ACADEMIC AFFAIRS ASSESSMENT REPORTS

2018-2019

Delaware State University

Fall 2020

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Summary
In November 2020, only 14% of units submitted findings/action plans for academic department and degree program units. Through collaborative efforts, individual weekly/periodic meetings, trainings, and support from faculty/assessment coordinators, this number increased to 77% with only about 19 units that were missing assessment reports. While these units may not have submitted documented assessment reports, they have been collecting various student learning data to improve the student experience in their units.
College of Agriculture Science and Technology (CAST)

Agriculture and Natural Resources Department

Mission / Purpose

The mission of the Department of Agriculture and Natural Resources is to educate students in a way to prepare them for employment in either the public or private sector, to conduct research to increase the basic knowledge necessary to enhance our Agricultural and Natural Resources, and to provide research based learning opportunities to the public with special considerations to the needs of underrepresented groups.

G 1: Recruit, Retain, Graduate, Employ

Attract, retain, graduate and employ students within the Agricultural and Natural Resource field.

O/O 1: Monitor retention and graduation rates

Monitor retention rates and graduation rates.

Relevant Associations:
DSU PRIDE  2020 Goal(s): 2

Related Measures:

M 1: Student enrollment
Measure 1. Student enrollment within the majors will be tracked using data from IRPA department dashboard. Assistance from administrative staff will be utilized to pull this information and compile it annually.

Target:
Document student enrollment annually. Maintain student enrollment at 150 students or higher across the majors.

Findings (2016-2017) - Target: Met
Target was met. The Fall 2016 enrollment for the department of Agriculture and Natural Resources was 160 students of which 28 students were in Natural Resources and 132 students were majoring in Agriculture.

Findings (2017-2018) - Target: Met
Target was met. The Fall 2017 enrollment for the department of Agriculture and Natural Resources was 171 students of which 33 students were in Natural Resources and 138 students were majoring in Agriculture.

Findings (2018-2019) - Target: Met
Target was met. The Fall 2018 enrollment for the department of Agriculture and Natural Resources was 174 students of which 25 students were in Natural Resources and 149 students were majoring in Agriculture.
M 2: Student retention

Measure 2. Student retention between the first and second year of study will be tracked.

Target: Document student enrollment annually. Maintain student retention at 70% or higher across the majors.

Findings (2016-2017): Target: Met
Target was met. Out of the 58 students enrolled in Fall 2016, 42 returned and maintained their academic programs in Fall 2017. The retention rate was 72.4%.

Findings (2017-2018): Target: Met
Target was met. Out of the 56 students enrolled in Fall 2017, 40 returned and maintained their academic programs in Fall 2018. The retention rate was 71.4%.

Target was met. Out of the 55 students enrolled in Fall 2018, 39 returned and maintained their academic programs in Fall 2019. The retention rate was 70.9%.

M 3: Tracking of students entering the workforce after graduation.

Students entering the workforce after graduation will be tracked (to the extent possible). Faculty and Chairperson information about graduates’ post-graduate employment will be tracked in department files. Additional information from the Career Services/Assessment Office First Destination Survey will also be requested to tabulate percent of students employed.

Source of Evidence: Benchmarking

Target:
Fifty percent (50%) of the graduates from the department will be placed in careers associated with their majors within one year of graduation.

Findings (2016-2017) - Target: Met
Target was met. Eighteen out of the 27 2015-2016 B.S. graduates in Agriculture and Natural Resources are currently employed within their majors. The career-associated employment rate of the departmental graduates within one year after graduation is 66.7%.

Findings (2017-2018) - Target: Met
Target was met. Seventeen out of the 22 2016-2017 B.S. graduates in Agriculture and Natural Resources are currently employed within their majors. The employment rate within one year of graduation is 77.3%.

Findings (2018-2019) - Target: Met
Target was met. Twenty-two out of the 32 2017-2018 B.S. graduates in Agriculture and Natural Resources are currently employed within their majors. The employment rate within one year of graduation is 68.7%.

G 2: Encourage students’ hands-on learning opportunities
Encourage hands-on learning opportunities of students through experiential and service learning, study abroad opportunities, undergraduate research, and internships.

O/O 2: Monitor Student Experiential Learning

Monitor student participation in study abroad, undergraduate research and other learning opportunities outside of the classroom.

Relevant Associations:
DSU Pride 2020 Goal(s): 1, 3, 4

Related Measures:

M 4: Tracking of Student Experiential Learning Annually (KPI 1&10 spreadsheet)

Student participation in study abroad, undergraduate research, experiential learning opportunity, service learning opportunity, and internships will be tracked each year.

Target:
Twenty-five percent (25%) of all the enrolled students will participate in study abroad, experiential or service learning, undergraduate research or internships each year.

