Chapter 8: Promoting, Facilitating and Evaluating the Process of Learning
(Standards 10, 11, 12 and 13)

The quality of the learning process at Delaware State University is a responsibility shared by all members of the campus community. Effective management of the learning environment is essential to the promotion and evaluation of that learning. Shared governance requires that faculty have direct jurisdiction over the curriculum and the classroom experience. Thus the analysis of the quality of faculty is included with the standards that address academic and extended learning programs. In addition to a broad array of programs that serve the Mission and the educational goals of the student body, DSU has developed several targeted learning programs to meet the needs of under prepared and underserved students as well as academically advanced students.

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MSCHE Standard 10: Faculty

The institution’s instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Delaware State University is in compliance with Standard 10.

Roles and Responsibilities of Faculty

The Delaware State University faculty has primary responsibility for the quality of the educational program. This is accomplished not simply through the active engagement in classroom learning activities of a highly qualified faculty, but also through their role as advisors in academic matters and their willing acceptance of the responsibilities of shared institutional governance. The Faculty Senate Constitution and Bylaws and the 2010 – 2015 Collective Bargaining Agreement are the primary resources for published policies on the responsibility and authority of faculty in academic and governance matters. The Faculty Senate is the main body of faculty governance with the full faculty approving Senate motions in January and May.

The development and implementation of an academically rigorous and relevant college curriculum are among the faculty’s most important responsibilities. They propose, evaluate, and maintain appropriate degree requirements, recommend and evaluate admissions policies, and govern most aspects of student life directly related to the educational process. Governance begins at the academic department level with curriculum committees and Faculty Senate department representatives. Department curriculum committees evaluate requests regarding curricula changes, approve or reject changes in degree requirements for the discipline, and oversee development and implementation of new degree programs. Once approved at the department level, requests are forwarded to the college curriculum committee and are then presented to the Faculty Senate by the college dean. Senate standing committees, comprised primarily of faculty, ensure that proposed curricula meet the University’s educational goals and Mission and are academically rigorous. All curricular changes and degree program additions must be approved by the Faculty Senate, full faculty, and Provost before their implementation. Graduate programs are also vetted through the Faculty Senate Graduate Council. New graduate and undergraduate programs also need the approval of the President and Board of Trustees.

Full-time faculty members hold the rank of professor, associate professor, assistant professor, or
instructor. According the CBA, Article 12.3, faculty is expected to do the following:

- Demonstrate and maintain professional competence and knowledge of subject matter; through research or other means of expression appropriate to their discipline;
- Aspire to excellence in teaching by conducting each class in accordance with best practices in college teaching;
- Advise students regarding their program of study;
- Accept committee assignments at the departmental, college, and university levels;
- Seek opportunities for outreach and service to the larger community.

**Faculty Qualifications**

The University has an administrative structure and support services to recruit and retain talented faculty. These structures and supports, along with professional development opportunities, assure the University’s pursuit of excellence in teaching, research, and public service.

Faculty qualifications are assessed in terms of the expertise needed to address DSU’s diverse majors, minors, and concentration areas adequately. Highest earned degree in the discipline is the first consideration in seeking qualified faculty, but the University also considers competence, capacity, related life/work experience, and professional licensure/certification. Ninety-three percent of the faculty members have terminal degrees in the discipline for which they have been hired. DSU uses the PhD, EdD or other doctoral-level degrees as the definition of a "terminal" degree in most disciplines. However, a Masters of Fine Arts (MFA) is the terminal degree in areas such as the Theater Arts, Creative Writing, and Visual and Studio Art. Table 8.1 shows the number of faculty with terminal degrees. A list of faculty members and their degrees can be found in Appendix 8.1.

**Table 8.1: Number of Faculty by Rank with Terminal Degrees**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Total Number</th>
<th>Number Possessing Terminal Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>93</td>
<td>93</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>65</td>
<td>62</td>
</tr>
<tr>
<td>Instructor</td>
<td>13</td>
<td>4</td>
</tr>
</tbody>
</table>

**Criteria for Adjuncts Consistent with that of Full-time Faculty**

As of fall 2011 Delaware State University educates 4,178 students served by a total of 211 full-time and 146 adjunct faculty. Table 8.2 shows the total number of full-time and adjunct faculty by college. While the number of course sections taught by adjunct faculty (primarily in English and Mathematics) is noteworthy, the academic departments take several measures to ensure the criteria for appointment, quality of instruction, supervision, and review of adjunct faculty is consistent with that of full-time faculty. The University first verifies the credentials of new hires and provides orientation. Adjuncts are supported with professional development through the Center for Teaching and Learning. Evidence of the quality of in-class instruction is verified by departmental observations and student evaluation of teaching. The Vietnam M.B.A. program utilizes adjunct faculty for foundation courses only.
Table 8.2: Full and Adjunct Faculty by College, Fall 2011

<table>
<thead>
<tr>
<th>College</th>
<th>Full-Time Faculty</th>
<th>Adjunct Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Related Sciences</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Arts, Humanities and Social Sciences</td>
<td>63</td>
<td>58</td>
</tr>
<tr>
<td>College of Business</td>
<td>29</td>
<td>26</td>
</tr>
<tr>
<td>College of Education, Health and Public Policy</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td>College of Mathematics, Natural Sciences and Technology</td>
<td>57</td>
<td>31</td>
</tr>
</tbody>
</table>

For the 2009-2010 academic year the student-to-faculty ratio was 14:1. The use of qualified adjuncts enables DSU to offer an array of majors, minors, and concentration areas. Student course evaluations for the fall 2010 semester show little difference between the evaluation of full-time faculty and adjunct faculty. The on-line course evaluation allows students to rate their instructors on a scale of 1 to 5, with 1 indicating Very Poor, 2- Poor, 3- Fair, 4- Good and 5- Very Good. During the fall 2010 semester, with 60% of the students responding, the average rating for full-time faculty was 4.30 while the average rating for adjunct faculty was 4.27.

Standards and Procedures for Appointment

Each academic department analyzes student enrollment data for their courses as well as the research priorities of their department, college and the University. The Provost, in conjunction with the academic deans, determines allocation of vacant faculty lines and new faculty lines in response to that enrollment data and research needs. Appendix 8.2 indicates the faculty vacancies created over the last five years. One hundred and nine faculty members were hired to replenish faculty vacancies. The additional 23 faculty members were hired in response to rising student enrollments and the creation of new courses and academic programs.

Institutional Support for the Advancement and Development of Faculty

Professional development is supported through a variety of policies and programs that encourage faculty members to do the following:

- Contribute to the development of new knowledge and to the expansion of understanding in their academic fields;
- Become more effective teachers and enhance their pedagogy using advanced technologies;
- Acquire specific skills that enable them to function effectively in the regulatory environment of contemporary research.

New faculty members attend two orientation sessions, one conducted by the Human Resources Department and the other jointly organized by the CTL and the Office of the Provost. The CTL’s principal mission is to improve teaching and learning across all disciplines by creating opportunities for faculty to strengthen teaching skills through research-based methodologies, professional development experiences, advanced studies, and assessment practices. The CTL serves the University faculty by providing the following:

- Financial assistance for research through competitive mini-grant awards;
- Financial assistance for conference attendance;
- Classroom observations and feedback regarding teaching and learning;
• Workshops on teaching, learning, assessment, and related topics.

Financial assistance provided to faculty through the CTL is illustrated in tables 8.3 and 8.4.

