><strong>Spring</strong></td>
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<tr>
<td>2005</td>
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<tr>
<td>CRJ 412/512 Legal Liabilities (online) (12/4)</td>
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<tr>
<td>CRJ 406/506 Criminal Procedure (30/0)</td>
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<tr>
<td>CRJ 415/515 Drug ID and Enforcement (28/0)</td>
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<tr>
<td>FSC 435/535 Arson Investigation (19/7)</td>
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<tr>
<td>CRJ 650 Organization and Philosophy of Criminal Justice (13)</td>
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<tr>
<td><strong>Summer I</strong></td>
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<tr>
<td>2005</td>
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<tr>
<td>CRJ 491/591 Seminar in Corrections, Prisoner’s Rights (16/4)</td>
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<tr>
<td>FSC 445/545 Medical Legal Investigation of Death (8/4)</td>
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I advise approximately 42 students each semester, in addition I assist graduating student find appropriate employment upon graduation if my help is requested.

I have consistently had excellent student evaluations during my time at DSU.

7. Garry Jennings
Professor of Political Science

Summer 2004
Research trip to Boston College and to University of Massachusetts in support of new course, Vietnam: Politics and Policy

Led 21 students in Washington Semester trip to Washington, DC

The Madison Center (TMC) hosted Jon Carter, fellow at Columbia University
Began The Rosedale Project with a $15,000 grant from Delta Pine & Land Co.

Autumn 2004
New course. The Democracy Project - followed the presidential election and resulted in a student debate at the campus student union.

New course. Vietnam: Politics & Policy - team taught with Prof. Bonta dealing with historical, cultural and political dimensions of the Vietman War.
New seminar. Specifically focused on the relationships among education, poverty and race. The seminar focused specifically on comparing

Meeting with Noam Chomsky. The meeting dealt with the Prof. Chomsky's work on the relationship between education and democracy, as well as a possible visit to The Madison Center.

Chair, Tenure and Promotion Committee, Division of Social Sciences

Spring 2005
The Democracy Project - new preparation focusing on the political philosophical underpinnings of democracy concluding with John Lukacs analysis of the populist nature of the American electorate.

Meeting with Abigail Thernstrom, senior fellow at the Manhattten Institute and commissioner on the U.S. Civil Rights Commission. The meeting dealt with Dr. Thernstrom's research on education and the importance of community support mechanisms outside conventional schools.

Meeting with Duncan Shipley-Dalton, fellow in Peace Studies, Kennedy School of Government, Harvard University. The meeting established formal contacts with non-governmental organizations in Northern Ireland in anticipation of a trip to Belfast, Northern Ireland.

Trip to Ireland. The trip focused on the roles played by non-governmental organizations in helping the resolve conflict in Belfast. Plans were laid for trip to Belfast by DSU and high school students.

Conference participation. The American Democracy Project in Portland, Oregon. The trip explored how the American Association of State Colleges and Universities has coordinated civic engagement with course work.
Committee on the Celebration of the Constitution. Initiated and chaired this new committee in anticipation of program implementation during the 2005-2006 academic year.

8. Bobby Moore
Assistant Professor of Criminal Justice

Courses Taught:
Introduction to Criminal Justice (CRJ 300) – taught during the Fall semester. Delta State University.

Introduction to Criminal Justice Theory (CRJ 405/505) – taught during the Fall semester. Delta State University.

Quantitative Analysis in Social Science (CRJ 469/569) – taught during the Fall semester. Delta State University.

Research Methods in Criminal Justice (CRJ 635) – taught during the Fall semester. Delta State University.

Survey of Technology and Crime (CRJ 460/560) - taught during the Spring semester. Delta State University.

Legal Issues in Forensic Science (FSC 430/530) – taught during the Spring semester. Delta State University.
Medico-Legal Investigation of Death (FSC 445) – one week intensive course taught during Spring semester. As part of the course students were able to learn from several national and international experts in the field of forensic science speak on topics such as: blood splatter analysis, impression evidence, forensic dentistry and expert testimony. Delta State University.

Computer Forensics (FSC 450/550) – taught during the Spring semester. As part of the course students were able to utilize the industry’s leading computer forensics software in examining a mock hard drive for evidence of illegal activity. Delta State University.


Introduction to Multivariate Data Analysis (AJ 720) – taught during the Fall semester. The University of Southern Mississippi.

Advanced Multivariate Data Analysis (AJ 721) – taught during the Spring semester. The University of Southern Mississippi.

Crime and Film (CRJ 492/592) – to be taught during Summer Session Two. Delta State University.

Civil Liberties (CRJ 445/545) – to be taught during Summer Session Two. Delta State University.

**Online Courses Developed and Taught:**
Organization and Philosophy of Criminal Justice (CRJ 300) – taught during the Spring Semester. Delta State University.

Organization and Philosophy of Corrections (CRJ 310) – taught during the Fall Semester. Delta State University.

Correctional Criminology (CRJ 420/520) – taught during the Fall semester. Delta State University.

Research Methods in Criminal Justice (CRJ 635) – taught during the Fall semester. Delta State University.

**University Service:**
Social Science Methodology Group, Member
Criminal Justice Program, Advisor
Adviser 65 Criminal Justice Students
Adviser 6 Undecided Major Students
Alpha Phi Sigma, Faculty Co-advisor
Writing Across the Curriculum Committee, Member
Technology Across the Curriculum Committee, Member
University Research Committee, Member
Teaching Excellence Committee, Member

**Comprehensive Exams and Thesis Work:**
Johnathan Watts, Comprehensive Exam, Member
Amy Spencer, Comprehensive Exam, Member
Gerald Wesley, Comprehensive Exam, Member
Icardo Owens, Comprehensive Exam, Member
Christina Weeks, Thesis Committee, Member
Mashondia Redmond, Thesis Committee, Chair
Brian Donavant, Dissertation Committee, Member
Tina Lee, Dissertation Committee, Member
Bruce Stewart, Dissertation Committee, Member
Baron Edwards, Dissertation Committee, Member
Robyn Ring, Dissertation Committee, Member

Professional Memberships
Academy of Criminal Justice Sciences, National Criminal Justice Association
Southern Criminal Justice Association, Regional Criminal Justice Association
SouthWestern Criminal Justice Association, Regional Criminal Justice Association
Lambda Alpha Epsilon, National Criminal Justice Association
Phi Kappa Phi, National Honor Society
Mississippi Chapter of InfraGard

Community Service:
Consultant – Various Agencies – I have assisted in the drafting of search warrants for computers and then conducted analyses to recover deleted or hidden evidence related to computer-assisted crimes.

Board Member – Mississippi Chapter of InfraGard – I serve on the executive board of the MS Chapter of InfraGard. In my current capacity I serve as the membership coordinator for the northern area.

Academic Service:
Article Reviewer – Criminal Justice Review – review articles on an as needed basis. Areas of review are papers related to technology, theory, or criminal procedure.

Article Reviewer - Journal of Criminal Justice Education – review articles relating to distance education and curriculum development.

Textbook Reviewer – Prentice Hall – review textbooks for Prentice Hall on an as needed basis. Areas of review are texts related to technology, with an emphasis on texts related to misuses of technology.

Textbook Reviewer – Wadsworth Publishing – review textbooks for Wadsworth on an as need basis. Areas of review are technology and crime, statistics, and criminal justice theory.

Professional Presentations:
“Freedom of Speech in the Age of Technology: Can We Really Type What We Want to Say?” – Madison Center for Constitutional Study. Cleveland, MS. (April, 2005).