Findings (2016-2017) - Target: Met

Target was met. A total of 65 students (65/162= 40.1%) participated in the above mentioned activities in the 2016-2017 academic year. 22 participated in undergraduate research, 8 in study abroad, 8 in internships and 27 in experiential learning activities. This amounted to 40 percent of our total student population being involved in these outside of the classroom activities.

Findings (2017-2018) - Target: Met

Target was met. A total of 68 students (68/153= 44.4%) participated in the above mentioned activities in the 2017-2018 academic year. Of the 68 students, 25 participated in undergraduate research, 10 in study abroad, 11 in internships and 22 in experiential learning activities.

Findings (2018-2019) - Target: Met

Target was met. A total of 60 students (60/174= 34.5%) participated in the above mentioned activities in the 2018-2019 academic year. Of the 60 students, 20 participated in undergraduate research, 10 in study abroad, 13 in internships and 17 in experiential learning activities.

M 5: Student participation in sustainability classes (KPI 1&10 spreadsheet)

Student participation in classes related to sustainability.
**Target:**
All the students (100%) graduating from the departmental programs will participate in at least one sustainability class prior to graduation.

**Findings (2016-2017) - Target: Met**
Target was met. All senior students were able to enroll in the capstone/sustainable course. A total of 33 students (100 percent of the graduating students) participated in the Sustainable Agriculture and Ecosystem courses which are our two capstone courses that are very relevant to sustainability. We do have additional courses with a sustainability component which were not included in this report but will be included in future reports.

**Findings (2017-2018) - Target: Met**
Target was met. All the graduating students in the Agriculture program took AGRI-404 Sustainable Agriculture and in the Natural Resources took NTRS-431 Ecosystems to meet the curriculum requirements. The concept of sustainability is integrated in these two capstone courses.

**Findings (2018-2019) - Target: Met**
Target was met. Senior auditing indicated that all the senior students attended the capstone courses AGRI-404 Sustainable Agriculture or NTRS-431 Ecosystems and gained an C or better grade to be qualified for graduation from the Agriculture and Natural Resources programs with an awarded degree.

**G 3: Encourage scholarly activities of the faculty**

Encourage scholarly activities of the faculty through grants, publications and outreach activities.

**O/O 3: Monitor faculty productivity**

Monitor faculty grant writing, publication and outreach each year.

**Relevant Associations:**
DSU Pride 2020 Goal(s): 1, 3, 4

**Related Measures:**

**M 6: Number of grants obtained**

Number of grants obtained by the members of the department.

**Target:**
Acquire $1,000,000 in new grant funding each year.

**Findings (2016-2017) - Target: Met**
Target was met. In this academic year the department faculty were awarded a total of $1.63 million external funds through 12 grant projects.

**Findings (2017-2018) - Target: Met**
In this academic year of 2017-2018 the department faculty received 16 external grant awards totaling $3.14 million.

**Findings (2018-2019) - Target: Not Met**
In this academic year the department faculty only received $630,000 external grant funds through 3 research projects. The reason is that each grant project last 2-5 years and many faculty are supervising a number of grant projects.

**M 7: Number of publications produced**

Number of refereed and lay publications produced by the faculty.

**Target:**
Produce at least 10 refereed and 20 other publications by the department faculty each year.

**Findings (2016-2017) - Target: Met**
Target was met. A total of 18 refereed publications were produced during this academic year. Additionally 36 lay publications and conference proceedings were also produced along with two book chapters.

**Findings (2017-2018) - Target: Met**
Target was met. A total of 14 refereed publications were produced during this academic year. Additionally 31 other publications including book chapters, conference abstracts, and column articles were generated.

**Findings (2018-2019) - Target: Met**
Target was met. A total of 19 refereed publications were produced during this academic year. Additionally 26 other publications including book chapters, conference abstracts, and extension fact sheets were generated.

**M 8: Faculty outreach activities**

Number of outreach activities including Extension meetings, professional meetings and workshops conducted by faculty members in the department.

**Target:**
Conduct a minimum of 10 outreach meetings through the department each year.

**Findings (2016-2017) - Target: Met**
Target was met. Over 60 outreach presentations and meetings were conducted by department faculty over this period.

**Findings (2017-2018) - Target: Met**
Target was met. A total of 68 outreach presentations, workshops, meetings, and other events were conducted by department faculty over this period.

**Findings (2018-2019) - Target: Met**
A total of 71 outreach events including presentations, workshops, meetings, and social services were conducted by department faculty over this period.
Agriculture B.S.

SLO 1: Communication, inquiry and critical thinking competency

Students in Agriculture will be able to discuss orally, or in writing, agricultural systems as they relate to either crop or animal cycles along with production practices involved in those systems.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 2: Successful completion of capstone course

During the capstone course AGRI-404 Sustainable Agriculture, students will address issues of crop and animal cycles utilized in agricultural systems.