Table 8.3: CTL Mini Grant Funding Awarded by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Funding Awarded</th>
<th>Number of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>$7,452.24</td>
<td>5</td>
</tr>
<tr>
<td>2008-09</td>
<td>$7,952.06</td>
<td>11</td>
</tr>
<tr>
<td>2009-10</td>
<td>$8,272.50</td>
<td>9</td>
</tr>
<tr>
<td>2010-11</td>
<td>$3,342.90</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 8.4: CTL Travel Awards by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Funding Awarded</th>
<th>Number of Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>$25,923.11</td>
<td>17</td>
</tr>
<tr>
<td>2008-09</td>
<td>$21,313.67</td>
<td>16</td>
</tr>
<tr>
<td>2009-10</td>
<td>$23,258.94</td>
<td>19</td>
</tr>
<tr>
<td>2010-11</td>
<td>$29,878.60</td>
<td>28</td>
</tr>
</tbody>
</table>

Recognizing the increased competition for highly skilled faculty members the CTL, in collaboration with the DSU ADVANCE Grant\(^1\) awardees, chose to participate in a tenure-track job satisfaction survey in 2009. The Collaborative on Academic Careers in Higher Education (COACHE) survey was conducted by Harvard Graduate School of Education in the spring of 2009. The survey findings indicate that the experience of DSU faculty was very positive in areas such as the following:

- The nature of the work overall, especially the way that time is spent as a faculty member;
- The climate of collegiality and support as seen in peer reviews of teaching and research and supervisor evaluations;
- The ability to balance the demands of both work and home, especially peer support in child care issues.

The survey also identified a few areas of weakness including lack of clarity in processes, criteria and expectations; the quality of the facilities and administrative support services; high expectations for finding funding for research but weak professional assistance in locating grants; and limitations over choice of courses and course content as well as the quality of undergraduate students. In response to areas of identified weakness the following actions have been initiated:

- The Faculty Senate’s Teaching Effectiveness Committee (TEC) is currently reviewing teaching evaluation instruments to provide better feedback for the improvement of teaching.
- The TEC is currently reviewing and publishing a Teaching Expectations Manual that will be available to all faculty.
- The Ad-Hoc Promotion and Tenure Review Committee formed in 2010 to address the issues raised in the COACHE Survey concerning the promotion and tenure process.
- The position of Vice President for Research and Sponsored Programs was created to provide increased administrative support for grant writing and submission through the Office of Sponsored Programs.
- The IT Modernization plan includes an Academic Computing Advisory Committee

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\(^1\) National Science Foundation’s ADVANCE: Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers grants
(ACAC) charged to make recommendations for improved technology to enhance teaching.

- Recruitment and enrollment efforts have resulted in higher incoming student high school GPAs and rising SAT scores. See Table 7.5 on page 51.
- Academic support programs developed through Academic Affairs and Academic Enrichment, such as Project Success, College Advance and Jumpstart, are providing increased support for at-risk and academically proficient students.

Faculty members are also encouraged to participate in the Faculty Roundtable, a forum initiated and administered by faculty since 1997. The Roundtable serves as a venue for faculty to exchange ideas on research, teaching and/or service with their colleagues and the college community.

All full-time faculty members are eligible to apply for both academic enrichment grants and professional development awards annually in the $3,000 - $6,000 range per unit member. Up to 13% of full-time faculty is also eligible each for merit pay awards, equal to 1% of their annual base pay, based on their outstanding performance in the areas of professional competence, professional recognition, and service. Faculty members are also selected by their peers for $2,500 Excellence Awards in the categories of teaching, research, service, and advising. Article IX of the Collective Bargaining Agreement also outlines professional development opportunities regarding sabbatical; leave to attend professional meetings, conferences and speaking engagements; and short-term travel funds. Figure 8.1 shows the funding made available for professional development activities through the Professional Development Committee and the CTL from 2007-2011.

![Figure 8.1. Professional development funding, 2007-2011.](image)

**Research**

As DSU’s tripartite mission blends teaching, research, and service, the Division of Research & Sponsored Programs (DORSP) was established to administer and manage research, sponsored programs, outreach, and economic development for the University. The synthesis of teaching and research is fundamental. The DORSP maintains a balanced and diverse portfolio of basic and applied research programs that are tied to the undergraduate and graduate programs, coordinates interdisciplinary funding opportunities among the University's Colleges, and assists in
transforming research into viable economic opportunities. The Office of Sponsored Programs (OSP) assists faculty members in a variety of ways: by identifying funding sources; by assisting with the development of proposals including the development of a budget; processing proposals including pre- and post-award administration of grants or contract and through review. In addition, the OSP is an advocate for a campus environment that is conducive to the research enterprise, and advises the administration on matters of regulatory compliance, internal sponsorship of scholarly activities, and other related issues. See Appendix 8.3 for a list and brief description of the research centers that support scholarly research and student learning.

Mentoring
Each academic department organizes new faculty mentoring based on the unique needs of the individual disciplines. New faculty members are usually assigned mentors by the department chairperson in collaboration with senior department faculty and in some colleges, CMNST for examples, mentors from outside DSU. Mentors serve as a resource for new faculty to help them transition into their faculty roles at DSU. Working with their mentors and department chairperson, many new faculty members generate individual development plans to lay out a path to success, including the process toward promotion and tenure. These processes emphasize DSU’s overall mission as a land-grant institution, stressing teaching, research, and service to the University and community.

Academic Freedom
A detailed discussion of DSU’s commitment to academic freedom can be found on page 33.

Recognition of Linkages among Teaching, Service and Research
New faculty are advised of their responsibilities regarding promotion and tenure and the mechanisms in place to support them at the New Faculty Orientation offered each fall by the CTL and the Office of the Provost. Standards for promotion and tenure are mandated within the CBA. Departments may vote for higher standards, with the approval of the administration and the AAUP local chapter. Expectations for faculty scholarship are also clearly communicated through the CBA Article 8.5 and individual departmental and college standards.

The University Promotion & Tenure Committee (P&T Committee) is constituted so that all promotion and tenure applications are evaluated by a diverse group of faculty members from different departments and colleges. This process assures that consistent standards are applied.

As probationary faculty move through the promotion and tenure process, any and all groups or individuals who recommend against a favorable action are required by the new 2010-2015 CBA to place on record specific information about the areas in which the candidate failed to meet the standard. They also must specify what would be required to meet those standards in the next attempt. The CBA also places specific mentoring responsibility on the department chair when an application for promotion and/or tenure is unsuccessful.

Promotion and Tenure Statistics
Statistical information provided by the AAUP’s local DSU Chapter reveals that, over the past
five years, 80% of assistant professors who remain at the University achieve promotion to associate professor by or before their fifth year in rank. During the same period, 85% of associate professors earned tenure, either at their current rank or by promotion to professor, by or before their sixth year of service.

AAUP’s local DSU Chapter also reported that over the past five years the gender and ethnicity of those achieving promotion and/or tenure have roughly matched the overall composition of the faculty, with the exception that more women than men have achieved promotion or tenure. This exception is balanced by the fact that in 2008 74% of the professors holding the rank of professor and over 60% of those holding rank of associate professor were men. More balanced hiring practices have resulted in more women than men progressing through the system for promotion and tenure over the past decade.