“Evaluations of Field Training Officer Satisfaction Among Law Enforcement Personnel in Four Southern States” – Academy of Criminal Justice Sciences. Chicago, IL. (March, 2005).

“Understanding Cyber Crime and Why Individuals Participate” – Course: Graduate Seminar – Loyola University (October 2004).


Publications:

Books or Chapters:


Articles and Book Reviews:


Albert B. Nylander, III
Chair, Division of Social Sciences &
Associate Professor of Sociology and Community Development

Professional Publication:

Chair Responsibilities:
Chair, Division of Social Sciences, Delta State University, Cleveland, Mississippi. Administering a Division with 13 full-time and 6 adjunct faculty members and managing an approximately $800,000 annual budget. There are seven degree programs, four undergraduate and three graduate, with a total of approximately 300 majors in the division. Additionally, the chair continues to teach three courses each semester.

Graduate Coordinator, Master of Education in Social Sciences Program
Division of Social Sciences, Delta State University (1998-Present)

Administrative Reports:
Annual Report, 2004-2005
Budget Report, 2004-2005
Fall Facts Report, 2004-2005
Compliance Report, 2004-2005
Faculty Activities Report, 2004-2005
Fall, Spring, & Summer Schedule Report, 2004-2005
Foundation Activity Report, 2004-2005
General Education Committee Report, for Dean of Arts & Sciences, 2004-2005
Graduate Assistant Report, 2004-2005
Hearin Foundation Report, 2004-2005
Inventory Report, 2004-2005
Library Journal Acquisition Report, 2004-2005
Library Order Report, 2004-2005
Personal and Major Medical Leave Report, 2004-2005
Promotion and Tenure Reports, 2004-2005
Summer Teaching Budget, 2004-2005
Teaching, Adjunct Report, 2004-2005
Technology Report, 2004-2005
Textbook Order Report, 2004-2005
Travel Budget Report, 2004-2005

University Committee and Service Work:
Delta Human Rights Fellowship, 2004-2005
Freshmen Orientation Advisor, 2004-2005
Graduate Assistant Supervisor, 2004-2005
Job Evaluation Committee, 2002-2005
Quality Enhancement Committee (SACS), 2004-2005
Research Committee, Sub-committee for SACS, 2004-2005
 Transfer Orientation Advisor, 2004-2005

Scholarship Committees:
Chair, Bolivar Civic Club Award, 2004-2005
Chair, Buster Brown Award, 2004-2005
Chair, Howorth Scholarship in Social Sciences, 2004-2005
Chair, Jim Armishaw Scholarship Award, 2004-2005
Member, Sammy Cranford Award, 2004-2005

Professional Presentations and Activities:


Teaching and Advising:
Sociology of Education, Sociology of Sport, Education Methods for Social Studies, Student Teaching Supervising, Social Problems, and Introduction to Sociology

Directed numerous student internships and sat on several thesis committees. I oversee all education graduate students’ comprehensive exams and practicum experiences. Additionally, I directed the Social Science Education program and supervised student teaching.

10. Amy Owen
Assistant Professor of Geography
Number of years at DSU: 1

IV. Instructional Activities

New courses added
GEO 545: US Geography for Graduate/Senior students, September 2004
GIS 612: GIS Applications: Natural Resources for Graduate Students, September 2004
GIS 613: GIS Applications: Socio-economic for Graduate Students, February 2005

GIS Courses developed and taught
GIS 301, Principles of Geographic Information Systems, Fall 2004, 3 students
GIS 312/612, Applications in GIS: Natural Resource Management, Fall 2004, 3 students
GIS 311 Remote Sensing, Spring 2005, 8 students
IS 313/613 GIS Applications: Socio-economic, Spring 2005, 4 students
GIS socio-economic applications required the use of new approaches and techniques in the use of GIS. Historically, GIS has been utilized for natural resource applications and taught with quantitative scientific methodology. I attended a workshop and used current literature to create a course using social approaches to GIS use that involve community planning, community development, social issues arising from information sharing and integration of census information to spatial systems. Evaluations showed that 100 percent of GIS students (for all GIS courses) would recommend the course to other students.

Geography courses developed and taught
GEO 445: Geography of the United States, Fall 2004, 21 students
GEO 303 World Regional Geography, Spring 2005, 40 students

World regional geography was developed with an emphasis on issues arising from globalization and challenges caused by resulting ethnic and demographic shifts. Current events were discussed within the regional social, economic, physical and political framework. This focus will be useful for students in life as well providing essential information to increase effectiveness in the social fields. Students were evaluated through weekly quizzes, weekly writing assignments discussion as well as exams. Evaluations showed that 100 percent of students in US Geography strongly agreed or agreed that the instructor was prepared for classes and provided opportunities for discussion and questions.

V. University and Public Service

Curriculum Development for Interdisciplinary GIS minor
Draft curriculum and GIS program, November, 2004

Social Sciences curriculum
Participation on committee for curriculum changes to Social Sciences undergraduate BS

Certificate Workshop Planning
Met with Mike Seal at Intime to discuss development of certificate workshops, October 28, 2004

Accreditation
NCATE Meeting on Standard Development and Timeline, Delta Room of Ewing Hall, 1 to 4 pm, February 16, 2005.

Review reports for National Council for the Social Studies, for accreditation through NCATE, Summer/Fall 2005

Annual meeting National Council for the Social Studies, Kansas City, MO, Nov 17-20

VI. Professional Development

Continuing Education: Seminars, workshops, trainings
Beyond Tables and Graphs: Mapping the Census. November 11, 2004, Baton Rouge, LA. Training course in socioeconomic applications in GIS.

Dr. Thaiss and Dr. Zawacki workshop for DSU faculty on Writing Across the Curriculum "What To Do If Students "Can't" Write", DSU, March 05.

Example work samples presentations, DSU, April 11, 2005

Examples of NCATE reporting from Math Department, DSU, April 12, 2005

STEP Workshop and Retreat, Tunica, MS, April 29 – 30, 2005.

TaskStream training session, DSU, August 17, 2005

Presentations


Administration
Acting Director of Geospatial Center, October -- January, 2004

Initiate new courses, curriculum, programs and facilities for new GIS center.

Update GIS and Remote Sensing software and hardware for GIS courses. Order materials and equipment needed to ready student computer laboratory for students.

Hire and supervise full time student worker beginning October 20, 2004

Chair of search committee for new Director, Oct – Dec 2004 (organize meetings, distribute candidate materials, preliminary interviews, organize and facilitate candidate interview and visits).

Acting as Director and also as Education Coordinator of the new GIS center was highly challenging. New courses and curriculum were developed, laboratory software and hardware updated, along with carrying out the administrative duties that were required to initiate the Center.

Publications in progress

Owen, A., P. Jankowski, L.R. Mink and B. Williams. Participant focused approach to increasing involvement in drinking water protection planning. In editing.

Professional Associations
Association of American Geographers
National Council for the Social Studies
VII. Advising, Student Evaluations and Teaching Schedule

Graduate Committees
Committee for Master's Student Florence Lucas Fall 04 and Spring 05. Assisted Florence in readiness and completion of comprehensive examinations.

Student Advisement
Geography and GIS students Fall 04
Social Science Education students Spring 05
New Social Science Education students Spring 05

Social Science Education majors meeting, DSU, April 15, 2005

Reading and Evaluation
English Proficiency exams, October, 2004

During the spring semester, both GIS students and Social Science Education students were advised. Approximately 60 Social Science Education, 2 new Social Science Education, and 20 GIS students were advised, including 2 graduate students.