Target:
Eighty percent (80%) of students will be assessed as satisfactory or better in their ability to describe agriculture systems.

Findings (2017-2018) - Target: Met

Target was met. According to instructor’s overall rating of student performance, 87.5% of the students were able to accurately describe both plant and animal systems utilized in agricultural production.

Findings (2018-2019) - Target: Met

Target was met. According to instructor’s overall rating of student performance, 87.5% of the students were able to accurately describe both plant and animal systems utilized in agricultural production.

M 3: Effective oral communication

Oral communication ATC rubric: Assessment of students’ abilities to orally discuss issues surrounding agriculture effectively.

Target:
Eighty percent (80%) of students will be assessed as satisfactory or better in their ability to orally describe both plant and animal production.

Findings (2017-2018) - Target: Met

Oral communication was assessed in Soil Science in the Spring of 2018. Of the 37 students assessed all but three was evaluated to be satisfactory or above in their ability to communication orally using the Across the curriculum
Rubric. Soil Science is typically taken in the Sophomore or Junior year of the curriculum.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Continued monitoring of student oral and written communication skills**  
*Established in Cycle: 2017-2018*  
We will continue to assess student oral and written communication to ensure that student success in communication continues.

**Findings (2018-2019) - Target: Met**  
The students in Spring 2019 AGRI-208 Soil Science were evaluated in oral communication skills through individually presenting a soil science-related topic and the results of laboratory projects. 26 out of the 28 students (92.8%) demonstrated satisfactory or above in their ability to communicate orally using the Across the curriculum Rubric.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.  
**Established in Cycle: 2018-2019**  
More oral presentation and term paper writing events will be implemented for students to practice and improve their communication skills.

**SLO 2: Effective inquiry, critical thinking and independent learning skills.**

Students in Agriculture will be able to analyze and recognize sustainable agricultural practices and compare and contrast them to practices that are not sustainable.

**Relevant Associations:**

**DSU Learning Goal Associations:**  
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information  
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 4: Student ability to identify and discuss sustainable practices**  
Assessment of students in the capstone course AGRI-404 Sustainable Agriculture to test their ability to identify and discuss sustainable practices. Student knowledge was gathered by the instructor through student discussions, writings, tests and participation in the course. Additionally, students were rated using the Capstone rubric.

**Target:**  
Target: Eighty-five (85%) percent of students in the sustainable agriculture class will be able to recognize practices that are sustainable.
**Findings (2017-2018) - Target: Met**
Target was met as 87.5 percent of students in the sustainable agriculture class were observed to be able to recognize sustainable practices.

**Findings (2018-2019) - Target: Met**
Target was met. All the students in the Spring 2019 Sustainable Agriculture class were observed to be able to recognize sustainable practices.

**M 5: Critical thinking and problem solving skills**

Assessment of students in the capstone class: Ability to use critical thinking and problem-solving skills necessary to assess sustainable practices. This is assessed through the critical thinking/problems solving element of the Senior Capstone Rubric.

**Target:**
Eighty percent (80%) of students in the capstone course will have satisfactory or better abilities to critically assess and problem solve sustainable practices.

**Findings (2017-2018) - Target: Met**
Target met. Eighty-seven and ½ percent (87.5%) of the students assessed in the capstone course were determined to have satisfactory or better problem-solving skills and critical thinking skills.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Continued assessment of sustainable practices knowledge**

*Established in Cycle: 2017-2018*

Data will continue to be collected to assess how we can meet any targets that were not met and to determine how to improve student knowledge of both plant and animal systems or production. Consideration will be given to further assess additional courses in the plant and animal sciences as we move forward. Since the target was not met with Measure 6, departmental discussions will be held to determine how we can better reach the set goal by enhancing student learning experiences in the area of how plants and animals enhance human life.

**Findings (2018-2019) - Target: Met**
Target met. All the students (100%) assessed in the capstone course were determined to have satisfactory or better problem-solving skills and critical thinking skills.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Continued assessment of sustainable practices knowledge**

*Established in Cycle: 2018-2019*
Students will be continuously cultivated and monitored in grasping the knowledge of sustainable agriculture practices.

SLO 3: Effective use of quantitative and qualitative information.

Students in Agriculture will be able to discuss plant and animals and the critical essential roles they play in the provision of food, fiber and other products to man and other living organisms.