Appealing Promotion and Tenure Decisions

As noted above, decisions regarding promotion and tenure now contractually require an explicit statement at all levels to inform unsuccessful applicants of the areas of weakness in their portfolios. Applicants, moreover, have the right to meet with various individuals within the approval process (chairperson, dean, Provost, President) to discuss their applications. A robust appeal process of University P&T Committee decisions assures that faculty members receive unbiased consideration. The AAUP’s local DSU chapter also closely monitors the process for procedural irregularities.

Article 8.9.1 of the CBA outlines three formal opportunities for appeal of promotion and tenure decisions:

- Individuals may request that the P&T Committee decisions be reviewed by an Ad Hoc committee with equal power to recommend promotion and/or tenure upon review of all records. Ad Hoc committee members are appointed by joint decision of the Provost and Faculty Senate Chair as outlined by the CBA.
- Individuals may request a personal interview with the University President to discuss or appeal a promotion and/or tenure recommendation before the recommendation is communicated to the Board of Trustees.
- Individuals may present a formal appeal to the Board of Trustee Educational Policy Committee (EPC) before the final recommendation is communicated to the Board of Trustees.

The extent to which these appeals are given serious consideration is indicated by the following statistics provided by the AAUP’s local DSU chapter. During the past five years, there have been 18 requests for an Ad Hoc committee review of the actions of the University P&T Committee. The Ad Hoc committee has reversed the decision of the P&T Committee in 20% of the cases. The President has recommended promotion and/or tenure upon his review (including appeals) 12% of the time. The EPC has adjudicated nine promotion and/or tenure appeals during that period. Eight were denied. The ninth was remanded back through the system and ultimately resolved by a new recommendation for granting tenure based on EPC’s determination that cause existed for re-evaluation. These levels of overturning P&T decisions prove that a robust system for considering appeals is in place.
Assessing Faculty Effectiveness

Delaware State University regularly evaluates the effectiveness of its faculty in accord with published criteria, regardless of contractual or tenured status. Article XI of the CBA outlines the procedure for annual evaluation of full-time faculty. The CBA requires the following:

- For purposes of promotion, tenure and/or merit pay each faculty member is evaluated annually in the areas of teaching, professional growth/recognition, and contributions to the University and the surrounding community.
- Methods of evaluation include student course evaluations, peer evaluations, classroom observations, chairperson evaluations, and administrative evaluations.
- After tenure has been achieved, the faculty member is formally evaluated in the above-mentioned areas every third year during the spring semester.
- If a tenured faculty member is found deficient in any area, a Performance Improvement Plan (PIP) is developed and implemented.
- Tenured faculty members are then evaluated annually until all identified deficiencies have been corrected.

In addition to the university-wide evaluation guidelines, each college and department may develop additional criteria upon which appointments, reappointments, promotion, and tenure decisions are made (CBA 8.5.3). The details of the evaluation process may reflect the specificity and diversity of the faculty appointments and/or the disparity in responsibilities. Even so, in accord with published criteria, DSU regularly evaluates the effectiveness of all instructors in the classroom, regardless of their type of appointment through several processes.

**Annual reviews.** Each May full-time faculty are required to submit to the department chairperson an annual review of his/her professional activity over the past year. The authority governing the review of tenure and tenure-track faculty is consistent with 2010-2015 CBA. The annual report includes information regarding the details of the faculty appointment, a list of courses taught, efforts to improve teaching effectiveness, attendance and participation at professional meetings, proposals prepared and/or funded, research projects or other creative activities started and/or completed, publications, special honors and/or awards, conferences or workshops attended, graduate student advisement, and university service or public service activities. The department chairperson reviews the annual report with each faculty member and uses it as part of the annual faculty evaluation review process. The results of the reviews are used to determine merit pay and to identify faculty whose performance fails to meet performance standards. Advice, additional support, or faculty development opportunities may be required. The annual reviews are compiled and become part of the annual report of the college. Copies of the annual review and faculty evaluation forms remain in the faculty member’s personnel file in the respective departmental offices.

**Peer review of teaching:** The 2010-2015 CBA requires that formal methods of peer review are included in teaching evaluation procedures. Peer review of classroom instruction is a collaborative process between faculty members and is designed to provide additional feedback to instructors about teaching and learning in the classroom. The process consists of three steps: (1) a pre-class meeting between the faculty member and peer reviewer to discuss the course, the course objectives, and the material to be covered during the observation; (2) classroom
observation of faculty performance; and (3) completion of an evaluation form by the faculty observer/peer reviewer. The faculty observer may or may not be selected by the faculty member being reviewed. The results of the review may be utilized as part of the formative review to help instructors improve teaching and learning in their courses and also may also be utilized as part of a summative review in the formal reward system used for reappointment, promotion, tenure, or merit pay decisions.

Post-tenure review: A tenured faculty member is evaluated every three years following the same procedure as non-tenured faculty. If the results of evaluation are less than satisfactory, the tenured faculty member is then evaluated annually until the deficiencies have been corrected. Upon request to the department chairperson or director, any faculty member may be evaluated during the semester, regardless of whether it falls within the three-year schedule.

Action Items for Standard 10
- Develop a more detailed explanation of and formal recognition for high quality teaching in the promotion and tenure process;
- Continuously improve the teaching environment, including commitment to facilitating high-impact teaching practices through professional development, and facilities and technological improvements.

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MSCHE Standard 11: Educational Offerings
The institution’s educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Delaware State University is in compliance with Standard 11.

Rigor of Academic Programs
Delaware State University offers degree programs at the baccalaureate, master’s, and doctoral levels that are entirely consistent with our institutional Mission and are responsive to state, regional, national, and international educational needs.

Undergraduate: For the academic year 2010-11, Delaware State University offered 52 undergraduate major programs in 21 departments with an array of concentrations and minor options. The degree programs are congruent with the University’s Mission in that they offer a liberal, land-grant, and professional focus. To determine if undergraduate programs have “sufficient content, rigor and depth” several factors in each program were examined based upon the 2010 undergraduate catalog including number of credits required and capstone experiences. Tables 8.5 and 8.6 show the number of credits required in undergraduate programs.
Table 8.5: Total Number of Credits Required in Undergraduate Major Programs

<table>
<thead>
<tr>
<th>Minimum Number of Credits Required in the Major</th>
<th>Number of Undergraduate Programs with this Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 or fewer</td>
<td>1</td>
</tr>
<tr>
<td>41-50</td>
<td>8</td>
</tr>
<tr>
<td>51-60</td>
<td>13</td>
</tr>
<tr>
<td>61-70</td>
<td>16</td>
</tr>
<tr>
<td>70 or more</td>
<td>12</td>
</tr>
</tbody>
</table>

Table 8.6: Number of Credits Required in Upper-Level Undergraduate Courses

<table>
<thead>
<tr>
<th>Number of Credits Required at the 300-400 Level</th>
<th>Number of Undergraduate Programs with this Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-33</td>
<td>15</td>
</tr>
<tr>
<td>34-40</td>
<td>9</td>
</tr>
<tr>
<td>41-47</td>
<td>19</td>
</tr>
<tr>
<td>48-53</td>
<td>4</td>
</tr>
<tr>
<td>54 or more</td>
<td>3</td>
</tr>
</tbody>
</table>

All undergraduate programs require a senior capstone. Programs maintain their uniqueness by designing their own senior capstone experience and determining acceptable levels of competence or alignment with national standards for degree attainment. Some programs require more than one capstone experience. For instance, the Social Work Program requires a senior seminar course and a senior capstone course. Other programs such as Consumer Sciences require a senior capstone course and a senior research course. Table 8.7 depicts the variety of capstone experiences required in undergraduate programs.