Distinguished Professor of Rural Sociology and Faculty Associate, Center for Community and Economic Development
umber of years at DSU: 11

- One section of Sociology 101, fall 2004 and spring 2005, 55 students

- Seminar on Sociology of Community 475, 575, & COD 575, fall 2004 and spring 2005, 50 students.

- Special Seminar on The Art and Science of Proposal Writing, Fall 2004, 13 graduate students and DSU faculty.

- List all major program reports or monographs which you authored, co-authored, or edited during this reporting period.


Final Report to Delta Regional Authority on “Business Development and Assistance Program” will be written and submitted in June 2005.


Division Tenure and Promotion Committee, Member
• List any presentations or papers which you presented at professional meetings.

Process Skills in Community Organizations, Presented at annual meeting of Community Development Society, Cleveland, OH, July, 2004 and at annual meeting of the National Association of Community Development Extension Professionals at Las Vegas, NV, February, 2005

• List all professional development workshops, seminars and conferences in which you participated.

Community Development Society, Annual Meeting August 2004
National Association of Community Development Extension Professionals, February 2—5.

• List all professional associations in which you hold membership.

Community Development Society, Rural Sociological Society; and AL/MS Sociological Association

• Attendance at Professional meetings

Community Development Society, National Association of Community Development Extension Professionals

• Ongoing Graduate Student Research Supervision (Master’s supervision, Thesis supervision: Indicate your role in the supervision: P= primary, S=secondary, O=other)

Served on two practicum committees (S) and one thesis committee (S)
• Completed Graduate Student Degree Supervision (For degree completed July 1, 2003-June30, 2004. Again, indicate your role)

• Proposal and Award Activity – (July 2003- Present. Indicate percentage of responsibility if not P.I. Also, indicate if funded, pending, or denied)

With Albert Nylander, wrote and submitted successful proposal to Hearin Foundation for $200,000 of continuing support for graduate fellows in Community Development in the Division of Social Sciences.

With Billy Moore, wrote and submitted unsuccessful proposal on “Business Excellence and Ethics” to Hearin Foundation. Proposal was not funded, but should be revised and resubmitted next year

Wrote proposal to US Dept of Housing and Urban Development, Community Outreach Centers program for $400,000 for three years. Proposal barely missed funding. With help from Brent Hales, we will revise and resubmit in June 2005.

Helped 13 students in proposal writing seminar prepare proposals. Some are under review and other proposals, on various topics, remain in process.

• Invited presentations, published abstracts

Public Lecture, Western Illinois University, on “The Role of a Regional University in Community Development: A Case Study of Delta State University,” February 5, 2005.
Three-day train the trainer workshop on “Process Skills in Community Organizations.” This workshop was sponsored by the North Central Rural Development Center, held in Minneapolis, MN, October 2004. Professionals from 13 major universities attended.

- Research or Creative Activity in progress


Program Director, “Snappy, the Traffic Safety Educational Program,” Funded by the Mississippi Office of Highway Safety through the City of Cleveland in partnership with the City of Cleveland and DSU.

12. Mark J. Routman
Professor of Sociology
Number of years at DSU: 30

Instructional Activities:

*During the course of the past year, I have taught five different courses, one of which was new to me (medical sociology).
*The student load was particularly heavy with approximately 146 students in the fall and 132 in the spring semester.
*In addition, I monitor approximately 6 correspondence courses.
*Furthermore, I have taught both summer terms for several consecutive years (at least 15).

University and Public Service:

*One of three members of the Tenure and Promotion Committee
*Member Undergraduate Curriculum committee

III Professional Development:

*Continued work on a book on Marriage and the Family (suggestions for newlyweds and those thinking of marriage)
*Have spent much time developing a new course on the Sociology of Medicine
*I am beginning the process of writing a book describing the reasons for a system failure on the part of the American political process and electoral politics

IV Advising, Student Evaluations and Teaching Schedule

*At present I have about 10 advisees
*My student evaluations, not meaning to brag, have tended to be among the best in the department for many years, with rarely a negative comment. This is what I have focused upon for the 30 years I have been at Delta State. This tends to be a rather time and energy consuming process and have really put that first in terms of priorities. To me, this is what Delta State, and most non-comprehensive universities, are about.

*Given my heavy student load and my desire really to connect with students in the classroom and to do a good job teaching, I have given essay tests which I grade myself. When a professor has 278 students, and gives four exams/per class/per semester, grading exams is a full time job.

13. Arlene Story Sanders
Instructor in Political Science
Number of years at DSU: 15.5

I. Instructional Activities

Effective instructions are essential to the learning process; therefore, several teaching methods are used to present information. These methods include, but are not limited to, interactive lecture, debates, games, simulations, critical thinking activities and guest-speakerships. These methods help to ensure that the classroom is conducive to learning.

The interactive lecture method appears to be effective. It allows the students a chance to become active participants in the educational process. The intellectual exchanges between students raise the awareness of many social problems facing our national, state and local governments. Additionally, it provides students with the opportunity to seek clarification of materials covered in the text.

In an effort to present information that is pertinent to students, they are encouraged to bring forth current event topics that are relevant to class materials. This method allows the students to become actively engaged in discussions while gaining insight into political affairs. Additionally, the debates are used to encourage students to think rationally and critically about public policies and proposals and to assess the strengths and weakness of these proposals.

The use of simulations, games, and critical thinking activities are also useful means of getting information across to students. These methods of teaching allow the students to gain knowledge by participating in activities and discussions which are similar to issues confronting society. These activities allow students to take part in the decision making process and they allow students the opportunity to analyze the consequences of decision-making.

Ample opportunities are made available for students to interact with public officials and other community residents to foster informed and constructive citizenship. Through guest-speakerships and public forums, students are provided with additional information to enhance and reinforce information presented in the classroom.

The use of technology to enhance learning has been recognized as an effective instructional tool. The use of technology is required in each course taught. Students are required to use the internet to find even more resources and information to enhance the information discussed in the classroom. Additionally, all outside assignments must be typed.

II. University and Public Service

Service to the University and the community is considered important at Delta State University. Service to the University is integral in fostering productive and positive working relationships. For the 2004-2005 school term, I have partially fulfilled this obligation by serving on the following committees:

The Faculty Senate, Member; the Faculty Senate, Ad Hoc Constitution
and By-Laws Revision Committee, Member; the Division of Social Sciences Undergraduate Curriculum Committee, Member; the Division of Social Sciences, Subcommittee to Work on Cabinet Display, Member; The Diversity Committee, Member; the Student Organization Committee, Member and the Agora Club, Advisor

Service to the community is essential to creating and maintaining a positive and productive relationship between the University and the community; moreover, community engagement is highly stressed. For the 2004-2005-school term, I have provided services in this regard. I have either volunteered, provided technical assistance, or both to the following organizations:

The Kemetic Institute, Mound Bayou, MS
The Optimist Club, Shaw, MS
The ROAR Foundation, Cleveland, MS
The St. Gabriel Mercy Center, Mound Bayou, MS
The Kemetic Institute, Board Member, Mound Bayou, MS

III. Professional Development

Effective classroom instruction is enhanced through continued learning. To remain abreast of current trends and information, I attended the following conferences:

“Coming Together to Enhance the Quality Of Life in the Delta”, Mississippi Valley State University, Itta Bena, MS

40th Anniversary Reunion of Freedom Summer, Ruleville/Sunflower County Black Historical Society, Sunflower County, MS

Freedom Tour 2004, James E. Chaney Foundation, Inc., Cleveland, MS Committee

Election 2004: Consequences and Expectations, Mississippi Valley State University, Itta Bena, MS

The Conference on the Mississippi Delta Civil Rights Movement, The ROAR Foundation, Cleveland, MS

Additionally, I served as a panelist at the Freedom Tour 2004 Meeting and The Conference on the Mississippi Delta Civil Rights Movement. I presented my finding on the role of the Black church in the Mississippi Delta Civil Rights Movement.