**Relevant Associations:**

**DSU Learning Goal Associations:**
- 2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
- 4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 6: Assess knowledge of plant and animal systems**
Assessment of students’ ability in the capstone course AGRI-404 Sustainable Agriculture to use their knowledge of plant and animal systems and the role they play in enhancing human life. Data was collected in an instructor collected assessment based on student discussion, writing, test taking and participation in the Sustainable Agriculture course. Additionally, students were also assessed as part of the capstone experience with a rubric utilized to assess computer and information literacy in an across the curriculum assessment.

**Target:**
Eighty percent (80%) of students in Sustainable Agriculture will have a strong knowledge of how plants and animals provide the food, fiber and other products to man and other living organisms.

**Findings (2017-2018) - Target: Met**
Target met. Eighty-four percent of the students enrolled in the sustainable agriculture class had a strong knowledge of how plants and animals provided food fiber and other products to man and other living organisms.

**Related Action Plans (by Established cycle, then alpha):**

*For full information, see the Details of Action Plans section of this report.*

**Continue to assess student knowledge of plant and animal systems**
*Established in Cycle: 2017-2018*
Data will continue to be collected to assess how we can meet any targets that were not met and to determine how to improve student knowledge of both plant and animal systems or production. Consideration will be given to further assess additional courses in the plant and animal sciences as we move forward. Since the target was not met with Measure 6, departmental discussions will be held to determine how we can better reach the set goal.
by enhancing student learning experiences in the area of how plants and animals enhance human life.

**Findings (2018-2019) - Target: Met**
Target met. All the students enrolled in the Spring 2019 Sustainable Agriculture class demonstrated a strong knowledge of how plants and animals provided food fiber and other products to man and other living organisms.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Continue to assess student knowledge of plant and animal systems**
*Established in Cycle: 2018-2019*

Strengthened education and training efforts will be maintained to secure all the students to gain the fundamental knowledge and skills of sustainable agricultural production systems.

**M 7: Assess information literacy skills**
Assessment of students satisfactory information literacy skills as it relates to sustainable agriculture and their capstone experience.

**Target:**
Seventy-Five (75%) percent of students will have satisfactory or better skill sets as they relate to information literacy as it relates to their capstone experience in sustainable agriculture.

**Findings (2017-2018) - Target: Met**
Target met. Eighty-seven percent (87%) of the enrolled in Sustainable agriculture were assessed at the satisfactory level or above for the development of their information literacy skill sets.

**Findings (2018-2019) - Target: Met**
Target met. All the students (100%) enrolled in Sustainable agriculture were assessed at the satisfactory level or above for the development of their information literacy skill sets.

**Agriculture MS**

**G 1: Graduate student statistical competency**

**SLO 1: Effective inquiry and critical thinking skills**
Graduate students in Agriculture will be able to demonstrate the principles of experimental design and statistical analysis in their projects.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
7 Graduate Student Learning Goal: Effective problem solving; ability to think critically

Related Measures:

M 1: Experimental Design and Statistical analysis.

The experimental design and statistical analysis is completed in AGRI-551 Experimental Design course during the Spring semester. Students are required to take this 3-credit statistics course to accomplish the graduate programs. They are rated by the instructor Dr. Sigrid Smith.

Target:
Eighty Five percent (85%) of students will be able to demonstrate the principles of experimental design and statistical analysis as it relates to their projects.

Findings (2017-2018) - Target: Met
Data indicate that the three graduate students (100%) in Agriculture applied the knowledge of experimental design and statistical analysis as part of their thesis.

Findings (2018-2019) - Target: Met
All the nine Agriculture graduate students (100%) demonstrated satisfactory ability to learn the science of experimental design and analysis and apply the knowledge in their thesis research.

G 2: Graduate student writing and speaking competency

SLO 2: Writing and speaking competency
Graduate students in Agriculture will demonstrate sound organizational, writing and speaking skills in preparation and presentation of their theses.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

The oral thesis defense is completed at the end of graduate students’ programs. Students are required to write a research-oriented thesis and defend the thesis in a formal thesis defense meeting. They are rated by their thesis committees consisting of 4-5 scientists.

Target:
Ninety percent (90%) of students will be able to demonstrate competent writing
and speaking skills as evidenced through their thesis preparation and oral thesis defense.

**Findings (2017-2018) - Target: Met**
The two Agriculture graduate students (100%) who completed their graduate programs in the academic year were assessed as excellent in their ability to effectively communicate in written word and oral presentation related to their thesis defense.

**Findings (2018-2019) - Target: Met**
Data indicate that the three graduate students (100%) in Agriculture demonstrated satisfactory written and oral communication skills through successfully passing the final thesis defense requirements.

G 3: Graduate student research competency

Graduate students in Agriculture will be able to develop ideas and implement research projects to investigate and solve problems with plants or animals in providing solutions to the complexity of problems that are encountered in agricultural careers and professions.