Table 8.7: Number of Undergraduate Programs with Required Senior Capstone Experiences

<table>
<thead>
<tr>
<th>Type of Capstone</th>
<th>Number of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Seminar Course</td>
<td>19</td>
</tr>
<tr>
<td>Senior Research Course</td>
<td>9</td>
</tr>
<tr>
<td>Standardized/Comprehensive Exam</td>
<td>14</td>
</tr>
<tr>
<td>Performance/Presentation/Exhibition</td>
<td>3</td>
</tr>
<tr>
<td>Internship/Field Experience</td>
<td>19</td>
</tr>
</tbody>
</table>

Graduate: Delaware State University offers 31 graduate programs in 15 departments many of which meet state certification requirements. These programs are congruent with the University’s Mission in that they include liberal arts and career-focused discipline areas. To determine if programs have “sufficient content, rigor and depth,” the same two factors were analyzed based on the 2011-12 graduate catalog. Tables 8.8 and 8.9 show the number of credits and types of capstone experiences required in graduate programs.

Table 8.8: Total Credits Required in Graduate Program

<table>
<thead>
<tr>
<th>Minimum Number of Credits Required for Degree</th>
<th>Number of Graduate Programs with this Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 30</td>
<td>1</td>
</tr>
<tr>
<td>30 - 36</td>
<td>25</td>
</tr>
<tr>
<td>40-48</td>
<td>2</td>
</tr>
<tr>
<td>49-60</td>
<td>6</td>
</tr>
</tbody>
</table>
Table 8.9: Types of Graduate Capstone Experience Required

<table>
<thead>
<tr>
<th>Type of Capstone Experience</th>
<th>Number of Programs with this Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Seminar/Research Course</td>
<td>9</td>
</tr>
<tr>
<td>Standardized/Comprehensive Exam</td>
<td>2</td>
</tr>
<tr>
<td>Portfolio</td>
<td>1</td>
</tr>
<tr>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

The graduate programs support DSU’s Mission to provide all graduate students with a meaningful and relevant education in advanced and specialized programs appropriate to master's and doctoral-level performance in their chosen disciplines or professions. All share the mission of serving a diverse population with programs that prepare graduates to be productive and contributing professionals.

**Learning Goals**

Learning goals are clearly identified in the General Education program as well as in all majors. Learning goals are communicated to students primarily through course syllabi. The Assessment Data Collection System (ADCS) was created and designed in order to track student achievement of learning goals for the purposes of assessment and evaluation of the effectiveness of the programs. See Chapters 6 and 9 for a more detailed discussion of learning goals and the assessment of student learning.

**Academic Program Review**

Delaware State University uses a standard program review procedure to assess program effectiveness. The Assistant Vice President for Academic Affairs/Institutional Effectiveness, in collaboration with the department chairperson, selects an external reviewer and an internal review team. The internal review teams are comprised of University faculty and/or professional staff personnel from the Program Review Committee. The department chairperson utilizes a program review manual/template to construct the self-study document. The external and internal reviewers are supplied with the self-study document prior to on-site visits. In 2007, with the appointment of a Director of Assessment, the University began a systematic review of all University programs. Chapters 6 & 9 discuss this process and outcomes in more detail.

**Transfer Credits**

Applicants who have previously earned 12 or more credits at other accredited higher education institutions are considered for admission to DSU as transfer students. Otherwise, they may be considered using their high school credentials. SAT or ACT test scores are required if not transferring 12 credit hours. Courses with a grade of “C-“ or lower are not accepted for transfer credit. Transfer students must submit a completed application, application fee, official final high school transcript, and official transcripts from all institutions of higher education attended. Only applications from students seeking transfer from two-year colleges, four-year colleges, and universities accredited by their respective regional association are considered. College courses completed more than 10 years earlier than the intended term of entry are not automatically accepted for transfer credit. Acceptance of such courses is at the discretion of the department in
which the equivalent course is offered. Courses to be transferred must be equivalent courses at DSU and can be given elective credit or generic credit in the subject or evaluated to determine whether they can be used to meet the requirements of the DSU General Education Program or of the major program. Credit is not granted for correspondence courses. Students who are actively on academic probation, suspended, dismissed, or placed on probation for disciplinary reasons at other institutions are not considered for admission at DSU. Students must be in good standing at other institutions before being admitted to DSU.

International applicants must submit all documents required to obtain an I-20 form or an International Student Transfer Form from the institution previously attended. If educated outside of the continental United States at a non-English speaking institution, transcripts must be evaluated by the World Education Service (WES), Educational Credential Evaluators (ECE) or the Association of Collegiate Registrars and Admissions Officers (AACRAO) and forwarded from the evaluating organization to the Office of Admissions. All academic records must be converted into their U.S. education equivalents and have a letter grade by a University-recognized credential agency to obtain transfer credit for education completed at non-U.S. post-secondary institutions. The Test of English as a Foreign Language (TOEFL) is required. However, if English is the official language of the country of origin, SAT and/or ACT test scores may be acceptable for consideration in lieu of TOEFL.

### Library Collections and Services

The [William C. Jason Library](http://www.desu.edu/library), accessed at http://www.desu.edu/library, provides collections and resources to support DSU’s educational, research, and public service programs. The library provides students and the University community with quality information and learner-centered services 86 hours over the 7-day week. Library users have 24/7 virtual access to the library and its resources. Student and faculty access and user privileges to adequate and/or appropriate library collections and services are consistent with the levels and types of degrees offered through ownership or formal agreements at DSU and other institutions. The library maintains a balanced collection of print and non-print materials with a growing collection of electronic databases, e-journals and e-books. The number of these items is shown in Table 8.10.

**Table 8.10: Library Collections**

<table>
<thead>
<tr>
<th>Type of Material</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books, periodicals and government documents</td>
<td>749,111</td>
</tr>
<tr>
<td>Electronic books</td>
<td>56,967</td>
</tr>
<tr>
<td>Electronic journals and other serials</td>
<td>40,683</td>
</tr>
</tbody>
</table>

Additional holdings include a strong collection of microforms, videotapes, and other audiovisuals. The library maintains special collections in Archives, Black Studies, and Education. Informational needs are complemented by retrieval of resources via interlibrary loan (ILL) and document delivery. The library also participates in resource sharing initiatives at the national, state, and local levels including the Online Computer Library Center (OCLC), public libraries, Library Very Interested in Sharing (LVIS), and the Tri-State Library Cooperative (TCLC). The library is also an officially designated partial depository for United States Government and Delaware publications. In order to provide access to federal government publications not available in Jason’s depository collection, the library relies on resources.
including the OCLC Interlibrary Loan System and federal agency websites, including the U.S. Government Printing Office.

**Collection Building:** The library encourages the active participation of faculty, staff, and students in building its collection. A suggestion form and an online request form for collection recommendations are available on the library website. The collection development program establishes policies and procedures to assure the consistent and logical growth of the collection in support of the curriculum at DSU. The program pairs a librarian, assigned responsibility for specific subject areas, with a faculty member to serve as a library liaison to review all departmental requests for materials. A policy statement for each department guides the selection, acquisition, and de-selection of resources.

A primary focus of the collection-building program is to expand the quantity and quality of electronic resources to provide greater access to all users, including distance education users. This progression to a virtual library has resulted in a record number of databases with full-text access to journal literature. E-books holdings have increased exponentially over the past five years, now exceeding 16,280. The library also continues to purchase deep backfiles of academic data packages.