I hold membership in the following organizations:
The National Educational Association
The Mississippi Association of Educators
The Mississippi Political Science Association
Delta State University Circle of Omicron Delta Kappa National Leadership Honor Society

IV. Advising, Student Evaluations and Teaching Schedule Advising
Academic advising is an important goal at Delta State University. It is one of the means of helping students benefit from the programs offered by the University. My responsibilities include class scheduling, responding to questions concerning degree requirements, providing information about careers, graduate schools, and other university services.

I spend more than forty-five hours per semester advising approximately twenty-eight advisees. Some of these advisees will seek assistance at least twice a month.

Student Evaluation

The results from student evaluations are used to improve courses each semester. These evaluations allow me the opportunity to assess strengths, weaknesses and to make the necessary changes.

Teaching Schedule

Fall 2004
PSC 201 (1) American National Government - 31 Students Enrolled
PSC 201 (2) American National Government - 21 Students Enrolled
PSC 406 (1) State and Local Government - 28 Students Enrolled
PSC 420 (1) The American Presidency - 33 Students Enrolled

Spring 2005
PSC 201 (1) American National Government - 22 Students Enrolled
PSC 201 (2) American National Government - 20 Students Enrolled
PSC 406 (1) State and Local Government - 13 Students Enrolled
PSC 325 (1) Women and Politics - 22 Students Enrolled

Independent Courses
PSC 487 (1) Internship - 1 Student Enrolled

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

None
V. DIVISION GOALS

GOAL 1. To enhance communications on programs and activities in the Division among faculty, students, and staff.

This goal is ongoing. A committee in the division has been working over the past year to establish a handbook for undergraduate students in the division. The Committee on Methodology took up the task of composing a handbook that would provide advice and direction to undergraduate students. Members of the committee have submitted text for all the disciplines and editing and resubmission needs to take place to complete the work. Production on the work stalled given the weight of the academic year and intervening administrative tasks that have a higher priority, specifically, a revision to our form for teaching evaluation and a request to develop ways to evaluate teaching effectiveness.

GOAL 2. To improve publicity and communication about Division events, faculty activities and student happenings with all DSU faculty and students.

This goal is ongoing. We now have a nice display cabinet outside the Division office. The plan is to update it frequently, at least on a monthly basis.

GOAL 3. To use available technology resources on campus more effectively and efficiently.

This goal is being met. We now have a smart classroom in Kethley 204, and we plan to make full use of it this coming academic year.

GOAL 4. To pursue actions that will provide additional outside compensation, equipment, travel and professional development activities for Division and faculty and graduate students.

This goal is continuing to be a success. The division wrote 11 grant proposals this past year, totaling over 3 million, and secured funding totaling $641,930. These monies allowed the division to compensate for University cuts in travel and commodities. We greatly improved our Community Development graduate program with these funds. Additionally, travel funds, to and from professional conferences, were made available.
VI. Educational Program Learning Outcome Assessment Plan

Major: Community Development  Degree: MS in Community Development

A. Learning Outcome #1:
What should a graduate in this major know, value, or be able to do at graduation and beyond?

Students graduating from the MSCD program should be able to identify and apply theories of community/society and strategies of development.

B. Assessment Tools and Methods
What assessment tools and/or methods will you use to determine achievement of the learning outcome?
Limit measures to three.

Measure One: Content of appropriate courses and student performance

Measure Two: Content and quality of practicum and thesis projects

Measure Three: Oral and written responses from students to questions regarding their understanding and ability to apply theory and strategies

C. Data Collection and Analysis
Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.

Data Collection Procedure: Course syllabi will be reviewed for content, and student grades in courses will be assessed for performance. Additionally, student/practicum projects will be reviewed for content, and student responses to questions regarding their understanding of theory and strategies will be reviewed.

Analysis Procedure: Document analysis (reading material, assessment notes) and average student grades and distributions.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: Preliminary analysis indicates that students are presented with theories of community and society and strategies of development in many of their courses. Some of these are required (COD 600, COD 575, COD 685) and others are offered as electives (e.g. COD 521, COD 526, SOC 540 and SOC 567). Past and current syllabi have a strong emphasis on theory and strategies. In general, graduate students do well in these courses, although there are those who have trouble working between the abstract and concrete levels. Student practicum and thesis projects require attention to theory and strategies. Students must address theory and strategies as part of their final reports, and oral defenses include time devoted to these topics. Asked in group discussions and questionnaires about their understanding of theory and strategies, students responded positively, noting interest in learning more.

Recommendation 1: Continue to emphasize the importance of theory and strategies as a part of the core content of the program.

Recommendation 2: Offer the Sociology of Development (COD 567), Sustainable Development (COD 521) and Delta in Global Context (COD 526) on a more regular basis.

Recommendation 3: Better assist students working on their practicum and thesis projects to incorporate theory and strategies to their work. This needs to include readings that supplement those from regular course work.
E. Use of Evaluation Results

What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: The recommended courses are being offered more regularly, as are others on the cutting edge of community development. Students are being advised to incorporate more theory and strategies into their practicum and thesis projects. This includes assigning additional literature. Committee members report that projects are improving in quality.

F. Assessment Team Members

List members of the Assessment Team.

Members: John J. Green, Graduate Coordinator of the Master of Science in Community Development program, is the assessment leader in consultation with Albert B. Nylander III, Chair of the Division of Social Sciences.

A. Learning Outcome # 2:

What should a graduate in this major know, value, or be able to do at graduation and beyond?

Students graduating from the MSCD program should be able to propose/plan community development projects for hypothetical (case study) and real-world application.

B. Assessment Tools and Methods

What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.

Measure One: Content and quality of portfolio projects

Measure Two: Proposals for course assignments and practicum/thesis projects

Measure Three: Oral and written responses from students to questions regarding their proposal and planning knowledge and skills.

C. Data Collection and Analysis

Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.

Data Collection Procedure: Student portfolio projects will be reviewed for content and quality, as will planning projects for core and elective courses. Additionally, practicum and thesis project proposals will be reviewed for content, and students will be asked to assess their planning and proposal writing knowledge and skills.

Analysis Procedure: Document analysis (reading material, assessment notes).

D. Results of Evaluation

What were the findings of the Analysis Team? List any specific recommendations.

Findings: Preliminary review demonstrates that students are indeed required to develop proposals and plans for community development projects. This includes hypothetical scenarios as well as real-world application. Several of the Community Development program core and elective courses require these projects, including Seminar on Issues in Community Development (COD 685), Planning, Implementing and Evaluating Community Development Projects (COD 635) and Proposal Writing (COD 695). Students are also required to write proposals for their practicum and thesis projects. Many such projects are conducted in association with nonprofit organizations in the community and region. Review of numerous student proposals and plans demonstrate that these skills are being
taught and applied. For the most part, students perform well on these assignments, although logical organization of material and concise presentation of ideas is often difficult.

**Recommendation 1:** Increase attention to proposal writing and planning, especially in regard to participatory processes, logic models and writing.

**Recommendation 2:** Offer more proposal writing and planning oriented assignments in courses. Work with students to produce higher quality practicum and thesis project proposals.