SLO 3: Research competency

Graduate student research competency

**Relevant Associations:**

DSU Learning Goal Associations:

2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

M 3: Investigative research implementation data collected

Investigative research implementation is completed all through the typically 2–3 years of graduate study. Students are required to design, implement, and report on a research project to address a significant question related to agricultural production. They are rated by their major advisors and thesis committees.

**Target:**

Ninety percent (90%) of students will be able to demonstrate effective investigative research implementation to solve problems typically encountered in agricultural settings.

**Findings (2017-2018) - Target: Met**

Data indicate that two graduate students (100%) in Agriculture were assessed and both were rated excellent in their ability to effectively defend their research design and implementation. Additionally, students also
showed and understanding of the complexity of problems typically encountered in agriculture.

Findings (2018-2019) - Target: Met
Three Agriculture graduate students (100%) accomplished their Master of Science degree programs and successfully defended their thesis research by submitting a written thesis and presenting the significance, methodology, results, discussions, and conclusions of the thesis research projects to the thesis committees.

Natural Resources BS

The overall goal of the Natural Resources B.S. program is to prepare students with the fundamental knowledge and skills of natural resources conservation and make them ready for careers in fisheries, wildlife conservation, and environmental quality management.

SLO 1: Communication, inquiry and critical thinking competency.

Students in Natural Resources will be able to present arguments on the value of the air, land and water resources, including the need to protect the resources and the products that they provide for man and the biotic and abiotic environment.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 1: Assess information literacy skills
Assessment of students in the capstone course, (Ecosystems) ability to successfully address natural cycles found in the environment and human impact on them.

Target:
Eighty percent (80%) of students will have the understanding of natural cycles found in the environment and how humans impact those cycles.

Findings (2017-2018) - Target: Met
Target met. According to instructor overall rating, 100 percent of students in the capstone class NTRS-431 Ecosystems were found to be able to address man's impacts on natural cycles at the satisfactory or above level.

Findings (2018-2019) - Target: Met
Target met. All the students in the Spring 2019 program capstone course NTRS-431 Ecosystems demonstrated satisfactory capabilities to address the impacts of human activities on the natural ecological processes and cycles.
M 2: Oral competency

Oral Communication ATC rubric: Assessment of students’ ability to orally discuss issues pertaining to natural systems.

**Target:**
Eighty percent (80%) of students will be assessed as satisfactory or better able orally discuss issues dealing with natural systems.

**Findings (2017-2018) - Target: Met**
Target met. In the spring semester of 2018, all 7 (100%) students majoring in Natural Resources were assessed with their oral capabilities were rated at satisfactory or above in the Soil Science class using the ATC Rubric for Oral Communication.

**Findings (2018-2019) - Target: Met**
Target met. All the Natural Resources students were evaluated on their oral communication skills at satisfactory and above levels through individual oral presentation development and delivery in the Spring 2019 Soil Science class. Additionally four students were also rated satisfactory or above in the Fall 2018 Soil and Water Management class according to the ATC rubric for oral communication.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Continue to assess student written and oral competencies**
*Established in Cycle: 2017-2018 and 2018-2019*
Plans are to continue with the capstone assessment in Ecosystems and with Oral and Written effectiveness in other curriculum course. Since the student enrollment number of the Natural Resources program has been historically small, we will continue to collect data to further substantiate these findings.

M 3: Undergraduate written competency

Writing in the Major ATC rubric: Assessment of students ability to communicate issues surrounding Natural Resource systems in writing.

**Target:**
Eighty percent (80%) of students will be able communicate in writing on issues related to natural systems.

**Findings (2017-2018) - Target: Met**
Target met. In the Spring semester of 2018, all seven (100%) Natural Resources major students that were assessed with writing in the major in the Ornithology and two enrolled in Soil Science class were rated at satisfactory or above.

**Findings (2018-2019) - Target: Met**
Target met. All the 8 Natural Resources students enrolled in the Spring 2019 Soil Science class were rated at satisfactory or above in scientific writing skills.
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Continue to assess student written and oral competencies
Established in Cycle: 2017-2018 and 2018-2019
Plans are to continue with the capstone assessment in Ecosystems and with Oral and Written effectiveness in Soil Science and Ornithology courses.

SLO 2: Effective inquiry, critical thinking and independent learning skills.
Students in Natural Resources will be able to analyze information to determine the sustainability of natural systems.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

M 5: Critical thinking and problem solving skills
Assessment of students in the capstone course ability to use critical thinking skills and problem solving skills to assess sustainable practices in natural systems. This is assessed through critical thinking/problem solving element of the senior capstone rubrics.

Target: Eighty percent of (80%) students in the capstone course will have satisfactory or better abilities to critically assess and problem solve sustainable practices in natural systems.