Jason Library’s website is the gateway to the majority of the library resources, providing access to the catalog, services, and all electronic resources for faculty, staff, and students. The physical collection is available to all walk-ins. Due to licensing restrictions access to digital resources is prohibited for non-affiliated users. Authorized users of licensed databases are authenticated by a proxy service. To access resources on site, 68 desktops with word processing, spreadsheet applications, and specific subject programs are available in the library. Patrons with special needs are assisted by Reference and Public Services.

Table 8.11 indicates the number of classes and students that have received training in the use of digital resources located in the Library or accessible on-line:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Classes</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>154</td>
<td>2,480</td>
</tr>
<tr>
<td>2008-09 (Library closed for renovations fall 2008)</td>
<td>74</td>
<td>1,671</td>
</tr>
<tr>
<td>2009-10</td>
<td>135</td>
<td>2,565</td>
</tr>
</tbody>
</table>

**Distance Education.** Students enrolled in and faculty teaching online courses have remote access to an assortment of online library resources including the library’s catalog, electronic databases, full-text electronic journals, and electronic books that support learning at DSU. Online students and faculty can access the library’s resources through the Office of Distance Education and Learning Technologies’ (ODELT) website and Blackboard® without exiting the system. Help Desk assistance and other computing services are also available to online learners.

**Library Staff.** The University employs professional librarians and other skilled staff sufficient in number and qualifications to provide optimum information services including 17 full-time employees servicing six library departments – Archives, Reference and Public Services, Government Documents, Serials, Technology, and Technical Services. The seven professional librarians were trained at institutions accredited by the American Library Association. The
library nationally recruits the most qualified staff holding the Master of Library Science (MLS),
Master of Information Science (MIS), or other professional information science degrees. While
the master’s degree is recognized as the terminal degree for academic librarians, six librarians
have training beyond the master’s or possess a second master’s degree. The Systems/Technology
Officer is a professional staff member with a master’s degree and is presently pursuing a library
science degree.

Professional librarians have faculty status and serve in non-tenure track positions. They are
governed by policies set forth in Article VIII of the 2010 – 2015 CBA and share in university
governance through representation in the Faculty Senate. Eight of the support staff are governed
by the AAUP and two by Local 1007/AFSCME. Support staff assists in processing new
acquisitions, accessing resources, and maintaining collections. The library paraprofessionals
possess the appropriate credentials to meet job expectations as outlined by the Division of
Human Resources. Of the nine support staff positions currently filled, six hold the bachelor’s
degree and two hold the master’s. Professional and support staff is encouraged to pursue
additional training through formal courses, workshops, conferences, and other educational
opportunities. Funding for professional activities and travel is budgeted through the Professional
Development Fund. Librarians also serve on committees on local and national levels.

Information Services. Reference librarians are available 78 hours per week to assist
students with their research needs. Librarians are responsible for library instruction and
information literacy through class, group or individualized instruction. Librarians discuss
research strategies, show relevant sources, and demonstrate correct use of these resources. Tours
familiarize users with the location of materials and workshops are held on topics such as use of
databases, the online catalog, and general print sources. The "Ask a Librarian" service aids
patrons physically unable to visit the library. Through E-mail Reference librarians answer
questions from anyone with a valid e-mail address, regardless of university affiliation, and 24/7
Virtual Reference allows users to chat in real-time with a librarian. A new electronic service
called MEEBO is a chat room where reference librarians answer questions immediately.

Information Literacy. The Research and Information Literacy Program provides
instruction to promote effective use of library resources and technology. The Library has a
Learner Enhanced Classroom and a Reference Smart Classroom and the professional librarians
have incorporated the Association of College and Research Libraries (ACRL) information
literacy standards into their classes. Since 2009, the library has collaborated closely with the
General Education Program subject-specific classes to integrate information literacy.

Evaluation of Library Services

The collection is continually evaluated based on the library's collection management policy and
against standard bibliographies. Outstanding recommended titles are purchased, titles borrowed
through interlibrary loan are acquired, and journal citations are analyzed to determine additional
journal subscriptions. The discipline-specific accreditation processes verify the collection’s
adequacy with the library consistently receiving good evaluations with no recommendations.

The U.S. Department of Education Grant Performance Report (ED 524B) contains specific
objectives and measures (both quantitative data and data-collection information) regarding a
growing range of information technology-based systems and services for the University library.
These accomplishments allow the Library to reach the distant learner through an upgraded
management system, Campusguides®, and EZproxy® Server. The librarians have also created
tutorials, such as Digital Dissertations, to explain the use of databases.

Assessment of technology and resource needs for face-to-face and distance education courses are
specified in the Title III grant (CCRAA) for the University Libraries performance report. The
Colleges also incorporate assessments of technology and resource needs in their annual reports.
A SurveyMonkey™ online survey was administered in 2009. In 2011, the librarians designed
and implemented a library assessment plan using CampusGuides® that includes online quizzes
for each class/tutorial.

Action Items for Standard 11
- More clearly assess the achievement program learning outcomes through senior capstone
  experiences;
- Continue to review program curricula for sufficient content, breadth and rigor.
- Develop an institutional plan for gathering data regarding graduate school attendance and
  completion and current careers of graduates.

*********************************************************************

MSCHE Standard 12: General Education

The institution’s curricula are designed so that students acquire and demonstrate college-
level proficiency in general education and essential skills, including at least oral and
written communication, scientific and quantitative reasoning, critical analysis and
reasoning, and technological competency.

Delaware State University is in compliance with Standard 12.

General Education Curriculum

A strong and effective general education program is central to fulfilling DSU’s Mission and
Vision. DSU’s General Education Program was re-designed in 1998 and updated in 2009 after
several years of planning and input by all stakeholders. The program emphasizes that graduates
must be equipped with the core skills of effective verbal and written communication and critical
thinking and quantitative reasoning skills. They must know their own society and region and
develop a global perspective with sensitivity to variations of cultural, social, racial, ethnic, moral,
religious and physical diversity. The program recognizes that teaching and learning must
embrace multiple bodies of knowledge, skills, and sensibilities to shape the whole student,
including curiosity about the social and natural worlds, appreciation for the complexities of
knowledge, tolerance for ambiguity, and the capacity for attaining perspective on one's own life
through self-examination and the study of others. The curriculum exposes students to the
multicultural dimensions of the world and, as an HBCU, to the experiences of people of African
descent in particular. DSU also emphasizes study in breadth to encourage students to explore
disciplined inquiry within their major, shedding light on broader issues in their own lives and
enabling them to use their knowledge to render service to humanity.

All undergraduate students are required to successfully complete the common General Education
curriculum consisting of Core Courses, Breadth Areas, Across-the-Curriculum (A-t-C) Learning
Outcomes and a Senior Capstone Experience. The current program requires the completion of 37
credit hours - 16 credits in the core, 21 credits in the breadth - plus the capstone experience including:

- **Core Courses:** Courses that all students must complete that are fundamental to all learning and basic to the Mission of the University including English Composition, Speech, Lifetime Fitness and Wellness, Global Societies and University Seminar.

- **Breadth Areas:** Required categories of courses that provide the breadth of a liberal education in the arts, history, literature, other humanities, natural sciences, mathematics, and social sciences.