**Recommendation 3:** Assuming access to the necessary resources (funding and faculty time), conduct a survey of MSCD graduates and nonprofit organizations regarding planning and proposal writing.

**E. Use of Evaluation Results**

*What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?*

**Response:** Proposal writing and planning activities will be required in more courses, and students will be given more guidance in constructing practicum and thesis proposals. More opportunities for students to work on real-world planning efforts will be provided through the Institute for Community-Based Research.

**F. Assessment Team Members**

*List members of the Assessment Team.*

**Members:** John J. Green, Graduate Coordinator of the Master of Science in Community Development program, is the assessment leader in consultation with Albert B. Nylander III, Chair of the Division of Social Sciences.

**A. Learning Outcome # 3:**

*What should a graduate in this major know, value, or be able to do at graduation and beyond?*

Students graduating from the MSCD program should be able to understand, identify and implement strategies of community development in both hypothetical (case study) and real-world situations.

**B. Assessment Tools and Methods**

*What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.*

**Measure One:** Content of and student performance in courses, especially those with a service-learning component

**Measure Two:** Thesis and practicum projects

**Measure Three:** Oral and written responses from students to questions regarding their project implementation skills

**C. Data Collection and Analysis**

*Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.*

**Data Collection Procedure:** Student service-learning projects will be reviewed for content, as will projects for many of the core and elective courses. Practicum and thesis projects will be reviewed for content, as will student responses to questions about implementation and what they have learned through class and service-learning projects.

**Analysis Procedure:** Document analysis (reading material, assessment notes).
D. Results of Evaluation

What were the findings of the Analysis Team? List any specific recommendations.

Findings: Initial analysis indicates that students are required to develop and implement community development projects, typically on a small-scale level. Several of the Community Development program core and elective courses require such projects, including Community Development Research Methods (COD 680), Seminar on Issues in Community Development (COD 685) and Planning, Implementing and Evaluating Community Development Projects (COD 635). Students are also required to conduct real-world/applied practicum and thesis projects. Many such projects are conducted in association with nonprofit organizations in the community and region. Review of numerous final practicum and thesis projects show that their implementation skills are being developed and put to practice. With a few exceptions, students perform well on these assignments. However, it is sometimes difficult to facilitate student-organizational relationships in such a way that the potential of these projects may be fully realized.

Recommendation 1: Expand the focus on implementation skills.

Recommendation 2: Offer more service-learning opportunities that involve implementation components in courses.

Recommendation 3: Given the necessary resources (funding and time), conduct a survey of MSCD graduates and nonprofit organizations regarding implementation skills.

E. Use of Evaluation Results

What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: Implementation-oriented service-learning projects will continue to be required in courses, and this will likely increase. More opportunities for students to work on real-world planning efforts will be provided through the Institute for Community-Based Research and the Center for Community and Economic Development.

F. Assessment Team Members

List members of the Assessment Team.

Members: John J. Green, Graduate Coordinator of the Master of Science in Community Development program, is the assessment leader in consultation with Albert B. Nylander III, Chair of the Division of Social Sciences.

A. Learning Outcome # 4:

What should a graduate in this major know, value, or be able to do at graduation and beyond?

Students graduating from the MSCD program should be able to construct, pilot and utilize diverse methods of data collection and analysis (qualitative and quantitative).

B. Assessment Tools and Methods

What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.

Measure One: Content of and student performance in research methods courses

Measure Two: Content and quality of practicum and thesis project proposals and final reports

Measure Three: Oral and written responses from students to questions regarding their research and analysis knowledge and skills.

Data Collection and Analysis

Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.
Data Collection Procedure: Course syllabi will be reviewed for content, and student grades in courses will be assessed for performance. Additionally, student practicum and thesis project proposals and final reports will be reviewed for content and quality. Finally, students will be asked, in written and oral forms, to assess their research knowledge and skills.

Analysis Procedure: Document analysis (reading material, assessment notes) and student grades.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: The analysis shows that students are presented with research knowledge and skills in many of their courses. Some of these are required (especially COD 680) and others are offered as electives (e.g. COD 695, SSC 569 and SSC 570). Students have also been offered individual and group study opportunities in evaluation and statistics. Syllabi emphasis research skills, with increasing emphasis in this regard over the past couple of years. Graduate students generally do well in these courses. However, the distribution of grades is much wider than for other courses in the curriculum. Several practicum and all of the thesis projects require attention to research methods. There has been some struggle with application of research tools. Still, students are increasingly choosing to do applied research projects and, according to committee members, students projects are improving.

Recommendation 1: Expand the focus on research knowledge and skills.

Recommendation 2: Offer more applied/service-learning research opportunities.

Recommendation 3: Given resources (funding and time), conduct a survey of MSCD graduates and nonprofit organizations regarding research interests, knowledge and skills.

E. Use of Evaluation Results
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: Applied/service-learning research projects will continue to be offered in courses and for practicum and thesis projects, mainly in terms of needs assessments and evaluations. Students are being advised to take additional research and statistics courses. More opportunities for students to work on applied research will be provided through the Institute for Community-Based Research and the Center for Community and Economic Development.

F. Assessment Team Members
List members of the Assessment Team.

Members: John J. Green, Graduate Coordinator of the Master of Science in Community Development program, is the assessment leader in consultation with Albert B. Nylander III, Chair of the Division of Social Sciences.
Learning Outcome #One 1:
What should a graduate in this major know, value, or be able to do at graduation and beyond?
Graduates of the Bachelor of Science in Criminal Justice degree program at Delta State University should be capable of articulating the relationship between each of the various components of the criminal justice system, as well as articulating how these components interact with each other in the furtherance of justice.

B. Assessment Tools and Methods
What assessment tools and/or methods will you use to determine achievement of the learning outcome?
Limit measures to three.

Measure One: Each student will be required to take and introductory level course devoted to each of the various components of the criminal justice system prior to beginning their core curriculum.

Measure Two: Prior to graduation each student will be required to submit a portfolio that tracks the student's progress through the degree program, while also requiring the student to complete a series of questions relating to how the materials they have studied will impact their careers and how the various courses helped to develop their views on justice.

C. Data Collection and Analysis
Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.

Data Collection Procedure: During each course students will be required to complete a research paper that examines the various components of the criminal justice system and how the particular area of study relates to the accomplishment of the overall goal of justice.

Analysis Procedure: These papers are graded as a major component of each course, with paper requirements and expectations increasing higher course levels. The portfolio is examined by the criminal justice faculty committee, which consists of all three criminal justice faculty members. The examination of the folder aids the faculty in determining whether or not the student has sufficiently internalized the materials and is capable of articulating their understanding to those outside the study of criminal justice.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: That while students were capable of demonstrating a basic understanding of the various components of the criminal justice system, they failed to clearly articulate this understanding during the completion of the portfolio requirement.

Recommendation 1: Student assignments will focus more on the desired goal of increasing understanding of the various components of the criminal justice field.

Recommendation 2: Criminal justice faculty will give additional attention to the mechanics of student writing in order to increase student ability to clearly articulate their understanding of the criminal justice system. Student writing assignments will be more detailed at the time the assignment is given, and due dates will be earlier to provide faculty time to thoroughly analyze and critique each document. Additional
feedback by criminal justice faculty is meant to provide students with tools to improve communication skills.

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**Use of Evaluation Results**

*What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?*

**Response:** Student portfolios will be prepared more in advance, in order to give students ample opportunity to prepare the materials and provide time for faculty to analyze the portfolio and then address any deficiencies prior to the student’s graduation date.