Findings (2017-2018) - Target: Met
Target met. All totaled 4 of 4 students (100 %) assessed in the capstone course Ecosystems were found to be satisfactory or above in both Critical Thinking Skills and with Problem Solving Skills.

Findings (2018-2019) - Target: Met
Target met. All the five students (100 %) enrolled in the Spring 2019 capstone course NTRS-431 Ecosystems demonstrated satisfactory or above levels of critical thinking and problem solving capabilities.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Continue to assess measures to collect additional data
Established in Cycle: 2017-2018 and 2018-2019
Additional data are needed due to the relatively small student enrollment of the Natural Resources undergraduate program. We plan to continue to assess these measures to further substantiate our findings.
G 2: Analytical competency
Students in Natural Resources will be able to analyze information to determine the sustainability of natural systems.

Related Measures:

M 4: Information literacy skills
Assessment of students in the capstone course, Ecosystems, the ability to identify and discuss sustainable practices in natural systems. Additionally, students are also assessed as part of the capstone experience with a rubric utilized in an across the curriculum assessment.

Target:
Eighty percent (80%) of students in the ecosystems course will be able to recognize and discuss sustainable practices in natural systems.

Findings (2017-2018) - Target: Not Met
Target was met. All four of students (100%) in capstone course Ecosystems were observed to be able to identify sustainable practices in a Natural systems.

M 8: Computer literacy skills
Assessment of students’ computer literacy skills as they relate to their capstone experience in natural resources and their use by man.

Target:
Eighty percent (80%) of students will have satisfactory or better skill sets as they relate to computer literacy and their understanding of natural resources.

Findings (2017-2018) - Target: Met
Target met. 100% of the students were assessed on their computer literacy skills and found to be at or above the satisfactory level.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Continue to assess measures to collect additional data
Established in Cycle: 2017-2018 and 2018-2019
Data will continue to be collected to ensure observed trends in student success are accurate. Program numbers in natural resources are small and continued data collection is necessary to verify findings.

Natural Resources MS

G 1: Statistical competency
SLO: Graduate students in Natural Resources will be able to demonstrate the principles of experimental design and statistical analysis in their projects.
Relevant Associations:

DSU Learning Goal Associations:

2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
Association to Graduate Learning Goals: GR SLO 7 – effective problem solving; demonstration of the ability to think critically

Related Measures:

M 1: Experimental design and statistical analysis

The experimental design and statistical analysis is completed in AGRI-551 Experimental Design course during the Spring semester. Students are required to take this 3-credit statistics course to accomplish the graduate programs. They are rated by the instructor Dr. Sigrid Smith.

Target:
Eighty Five percent (85%) of students will be able to demonstrate the principles of Experimental design and statistical analysis as it relates to their projects.

Findings (2017-2018) - Target: Met
The four Natural Resources graduate students (100%) passed the graduate-level statistics course Experimental Design with a “B” or better grade. They were able to apply the statistics knowledge and skills to their thesis research.

Findings (2018-2019) - Target: Met
All the three graduate students (100%) in Natural Resources accomplished the course requirements of AGRI-551 Experimental Design and gained the essential knowledge and skills to design Natural Resources research projects and statistically interpret the collected data.

G 2: Writing and speaking competency

SOL: Graduate students in Natural Resources will demonstrate sound organizational, writing and speaking skills in preparation and presentation of their theses.

Relevant Associations:

Association to Graduate Learning Goals: GR SLO 6 – demonstrate clear and concise written and oral communication; SLO 7 – effective problem solving; ability to think critically

Related Measures:


The oral thesis defense is completed at the end of graduate students' programs. Students are required to write a research-oriented thesis and defend the thesis in a formal thesis defense meeting. They are rated by their thesis committees consisting of
Target:
Ninety percent (90%) of students will be able to demonstrate competent writing and speaking skills as evidenced through their thesis preparation and oral thesis defense.

Findings (2017-2018) - Target: Met
The three Natural Resources graduate students (100%) who completed their graduate programs in the academic year were assessed as excellent in their ability to effectively communicate in written word and oral presentation related to their thesis defense.

Findings (2018-2019) - Target: Met
Data indicate that the two graduate students (100%) in Natural Resources demonstrated satisfactory written and oral communication skills through successfully passing the final thesis defense requirements.

G 3: Population dynamics

SOL: Graduate students in Natural Resources will be able to discuss wildlife (animal and plant) population dynamics and the mathematical theory underlying the models of population growth.

Relevant Associations:

Association to Graduate Learning Goals: GR SLO 5 – demonstrate an understanding the major ethical issues associated with their discipline and how these issues impact society at large; GR SLO 8 – demonstrate clear and concise written and oral communication....