- **Across the Curriculum (A-t-C) Learning Outcomes:** Critical concepts that infuse the general education and major curricula to prepare students to be effective communicators, critical thinkers, and problem-solvers for the world's pluralistic and global societies. These critical concepts and outcomes include the following:
  - Reading, Speaking, and Listening Across-the-Curriculum (RSL)
  - Self-Evaluation and Ethics
  - Wellness
  - Information Literacy
  - Computer Competency
  - Writing in the Major (Outside the Capstone)
  - Quantitative Reasoning
  - African-American Experience
  - Multiculturalism
  - Critical Thinking/Problem-Solving
  - Global Learning

- **Senior Capstone:** A senior-level experience that integrates the elements of general education and the major program of study. As the culmination of the undergraduate experience, students demonstrate competence in the body of knowledge, skills, and attitudes inherent in their major program. Students also show an understanding of the breadth of knowledge and skills that mastery of general education provides, enabling them to make "real world" connections to their own and other disciplines. It may take the form of a senior seminar, internship, or student teaching with a seminar; may be interdisciplinary; and includes assessment of the general education outcomes.

**Advanced Placement Credit.** A student entering the University from secondary school may obtain advanced placement and college credit on the basis of performance on the College Entrance Examination Board Advanced Placement examinations. A score of three or higher on any CEEB Advanced Placement examination entitles students to credit for a comparable General Education course. The final decision on accepting AP course credits as a substitute for one or more General Education courses is made by the dean of the appropriate college in consultation with the General Education Director.

**Transfer Credits.** All transfer students discuss with their DSU academic advisor whether specific courses taken at previous institutions qualify for general education credit. The academic advisor and department chair recommend transfer credit equivalencies. The final decision on accepting transfer credits as a substitute for one or more general education courses is made by the General Education Director.
Initiating Change and Improvement in the General Education Program
Producing graduates who can contribute to Delaware, the nation, and the world requires a general education program that effectively prepares them for the current environment of global competition and for future challenges. Effective analysis of the capabilities and achievements of DSU’s graduates shows that the institution is meeting and exceeding its goals. The primary data source to support this conclusion is the comprehensive assessment of student outcomes from the senior capstone courses, gathered across all colleges for several years. This assessment asks senior capstone instructors to apply a standard rubric of General Education Learning Outcomes to their students’ work and submit the data to the Assessment Office. The Assessment Data Collection System (ADCS) was developed in-house in 2010 to simplify the collection and processing of this data. It facilitates outcome distribution and analysis through its report structure and is accessible by all capstone instructors, program directors, department chairs, and deans. Similar data collection systems are currently being instituted for all General Education Across-the-Curriculum courses and for the assessment of A-t-C outcomes.

The most comprehensive senior capstone data sets are those gathered from assessments performed in the academic years 2007-2008 (n = 361 students), 2008-2009 (n = 274 students) and 2009-2010 (n = 270 students). Analyzing this data is complicated by the fact that data-gathering procedures were altered for the academic year 2009-2010. The number and designation of the rubric outcome categories -- from Proficient / Satisfactory / Unsatisfactory to Advanced / Proficient / Satisfactory / Unsatisfactory -- were revised based on faculty concerns and to match rubrics then being developed for the A-t-C courses. This change impacts direct comparisons among years.

Data is also available from the administration of the Collegiate Learning Assessment (CLA), given to 100 first-year and graduating seniors in 2008, 2009 and 2011. Students are self-selected on a first-come, first-served basis until the testing cohort limit is reached. The CLA provides useful data on how well graduates perform on the real-world tasks.

Senior capstone assessment shows that the vast majority of seniors assessed met or exceeded the basic level of competence in the General Education learning outcomes included in the assessment across all colleges and programs. In the three years of data analyzed the largest number of unacceptable results in any one category was 14.71% for the speaking learning goal in the spring of 2008 College of Arts, Humanities and Social Sciences assessment category (n = 136). Across all colleges most categories had 5% or less unacceptable scores in all three years with many having no unacceptable outcomes. This result indicates superior achievement by the graduates in reaching competence in the General Education Program learning outcomes.

Action Items for Standard 12
- Continue training for department chairs and faculty on the assessment process and use of Assessment Data Collection System (ADCS);

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MSCHE Standard 13: Related Educational Activities
The institution’s programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.
Delaware State University is in compliance with Standard 13.

Delaware State University has structured academic offerings that are delivered through distance learning or at locations other than in Dover. These offerings maintain the same academic rigor and expected student learning outcomes as their classroom-based counterparts on the main campus.

**Basic Skills**

Accuplacer® exams in mathematics, reading comprehension, and writing are given to all freshmen during student orientation to assess initial competency and need. The Testing Office forwards recommendations to chairs for student enrollment in appropriate courses based on the scores. Table 8.12 presents the placement data for fall 2010.

*Table 8.12: 2010 Freshmen Placement in Mathematics and Composition*

<table>
<thead>
<tr>
<th>Course</th>
<th>Freshmen Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Algebra</td>
<td>14%</td>
</tr>
<tr>
<td>College Algebra with supplemental help</td>
<td>38%</td>
</tr>
<tr>
<td>College Algebra</td>
<td>27%</td>
</tr>
<tr>
<td>College Algebra Honors</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Skills Course</td>
<td>5%</td>
</tr>
<tr>
<td>English Composition with supplemental lab</td>
<td>35%</td>
</tr>
<tr>
<td>English Composition</td>
<td>54%</td>
</tr>
<tr>
<td>Honors English Composition</td>
<td>6%</td>
</tr>
</tbody>
</table>

Persistence performance data provides insight into the appropriateness of the placement. Table 8.13 illustrates the progress of students admitted with conditions (Project Success) as compared to other first-year students in mathematics and writing courses.

*Table 8.13: First-Year Students Cohort 2010 Comparison Persistence Data for Regular First-year and Project Success (PS)*

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>English Comp I</th>
<th>Term 1 – Fall</th>
<th>Term 2</th>
<th>Term 2 - Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>% earning &quot;C&quot; or better</td>
<td>% earning &quot;C&quot; or better</td>
<td>Completed in Good standing</td>
<td>Persistence Rate to spring</td>
</tr>
<tr>
<td>Regular</td>
<td>56%</td>
<td>77%</td>
<td>79%</td>
<td>91%</td>
</tr>
<tr>
<td>PS</td>
<td>53%</td>
<td>86%</td>
<td>97%</td>
<td>95%</td>
</tr>
</tbody>
</table>

Regular freshmen N = 812 Project Success (PS) N=94

That less than 60% of students were earning a C or better in mathematics indicated that the procedure was not appropriately placing students. This was substantiated by analysis conducted by the Office of Institutional Research and the Department of Mathematics to examine trends and factors of student success in college-level mathematics. In fall 2011 the University changed the course placement used for mathematics to help students be more appropriately assigned. As a result, over 90% of regularly admitted students were placed in developmental mathematics. An analysis of 2011-2012 entering students will be conducted to see if the new process impacts the pass rates in mathematics courses.
Academic Support

Academic Enrichment houses support services including mentoring, supplemental instruction, tutoring, placement testing, bridge programs, advising, computer lab participation, academic survival and study skill courses, and related workshops. Essential to the services are continuous student identification, intervention, monitoring, and follow-up. Several key programs are highlighted that support educationally or financially underserved students.

**College Student Inventory (CSI)**. Students complete the College Student Inventory (CSI). This survey helps predict the likelihood of students leaving, along with their perceptions of predicted academic difficulty, educational stress, and willingness to receive institutional assistance. The inventory results correlate with the demographics and entering ability of DSU students who are primarily first-generation college students. Results are used to counsel students.