**F. Assessment Team Members**

*List members of the Assessment Team.*

**Members:**
- Julie Campbell, Ph.D., Assistant Professor of Criminal Justice, Coordinator of Masters of Science in Criminal Justice
- Bobby Moore, Ph.D., Assistant Professor of Criminal Justice
- Bob Hunt, Ph.D., Assistant Professor of Criminal Justice
- Albert Nylander, Ph.D., Associate Professor, Chair of Division of Social Sciences

**Major:** Criminal Justice  
**Degree:** Master of Science

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**A. Learning Outcome #1:**

*What should a graduate in this major know, value, or be able to do at graduation and beyond?*

Graduates in the Criminal Justice Master of Science program should be able to conduct, analyze, interpret and apply various works of scholarly research in order to develop responses to contemporary issues facing the field of criminal justice.

**B. Assessment Tools and Methods**

*What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.*

**Measure One:** Each criminal justice graduate student will sit for a comprehensive examination at the conclusion of their master’s level coursework. At least one portion of this exam will require the student to formulate a written response to a contemporary criminal justice issue based on various theories of criminal behavior and any current scientific studies dealing with human behavior.

**Measure Two:** Each criminal justice student will engage in a practicum project that requires the student to integrate their academic studies with practical training associated with the criminal justice field. At the conclusion of this project each student will be required to orally defend their project, including discussions on their experience and how the project related to various theories and principles encountered during their graduate study.

**C. Data Collection and Analysis**

*Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.*
Data Collection Procedure: Upon completion of the comprehensive examinations, each faculty member in the criminal justice program grades the materials on a numerical scale. Practicum defenses are scored by a three person committee selected by the student on the basis of their project focus and the specific specialties of the faculty at Delta State University. The practicum project uses a pass/fail grading system.

Analysis Procedure: Successful completion of the comprehensive examination process requires a passing score of 75%. Successful completion of the practicum project requires unanimous approval by the student’s three-member committee.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: Graduates of the Master of Science in Criminal Justice program demonstrated a high level of proficiency in the course materials, but consistently scored lower in their ability to relate the materials to contemporary issues during the comprehensive examination and practicum project.

Recommendation 1: Graduate students in the criminal justice program will be given more opportunity and direction in the classroom that relates scholarly materials to contemporary issues.

Recommendation 2: Graduate students in the criminal justice program will be given additional guidance during the practicum project that will integrate the course materials studied with the work conducted by the student for the assigned practicum agency.

E. Use of Evaluation Results
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: Rather than restructure the content of each criminal justice course in the master’s degree core, the criminal justice committee will be focusing their attention on the content of CRJ 675. The graduate seminar in criminal justice issues will now be structured to accomplish two specific goals: (1) to assist students in relating criminal justice materials from course to course (i.e. relating courses in ethics with courses in public administration), and (2) to assist students in better articulating the relationship between the various theories and scientific studies with contemporary issues facing the field of criminal justice.

F. Assessment Team Members
List members of the Assessment Team.

Members: Julie Campbell, Ph.D., Assistant Professor of Criminal Justice, Coordinator of Masters of Science in Criminal Justice
Bobby Moore, Ph.D., Assistant Professor of Criminal Justice
Bob Hunt, Ph.D., Assistant Professor of Criminal Justice
Albert Nylander, Ph.D., Associate Professor, Chair of Division of Social Sciences
Major: Political Science  Degree: BA in Political Science

A. Learning Outcome #1

A graduate in the B.A. political science program should be able to write and submit a detailed analysis of a piece of literature or newspapers article, producing an analytical essay in a specific format, supporting a specific argument the product of which must be of average quality at the 75% level.

B. Assessment tools and methods

The essays were graded mechanically and holistically. Students were graded on the mechanics of their papers, including format, spelling, and grammar. The essays were also evaluated on the basis of whether students responded to the challenge, the quality of the argument, their ability to integrate previously discussed materials, and whether the student delivered on what was promised at the beginning of the essay. Two grades were reported to the student: a numerical grade and a letter grade. Each group of essays was returned before the next challenge was issued.

Semester grades were assigned on the basis of the following scale: A, 100-90 indicating excellent and consistent ability; B, 80-89 indicating proficient and usual ability; C, 70-79 indicating adequate and frequent ability; D, 60-69 indicating limited and occasional ability; F, 0-59 indicating deficient ability.

C. Data Collection and Analysis

Each student in PSC 103 wrote nine short analytical papers during the Spring 2005 semester in response to a variety of topics. The first two papers were graded and returned but not counted for the course grade. In both cases, students were allowed to revise and resubmit their papers. The seven remaining papers were graded, returned and counted for the semester grade. Only on the first paper in this group were students allowed revise and resubmit. The papers were weighted for the final grade as follows: 5%, 5%, 10%, 10%, 15%, 15%, 15%, 25%. The final paper was submitted as the final examination for the course.

D. Results of Evaluation

Findings

Course grades were as follows

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Discussion

The passage rate for this class was over 84%. Of those who received failing grade, two plagiarized and never returned to the class, two never returned during the last three weeks of the course, and one student never showed for the entire last part of the Spring semester. In this sense, the failing grades cannot be interpreted as an inability on the part of students to respond to the challenge of writing short analytical papers. Of those students who received "A's," all five were excellent writers who produced thoughtful essays. All of their papers were not without mechanical problems at the beginning of the course. All five students worked very hard to respond to problems noted in their earlier submissions.

Alternatively, these students had mixed results at the holistic level. This course was initially pitched at a level of abstraction too high for most of the students. The course was modified from a course in which students had to puzzle together sets of data that represented specific social and political problems, to a course in which social and political topics were introduced and then discussed in terms of the data and articles associated with each topic. Once this was done, students responded well to assignments.

Only one of the five "A" students was able to deal with the more abstract version of the course. All other students had difficulty because of the mixture of problems presented in the initial version of the course. Once students viewed the disaggregated version of the course, they dealt with the analytical and writing requirements with varying degrees of success. The "B" and "C" students responded well to the grading method because, once again, they were given a clear sense of what was expected and worked to resolve problems. Of these students, most began as failing or deficient writers. All students benefited from detailed and copious comments on their papers. A common student response from the first distribution of corrected papers was that no one had ever graded their papers this way. Some students noted that not even in their English courses had they received marginal comments as in this course. Most comments were expressed with a sense of concern, even fear. An attempt was made to quell these fears by pointing to the number of semester assignments, the progressive weighting of the papers for the final grade, but especially the use one-on-one meetings with students.

One clear message emerged from this course: these students rarely experienced paper writing as the major part of evaluation in their previous courses. Even students who thought that they had received adequate training in writing were unfamiliar with many of the mechanical problems manifested in their papers.

**Recommendation 1:** The use of papers as a way of evaluating students must be increased on this campus.

**Recommendation 2:** Program standards and goals must be integrated with the regular application of writing.

**Recommendation 3:** Students must be given the opportunity to revise and resubmit papers in order to help them appreciate the problems they bring into the classroom.

**Recommendation 4:** Writing must be used with greater frequency with assignments returned in rapid fashion in order to improve overall academic performance in political science.

**Recommendation 5:** Implementation of this level of rigorous teaching cannot raise the level of student performance if students are allowed to "shop" for easy courses. Hence, the black market approach to circumventing rigorous academics on this campus must be countered systematically.
**Recommendation 6:** The level of energy and work needed by faculty in order to implement this approach to teaching must be countered by a flexible response to the level of faculty responsibilities. In short, if student writing is to be improved, committed faculty must have the full commitment of the administration. Clearly, the obligation and the work is one way, with the overwhelming burden placed on the faculties shoulders. There clearly is little appreciation for this disproportionate burden.