Related Measures:

M 3: Theory study and investigative research implementation

All students learn the theory and model prediction of the wildlife population change over time through the course NTRS-501 Population Biology. Their performance is evaluated by the instructor (Dr. Michael Valenti). Investigative research implementation is completed all through the typically 2–3 years of graduate study. Students are required to design, implement, and report on a research project to address a significant question related to natural resources conservation. They are rated by their major advisors and thesis committees.

Target:
Eighty-five percent (85%) of students will be able to grasp the existing models for predicting the population dynamics of animals and plants in various natural environments and use the models to justify wildlife observations and estimate the efficacy of diverse wildlife conservation strategies.

Findings (2017-2018) - Target: Met
The five Natural Resources graduate students (100%) passed the Population Biology class with a “B” or better grade. Three students
successfully completed the literature review of natural resources and environmental conservation and defended their thesis research proposals.

Findings (2018-2019) - Target: Met
Two Natural Resources graduate students (100%) accomplished their Master of Science degree programs and successfully defended their thesis research by submitting a written thesis and presenting the significance, methodology, results, discussions, and conclusions of the thesis research projects to the thesis committees.
Biological Sciences BS

Biology 2018-2019 Assessment

Goal 1: Improve retention and persistence by increasing the performance in Biology classes.

SLO1: Students will demonstrate understanding of evolution and natural selection.

Measures: Performance of students in BIOL 102 the Spring semester

Target: 70% of the students will pass the classes with a C or better

Findings: MET

    BIOL 102 had a pass rate of 78% in the Spring 2019 semester.

Action Plan 2018-2019:

    After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. AO suggested that biology focus on what their student learning outcomes for their program and adopt a more direct assessment of those outcomes. As we are already in the 2019-2020 academic year the program will continue to use final grades as an assessment for this academic year while we develop more focused SLO’s and direct measures to associate to the SLOs.

SLO2: Students will demonstrate understanding of energy flow, in terms of how living organisms utilize energy.

Measures: Performance of students in BIOL 101 and BIOL 215 biology classes in the Fall semester.

Target: 70% of the students will pass the classes with a C or better.

Findings: MET

    BIOL 101 had a pass rate of 70%, and BIOL 215 had a pass rate of 87% in Fall 2018 semester.

Action Plan 2018-2019:

    After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. AO suggested that biology focus on what their student learning outcomes for their program and adopt a more direct assessment of those outcomes. As we are already in the 2019-2020 academic year the program will continue to use final grades as an assessment for this academic year while we develop more focused SLO’s and direct measures to associate to the SLOs.

SLO3: Students will demonstrate understanding of how basic units of structure define the function of living things.

Measures: Performance of students in BIOL 101 and BIOL 215 biology classes in the Fall semester and BIOL 102 biology classes in the Spring semester.
Target: 70% of the students will pass the classes with a C or better.

Findings: MET

70% pass rate for BIOL 101 in Fall 2018, BIOL 102 had a pass rate of 78% in Spring 2019 and BIOL 215 had a pass rate of 87% in Fall 2018.

Action Plan 2018-2019:

After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. AO suggested that biology focus on what their student learning outcomes for their program and adopt a more direct assessment of those outcomes. As we are already in the 2019-2020 academic year the program will continue to use final grades as an assessment for this academic year while we develop more focused SLO’s and direct measures to associate to the SLOs.

SLO4: Students will demonstrate understanding of how genetic information flows between organisms and generations, and how it controls the activities of living organisms

Measures: Performance of students in BIOL 310 and BIOL 215 biology classes in the Fall semester

Target: 70% of the students will pass the classes with a C or better.

Findings: MET

BIOL 215 had a pass rate of 87%, and BIOL 310 had over 90% pass rate in the Fall 2018 semester.

Action Plan 2018-2019:

After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. AO suggested that biology focus on what their student learning outcomes for their program and adopt a more direct assessment of those outcomes. As we are already in the 2019-2020 academic year the program will continue to use final grades as an assessment for this academic year while we develop more focused SLO’s and direct measures to associate to the SLOs.

SLO5: Students will demonstrate understanding of how systems of living organisms are interconnected and interacting.

Measures: Performance of students in BIOL 101 biology classes in the Fall semester and BIOL 102 biology classes in the Spring semester

Target: 70% of the students will pass the classes with a C or better.

Findings: MET

70% pass rate for BIOL 101 in Fall 2018, BIOL 102 had a pass rate of 78% in Spring 2019.

Action Plan 2018-2019:

After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. AO suggested that biology focus on what their student learning outcomes for their program and adopt a more direct assessment of those outcomes. As we are already in the 2019-2020 academic year the program will continue to use final grades as an assessment for this
academic year while we develop more focused SLO’s and direct measures to associate to the SLOs.