**Project Success**. Some students who do not meet the regular requirements for admissions are “accepted with conditions” and required to participate in Project Success. The program has two summer options: a six-week, residential bridge or a two-week accelerated program. The intensive summer program permits 5-6 credits to be earned in mathematics and composition. Project Success continues to provide academic support throughout the entire first year through mentors, tutoring, and supplemental instruction. A 2.0 cumulative average must be maintained by the end of the first academic year in order for a student to continue their matriculation.

**College Advance**. New since fall 2010 College Advance is a learning community based in the College of Arts, Humanities and Social Sciences working in conjunction with Academic Enrichment. College Advance currently guides first-generation students in target majors within the College. These students attend a two-week summer bridge program where they complete two credits in critical reading and participate in a learning community which links two general education courses during their first and second semesters. Faculty trained to create learning community courses and cross-disciplinary integrative assignments coordinate the program. Students are awarded book vouchers based on academic performance. Between fall 2010 and spring 2011, the retention rate was 78% for this group. Data from fall 2010 shows that College Advance students outperform all other first-semester DSU student groups, other than student athletes.

**Early Alert System**. Once the semester has begun, an Early Alert System is the first line of action to identify and support at-risk students. Established in the early 1990’s and digitized in the spring of 2010, the system enables faculty to forward names and specific problems of students who are performing poorly and to identify possible causes. In response, Academic Enrichment contacts the student and offers programs and services to help.

**Mentoring**. The University’s Mentoring Program and Peer Advisement Leadership Program seek to create an encouraging and caring environment to support the personal, social, and intellectual development of the students. Peer mentors assist students, faculty, and staff in Project Success, College Advance, University Seminars, and in the Staying-on-Course programs. Peer Advisement Leaders (PALS) aid in the advising, registration, and orientation process year-round and link new students to other support services they may need.

**Drop-in Centers**. Tutoring, Writing and Computer Lab: Located in the University’s William C. Jason Library, the Drop-in Tutoring and Writing Centers are well utilized. For the
academic year 2010-11, the Tutoring Center covered 37 courses with 25 tutors holding 3,700 sessions. Of the 34 students who came to six or more sessions, 81% received a letter grade of “C” or higher, exceeding the goal of 70%. Since 2007, the number of students tutored has increased by 256% with the number being tutored by the Writing Center increasing 417%. Use of the Computer Lab—providing technical assistance and PLATO® for mathematics, reading and writing—has decreased by about 70% since 1997, partly attributable to more computers available on campus and more students with their own. The Mathematics Department also maintains a tutoring laboratory.

Disability Services. The Office of Disabilities offers equitable and sensitive assistance to students with documented disabilities. An average of 41 students are served per semester. One goal is to have 60% of students with disabilities maintain a 2.0 GPA in their coursework. The average GPA for these students was 2.5 from 2004-2008 and 2.7 from 2009-2011. One hundred and twenty-three students were serviced in this past academic year, a record, with 78% achieving a 2.0 GPA or better and an average GPA of 2.6. Students are performing well here compared to the general University population.

Supplemental Instruction (SI). This program offers weekly study sessions to students taking historically difficult courses. Upper-level students assigned to individual courses attend at least one class session per week and run supplementary study sessions. Participants meet at least twice a week with their SI leader and classmates. From fall 2007-spring 2011, 85% of the students assigned to English supplemental instruction and 65% of those assigned to mathematics supplemental instruction received a grade of C or higher.

Staying-on-Course. Students who are placed on academic probation are required to participate in the Staying-on-Course program, designed to promote and encourage academic skills and behaviors and to reduce the number of students on probation. The program includes the three-credit “Learning Strategies for Academic Success” course and the one-credit “Staying-on-Course” class. From 2007-2010, the percentage of students who returned to good standing increased 63% and the number who had been academically suspended and returned to good standing increased 31%.

Programs Supporting Academically Proficient Students

DSU also provides programs to support academically advanced students and students who have excelled academically, despite being historically underserved. These include the Jumpstart Program, the Honors Program, the McNair Scholarship, and the STEM programs such as HBCU-Up and SMILE.

Jumpstart Program. Jumpstart is a pre-college summer bridge program created in 1996 to nurture the talents and strengths of advanced students. Candidates identified during the admissions recruitment process are invited to get a “jumpstart” on their college careers. Students complete up to nine college-level credit hours during a six-week residential experience, fast-tracking their chances of success through leadership and career development. Candidates are introduced to the rigors of college life and academics and given unique opportunities for personal and professional growth.

Honors Program. The Honors Program creates and nurtures a community of academically bright and talented students who are committed to intellectual pursuits. The
program provides students with special sections of general education and departmental major courses, interdisciplinary colloquia, and numerous co-curricular events designed to develop analytical/critical thinking and logical reasoning. Prospective Honors students must have a 3.25 or higher, among other criteria, to be admitted. To earn a Honors Certificate at commencement and a notation on the official transcript, students must complete a minimum of 18 hours of Honors credits with a minimum of a “B” per course, maintain an overall cumulative 3.25 GPA while in the program, present on Honors Day each year after the freshman year, and complete and defend a senior honors research thesis. Special housing arrangements are also available for Honors students.

**Ronald E. McNair Post Baccalaureate Scholarship Program.** This program supports low-income and first-generation college students who demonstrate strong potential and are underrepresented in graduate education and doctoral studies. The program guides students through their undergraduate requirements and assists them in applying to graduate programs. McNair Scholars gain research skills, acquire knowledge about graduate studies, participate in a Summer Research Institute, and establish supportive networks of professionals and peers, among other initiatives. Ninety percent of the current McNair Scholars are on track to complete their bachelor’s program in three years. Seventy percent of the graduates have enrolled in a master’s program while 45% have continued on to doctoral studies.

**STEM programs.** The nationally recognized HBCU-UP is funded by the National Science Foundation and focuses on enriching students attending HBCUs in the science, technology, engineering, and mathematics (STEM) disciplines. At DSU, these majors include biology/forensic biology, chemistry, computer and information sciences, mathematics, and physics and engineering physics. Another program, the Science and Math Initiative for Learning Enrichment (SMILE) project, is unique and exclusive to DSU STEM students. It sponsors new student orientation for STEM majors and a summer STEM Training Camp. It also includes learning communities for freshmen, paid research positions, and peer mentoring.

**Certificate Programs**

DSU does not grant certificates. Adult and Continuing Education offers non-credit programs and courses designed to prepare students to earn certificates awarded by other organizations. Most education programs prepare students to qualify for State of Delaware Teaching Certificates. The Aviation Program prepares students for Federal Aviation Administration (FAA) certificates.

**Experiential Education**

Students may attempt to earn credit by taking CLEP® or Dantes® tests with certain minimum scores accepted. The nursing program has a well-defined and advertised process for students with LPN licensure to earn three credits by taking an examination. Waivers (not credit) are sometimes awarded for previous education that does not translate directly to DSU courses. There is no University process for earning credit by examination, although the Faculty Senate is currently revising a proposed policy.
Course Delivery Modes: Distance Education and Online Education

The Office of Distance Education and Learning Technologies (ODELT) was established in 1999 to facilitate online learning at DSU. The University uses the Blackboard® learning management system. Three types of courses are offered:

- Web-enhanced courses meet on campus but supplement and facilitate their coursework via Blackboard®;
- Blended or hybrid courses meet in person for the majority of their classes, but also hold some online classes and use Blackboard® for supplementary material;
- Online distance education courses meet 100% online through Blackboard®.