**E. Use of Evaluation Results**

The procedures and techniques used in this course will be applied to other political science courses. Arguments will be made for the implementation of these techniques across the curriculum, with appropriate remarks made about the lack of commitment from the administration.

**Members:** Garry Jennings, Ph.D., Professor of Political Science  
Albert Nylander, Ph.D., Associate Professor, Chair of Division of Social Sciences

**A. Learning Outcome #2**

A graduate in the B.A. political science program should be able to research and debate a position on a public policy the presentation of which must be of average quality at the 75% level.

**B. Assessment tools and methods**

During the autumn 2004 semester students in PSC 476: The Democracy Project researched the positions of the presidential candidates, assembled debate teams, and engaged in a debate attended by faculty and students at the campus student center. Student research portfolios were graded as 60% of their debate grade. Deportment, argumentation, clash on the issues, and cross-questioning were the categories used to evaluate the remaining 40% of the debate grade.

Semester grades were assigned on the basis of the following scale: A, 100-90 indicating excellent and consistent ability; B, 80-89 indicating proficient and usual ability; C, 70-79 indicating adequate and frequent ability; D, 60-69 indicating limited and occasional ability; F, 0-59 indicating deficient ability.

**C. Data Collection and Analysis**

The debate grade formed 50% of the semester grade. In addition, each student in PSC 476 wrote a policy brief on each weeks topic during the semester. The policy briefs received a grade the average of which formed 25% of the semesters grade. A final examination accounted for the remaining 25% of the semester grade.

**D. Results of Evaluation**
Findings

Course grades were as follows: A = 6, B = 2, C= 1, F = 1

Discussion

The passage rate for this class was over 80%. The failing grade went to a student who was generally unprepared to perform the work on almost a consistent basis. Student work on policy briefs was largely successful due to two factors. First, students self-selected themselves into the course having learned about the possibility of engaging in a debate on presidential politics. Student tended to be participatory and deeply interested in politics. The course simply provided an institutional forum in which they could express their positions on the issue with respect to each candidate.

The second factor was the campaign itself. The relatively high level of student motivation was reinforced by a daily diet of candidate and media comment and reportage. The presidential debates tended to form a basis for clash over the style and content of the campaign.

To the extent that this course was successful, it was so because of the nature of the participants. In other words, the students were rather unique in the ability to research and the desire to express themselves in front of a relatively critical audience.

Recommendation 1: Because PSC 476 established a successful formula for cultivating and evaluating student debate, it should be replicated in other courses.
Recommendation 2: The PSC 476 debate format can be used in a course that can be taught with our new journalism colleague in Languages and Literature.

E. Use of Evaluation Results

PSC 476 will be used to revive the programmatic connections between journalism and political science

A. Learning Outcome #3

A graduate in the B.A. political science program should be able to evaluate ancient philosophers, explain the presuppositions of selected major thinkers, identify and distinguish between their positions, and comment on the development of those ideas from Homer through Virgil all of which must be accomplished at the 75% level or above.

B. Assessment tools and methods

During the autumn 2003 semester students in PSC 431: Ancient to Medieval Political Philosophy read The Iliad By Homer, Lysistrataa by Aristophanes, Medea by Euripides, Antigone by
Sophocles, The Euthyphro by Plato, excerpts from The Politics by Aristotle, and The Aeneid by Virgil.

Students were assessed on their ability to read and interpret the text. The assessment was carried out on essays written in response to questions focused on themes across the literature.

C. Data Collection and Analysis

Student papers formed 75% of the semesters grade. A final examination counted for 25% of the semesters grade.

D. Results of Evaluation

Findings

Course grades were as follows: A = 5, B = 3, C= 7, F = 0

Discussion

The passage rate for this class was 100%, with a large portion of student grades at the average level. The passage rate can be explained in part by the nature of the students in this course. It is required of political science majors. Those who make it to this point are usually capable of at least average work. The course was also listed as a Great Books course, attracting relatively ambitious students from across the curriculum. As such, these non-majors helped to intensify the discussion during class periods.

Recommendation 1: The format and literature used in this course will remain the same. Itivating and evaluating student debate, it should be replicated in other courses.
Recommendation 2: Given the collapse of the Great Books program at Delta State, an strong investment in advertising the course on campus and throughout the community would help build a strong class when offered in the future.

E. Use of Evaluation Results

The strong response to the quality of the literature argues for the same course materials in the future.
Major: Social Sciences  
Degree: BS in Social Sciences

A. **Learning Outcome #1:**
*What should a graduate in this major know, value, or be able to do at graduation and beyond?*

Students graduating with a Bachelor of Science degree in Social Sciences should be able to understand the importance and value of diversity in U.S. society.

B. **Assessment Tools and Methods**
*What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.*

- **Measure One:** Content of appropriate courses and student performance
- **Measure Two:** Content and quality of portfolio projects
- **Measure Three:** Oral and written responses from students to questions regarding their understanding and importance of diversity in the U.S. society

C. **Data Collection and Analysis**
*Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.*

**Data Collection Procedure:** Course syllabi will be reviewed for content, and student grades in courses will be assessed for performance. Additionally, portfolio projects will be reviewed for content, and student responses to questions regarding their understanding of diversity will be reviewed.

**Analysis Procedure:** Document analysis (reading material, assessment notes) and average student grades and distributions.

D. **Results of Evaluation**
*What were the findings of the Analysis Team? List any specific recommendations.*

**Findings:** The results indicate that students are presented with geographical and sociological theories in many of their courses. Past and current syllabi have a strong emphasis on diversity in the United States. Most portfolios show that students have a strong understanding of diversity.

**Recommendation 1:** Continue to emphasize the importance of understanding diversity as a part of the core content of the program.

E. **Use of Evaluation Results**
*What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?*
Response: Continue the present model of teaching diverse issues in the core courses in the social sciences.

F. Assessment Team Members

List members of the Assessment Team.

Members: Mark Bonta, Assistant Professor of Geography; Alan Barton, Assistant Professor of Sociology & Community Development; Mark Routman, Professor of Sociology; and Albert B. Nylander III, Chair of the Division of Social Sciences.

A. Learning Outcome #2:

What should a graduate in this major know, value, or be able to do at graduation and beyond?

Students graduating with a Bachelor of Science degree in Social Sciences should be able to understand the impacts of social structures/institutions on their lives and the society as a unit of analysis.

B. Assessment Tools and Methods

What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.

Measure One: Content of appropriate courses and student performance

Measure Two: Content and quality of portfolio projects

Measure Three: Oral and written responses from students to questions regarding their understanding of social structures/institutions on their lives.

C. Data Collection and Analysis

Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.

Data Collection Procedure: Portfolio projects will be reviewed for content, and student responses to questions regarding their understanding of social structures.

Analysis Procedure: Document analysis (reading material, assessment notes) and average student grades and distributions.

D. Results of Evaluation

What were the findings of the Analysis Team? List any specific recommendations.

Findings: The results indicate that students are presented with many facts of social structures and the impact they have on their lives.
Recommendation 1: Continue to emphasize the importance of understanding social structures as a part of the core content of the program.

E. Use of Evaluation Results
*What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?*

Response: Continue the present model of teaching about social structures in the core courses in the social sciences.