Faculty use Blackboard® to enhance their on-campus courses. DSU began offering fully online courses in fall 2008. A Distance Learning Task Force was created that year to strategically plan the expansion of distance education, a plan that was presented to the faculty in spring 2009. The 2007 University Strategic Plan refers to distance education in no fewer than five of its strategic objectives.

**Professional development for online instructors.** ODEL T provides comprehensive faculty training to achieve competency in the use of the Blackboard® learning management system. Two staff members conduct basic and advanced workshops and respond to faculty-initiated queries and problems.

While the learning management system is important to the delivery of online instruction, Blackboard® is not distance education. Teaching online involves preparation of online course materials and the structuring of relationships, interactions, and approaches very different from teaching in a campus-based classroom. The ODEL T has developed an online training course based on principles of systematic instructional design to assist faculty in developing and teaching quality online courses.

Presently $200 is paid per credit for the conversion of a face-to-face course to an online course the first time it is offered. Thus far the primary focus of the support system has been for individual faculty members who volunteer to create online courses. Department efforts to create online academic programs have been limited, but two departments, Education and Sport Management, are developing online master’s degrees. Once developed these programs will be submitted to MSCHE in a substantive change request.

**Academic quality and integrity of distance education.** ODEL T modified its policies during the 2010-2011 academic year to ensure high quality teaching in its online courses. The Faculty Senate approved a “Quality Assurance Checklist” (Appendix 8.4) identifying 30 essential criteria that online courses must meet in order to be deemed a high-quality course. Faculty members must affirm compliance with all 30 criteria and one peer in the discipline and the Director of ODEL T verifies compliance before a course may be offered online. In order for an existing course to be offered online approval is required from the Director of ODEL T and the Provost.

**Parity of distance education and face-to-face learning.** The CBA specifies that online courses must conform to the same content as corresponding face-to-face courses. This rule is enforced by review of the syllabus that accompanies the application for approval of the conversion of a face-to-face course to an online course. Data comparing student achievement in face-to-face and online courses are being gathered for analysis.
Support services for distance students. Thus far, the students enrolled in online distance education courses have been on-campus students who have access to needed administrative and support services. For the past year, however, an administrative working group has been working to ensure that all services are available to online students.

Additional Locations

Delaware State University opened an additional location in the city of Wilmington in 1990 to extend educational opportunities to the larger Delaware community. In 1992, a partnership agreement was signed with the Delaware Technical and Community College (Owens campus) in Sussex County to provide a competitive option to DTCC students completing bachelor degrees on site through DSU. Table 8.14 contains enrollment data for these locations for the last four academic years.

Table 8.14: Student Enrollment at Wilmington and Georgetown Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilmington</td>
<td>98 graduate</td>
<td>77 graduate</td>
<td>82 graduate</td>
<td>183 graduate</td>
</tr>
<tr>
<td></td>
<td>55 undergraduate</td>
<td>31 undergraduate</td>
<td>32 undergraduate</td>
<td>41 undergraduate</td>
</tr>
<tr>
<td>Georgetown</td>
<td>22 graduate</td>
<td>11 graduate</td>
<td>0 graduate</td>
<td>24 graduate</td>
</tr>
<tr>
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<td>4 undergraduate</td>
<td>23 undergraduate</td>
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Recognizing enrollment declines, institutional support and strategic planning efforts have resulted in significant increases for 2010-2011. This progress is directly related to findings and suggestions for improvement based on program reviews of Adult and Continuing Education. The Middle States Commission on Higher Education has approved an additional location in Hanoi, Vietnam at which we offer an M.B.A. only. The first graduating class of 43 students earned their degrees in September 2011.

Adult and Continuing Education

The Office of Adult and Continuing Education (ACE) primarily offers non-credit courses, professional development, and personal enrichment courses for DSU faculty, staff, students and the surrounding community. The unit promotes the concepts of life-long learning to help adults and non-traditional learners meet occupational and professional goals and to fulfill social and personal enrichment in the areas of workforce development, economic development, and quality-of-life enhancement. In partnership with businesses, industries, and community agencies, ACE seeks to strengthen the state’s economic, civic, and cultural life.

ACE offerings are developed, approved and periodically updated by reviewing customer surveys, business/corporation needs, advisory committee suggestions, and by using the “Six Steps to Continuous Improvement of Student Learning” model based on International Association of Continuing Education and Training (IACET), American Association for Adult and Continuing Education (AAACE) and business models. By structure and design, ACE collaborates with the academic colleges on campus. For example, ACE collaborated with the College of Education, Health and Public Policy and the College of Business to offer courses for review and preparation toward certification or workforce skill development in CPR/First Aid, QuickBooks Training Workshop, and the Camp Wall Street 101 Teacher’s Workshop.

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Instructor assessment of student work includes quizzes, class work, assignments, and attendance. Every effort is made to track students who have completed relevant courses through their subsequent certification examinations. Certification results can also be obtained through professional organization publications.

**Program reviews and improvements.** A 2008 program review concluded that DSU is not competitive with Wilmington University (WU) in attracting associate’s degree recipients from Delaware Technical & Community College (DTCC) for four major reasons:
- WU is cost competitive with DSU;
- WU has many more connected degree programs (articulation agreements);
- WU encourages “dual admission” with DTCC;
- WU offers coursework at convenient locations throughout Delaware, including on-line courses and programs.

The review also noted that the Wilmington and Georgetown locations need to increase their program offerings and enrollment to cover operational costs and DSU needs to enhance the infrastructure for service delivery in areas such as registration, advisement, and student accounts. Although still lower than WU, DSU has more than doubled its number of connected degrees with DTCC from 8 in 2008 to 17 in 2011.

A 2010 program review concluded that ACE contributes positively to the University Mission and that University academic departments are more engaged with ACE than they were in 2008, basing their decisions on best practices as understood by national organizations and trends. Multiple improvements have been made based on the program review recommendations:
- A permanent director of ACE was appointed in fall 2011;
- The ACE director is now a member of the Provost’s Council and participates in the monthly meetings with the academic deans and other division directors;
- The ACE director is working with the University Registrar to include non-credit courses in Banner and to implement the data tracking system;
- A new B.A. in Integrated Studies was approved by the Board of Trustees in March 2011;
- ACE is seeking to bring adult learners to DSU to complete their undergraduate degrees;
- A collaborative and comprehensive marketing plan is being developed for the two Delaware locations.

**Outreach**

Delaware State University engages in a great variety of outreach programs that service the community and enhance educational offerings in support of our Mission. Examples of outreach programs would include the Delaware Center for Enterprise Development (DCED) and Small Business Development Center (SBDC) in the College of Business; the Optical Science Center for Applied Research in the College of Mathematics, Natural Sciences and Technology; the Very Special Arts (VSA) and Scholastic Arts programs managed through the Arts Center Gallery, community health programs sponsored by the Department of Nursing, and the Ethics Resource Site. Appendix 8.5 offers a detailed description of the multiple cooperative extension programs run by the Department of Agriculture and Natural Resources.

**Action Items for Standard 13**
- Thoroughly evaluate the adequacy of the course placement instruments;
• Allocate resources to match demand for academic support programs;
• Actively pursue the development of online programs;
• Develop a strategic plan, a business plan, and a marketing plan for the additional locations.