F. Assessment Team Members
*List members of the Assessment Team.*

Members: Mark Bonta, Assistant Professor of Geography; Alan Barton, Assistant Professor of Sociology & Community Development; Mark Routman, Professor of Sociology; and Albert B. Nylander III, Chair of the Division of Social Sciences.

**Major:** Social Science Education **Degree:** MSE in Social Science Education

A. Learning Outcome # 1:
*What should a graduate in this major know, value, or be able to do at graduation and beyond?*

Students graduating from the MSE program should be able to identify and apply theories of social science and education.

B. Assessment Tools and Methods
*What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.*

**Measure One:** A written comprehensive exam is given to each student at the end of their course work.

**Measure Two:** Each student must complete a practicum project or a thesis.

C. Data Collection and Analysis
*Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.*

**Data Collection Procedure:** Each comprehensive examination is evaluated by a committee of faculty members in their respective areas, and given a pass or fail. The practicum project uses a pass/fail grading system as well.

**Analysis Procedure:** Successful completion of the comprehensive examination process requires a majority passing score by the committee. Successful completion of the practicum project requires unanimous approval by the student’s committee.
D. **Results of Evaluation**
*What were the findings of the Analysis Team? List any specific recommendations.*

**Findings:** Graduates demonstrated a high level of proficiency on the comprehensive examinations and the practicum projects.

E. **Use of Evaluation Results**
*What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?*

**Response:** Faculty members are to continue instructing students on the major theories of social science and education.

F. **Assessment Team Members**
*List members of the Assessment Team.*

**Members:** Mark Bonta, Assistant Professor of Geography; Alan Barton, Assistant Professor of Sociology & Community Development; Mark Routman, Professor of Sociology; and Albert B. Nylander III, Chair of the Division of Social Sciences. Albert Nylander, Ph.D., Associate Professor, Chair of Division of Social Sciences

A. **Learning Outcome # 2:**
*What should a graduate in this major know, value, or be able to do at graduation and beyond?*
Students graduating from the MSE program should be able to deconstruct the systems of power and authority that dominate the American society.

B. **Assessment Tools and Methods**
*What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.*

**Measure One:** Content of appropriate courses and student performances.
**Measure Two:** Oral and written responses from students to questions regarding their understanding of deconstructing the systems of power and authority that dominate the American society.

C. **Data Collection and Analysis**
*Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.*

**Data Collection Procedure:** Course syllabi will be reviewed for content, and student grades in courses will be assessed for performance.

**Analysis Procedure:** Document analysis (reading material, assessment notes) and average student grades and distributions.

D. **Results of Evaluation**
*What were the findings of the Analysis Team? List any specific recommendations.*
Findings: Preliminary analysis indicates that students understand the elitist structures of American society; yet, many do not equip themselves with the intellectual craftsmanship to deconstruct the powers at the macro-level.

E. Use of Evaluation Results
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: Faculty members are to continue instructing students on the major theories of social stratification.

F. Assessment Team Members
List members of the Assessment Team.

Members: Mark Bonta, Assistant Professor of Geography; Alan Barton, Assistant Professor of Sociology & Community Development; Mark Routman, Professor of Sociology; and Albert B. Nylander III, Chair of the Division of Social Sciences. Albert Nylander, Ph.D., Associate Professor, Chair of Division of Social Sciences.

Learning Outcome # 3:
What should a graduate in this major know, value, or be able to do at graduation and beyond?
Students graduating from the MSE program should be able to illustrate the importance of context and relativity in social interaction.

B. Assessment Tools and Methods
What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.

Measure One: Content of appropriate courses and student performances.
Measure Two: Oral and written responses from students to questions regarding their understanding of relativity in social interaction.

C. Data Collection and Analysis
Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.

Data Collection Procedure: Course syllabi will be reviewed for content, and student grades in courses will be assessed for performance.

Analysis Procedure: Document analysis (reading material, assessment notes) and average student grades and distributions.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: Most students understand the relativity in all social interactions, but become disengaged from this way of thinking upon encountering rigid bureaucracies that attempt to standardize all.
E. Use of Evaluation Results
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: Faculty members are to continue instructing students on the importance of understanding cultural relativity.

F. Assessment Team Members
List members of the Assessment Team.

Members: Mark Bonta, Assistant Professor of Geography; Alan Barton, Assistant Professor of Sociology & Community Development; Mark Routman, Professor of Sociology; and Albert B. Nylander III, Chair of the Division of Social Sciences. Albert Nylander, Ph.D., Associate Professor, Chair of Division of Social Sciences

Major: Social Science Education Degree: BSE in Social Science Education

A. Learning Outcome # 1:
What should a graduate in this major know, value, or be able to do at graduation and beyond? Students graduating from the BSE program should be able to recall information required to teach social studies to student learners.

B. Assessment Tools and Methods
What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.

Measure One: PRAXIS Tests
Measure Two: Portfolios & Student Teaching

C. Data Collection and Analysis
Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.

Data Collection Procedure: Each student is required to take the PRAXIS exam and successfully pass with a certain score, as mandated by the State.

Analysis Procedure: Successful completion of the PRAXIS tests.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: Graduates demonstrate a fair level of proficiency on these tests.

E. Use of Evaluation Results
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

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Response: The Social Science Education coordinator will focus more time on the content of social studies.

F. Assessment Team Members
List members of the Assessment Team.
Members: Amy Owen, Ph.D., Assistant Professor of Social Science Education
Albert Nylander, Ph.D., Associate Professor, Chair of Division of Social Sciences

A. Learning Outcome # 2:
What should a graduate in this major know, value, or be able to do at graduation and beyond? Students graduating from the BSE program should be able to create full lesson plans in the social studies.

B. Assessment Tools and Methods
What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.

Measure One: Student Teaching
Measure Two: Portfolios

C. Data Collection and Analysis
Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.

Data Collection Procedure: Each student is required to do a 10-day portfolio unit.

Analysis Procedure: Successful completion of student teaching and development of the unit portfolio.

D. Results of Evaluation
What were the findings of the Analysis Team? List any specific recommendations.

Findings: Graduates demonstrate a high level of proficiency on their student teaching and portfolio development.

E. Use of Evaluation Results
What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?

Response: The Social Science Education coordinator will continue the current course.

F. Assessment Team Members
List members of the Assessment Team.
Members: Amy Owen, Ph.D., Assistant Professor of Social Science Education
Albert Nylander, Ph.D., Associate Professor, Chair of Division of Social Sciences
A. **Learning Outcome # 3:**
*What should a graduate in this major know, value, or be able to do at graduation and beyond?*
Students graduating from the BSE program should be able to communicate and interact effectively with students.

B. **Assessment Tools and Methods**
*What assessment tools and/or methods will you use to determine achievement of the learning outcome? Limit measures to three.*

- **Measure One:** Student Teaching
- **Measure Two:** Portfolios

C. **Data Collection and Analysis**
*Describe how the data from the assessment tools and methods will be collected. Explain the procedure to analyze the data.*

- **Data Collection Procedure:** Each student is required to student teach.
- **Analysis Procedure:** Successful completion of student teaching.

D. **Results of Evaluation**
*What were the findings of the Analysis Team? List any specific recommendations.*

- **Findings:** Graduates demonstrate a high level of proficiency on their student teaching.

E. **Use of Evaluation Results**
*What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?*

- **Response:** The Social Science Education coordinator will continue the current course.

F. **Assessment Team Members**
*List members of the Assessment Team.*

- **Members:** Amy Owen, Ph.D., Assistant Professor of Social Science Education
  Albert Nylander, Ph.D., Associate Professor, Chair of Division of Social Sciences