SLO6: Students will demonstrate understanding of scientific reasoning
Measures: Performance of students in BIOL 310 and BIOL 215 in the Fall semester.
Target: 70% of the students will pass the classes with a C or better.
Findings: MET

BIOL 215 had a pass rate of 87%, and BIOL 310 had over 90% pass rate in the Fall 2018 semester.

Action Plan 2018-2019:

After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. AO suggested that biology focus on what their student learning outcomes for their program and adopt a more direct assessment of those outcomes. As we are already in the 2019-2020 academic year the program will continue to use final grades as an assessment for this academic year while we develop more focused SLO’s and direct measures to associate to the SLOs.

SLO7: Students will demonstrate understanding of Quantitative Reasoning
Measures: Performance of students in BIOL 310 and BIOL 215 in the Fall semester.
Target: 70% of the students will pass the classes with a C or better.
Findings: Met

BIOL 215 had a pass rate of 87%, and BIOL 310 had over 90% pass rate in the Fall 2018 semester.

Action Plan 2018-2019:

After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. AO suggested that biology focus on what their student learning outcomes for their program and adopt a more direct assessment of those outcomes. As we are already in the 2019-2020 academic year the program will continue to use final grades as an assessment for this academic year while we develop more focused SLO’s and direct measures to associate to the SLOs.

SLO8: Students will demonstrate understanding of Scientific literature and communication
Measures: Performance of students in BIOL 299, BIOL 399, BIOL 499 in the Spring semester.
Target: 70% of the students will pass the classes with a C or better.
Findings: MET

BIOL 299, BIOL 399, BIOL 499 had pass rates of 97%, 98% and 100% in the Spring 2019 semester.

Action Plan 2018-2019:

After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. AO suggested that biology focus on what their student learning outcomes for their program and adopt a more direct assessment of those outcomes. As we are already in the
2019-2020 academic year the program will continue to use final grades as an assessment for this academic year while we develop more focused SLO’s and direct measures to associate to the SLOs.

Biological Sciences MS

G 1: Scientific Proposal
After completing initial courses select a committee of 3 faculty to present a laboratory-based research proposal

SLO 1: Core Biology knowledge
Demonstrate broad knowledge in Biological Sciences and in-depth knowledge in a research specialty.

Related Measures:

M1:
Core course exams and assignments. For example, BIOL 650 Biological is described below to illustrate our assessment:

Course Description from the DSU catalog: The course provides an integration of the molecular and cellular functions within a cell and how these relate to overall system operations. The course will emphasize regulatory, homeostatic, and biochemical approaches to understanding cell function.

This is an advanced graduate level course in biochemistry and is offered to M.S. and PhD students in the department of Biology. Students who successfully complete this course will acquire an in depth understanding of a range of general and specialized areas in biochemical mechanisms. It is expected that the student will develop an insight into the basic mechanisms of molecular and cellular processes, protein interactions, gene expression and control of metabolic pathways. There will be particular emphasis on experimental methods – particularly on the understanding of the theory and concepts and analysis of data.

Course philosophy: Biochemistry is a huge multidisciplinary field and it is not possible to cover even the most important topics fully in one semester. There are thousands of articles published each year in journals like the Journal of Biochemistry, Biochemistry, Nature, and Science. The goal is to convey an understanding of core principles that the students can use to develop and deepen their knowledge of particular concepts.

Expectations: It is expected that the students taking the course have a basic understanding of the following concepts:

• Know the structures and names of the fundamental building blocks of macromolecules – amino acids, sugars and nucleotides.
• Have an appreciation of protein structure and function
• Have a basic understanding of enzyme kinetics and mechanism
• Recognize the structures and the know the chemical function of coenzymes
• Understand the catabolism of glucose and fatty acids to carbon dioxide and water with the formation of ATP
• Basic concepts learned in general chemistry, organic chemistry, and general biology
• It is also expected that students will acquire skills in grant writing, reading, analyzing and presenting scientific papers. To this end, an important component of this course will consist of developing research proposals. **For the final exam, students will be expected to submit a grant proposal on a topic of their choice.**
• The class format will be that of a discussion rather than a lecture – the topics to be discussed are listed below. Students will be given assignments (or primary papers) which they are expected to read or complete before the topic is discussed.
• The topics discussed were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4/2018</td>
<td>Tuesday, Introduction and overall goals of the course; Topics of interest; Water and pH; Thermodynamics and Bioenergetics</td>
</tr>
<tr>
<td>9/11/2018</td>
<td>Tuesday, Protein structure and function</td>
</tr>
<tr>
<td>9/11/2018</td>
<td>Tuesday, Protein purification techniques</td>
</tr>
<tr>
<td>9/18/2018</td>
<td>Tuesday, Enzyme kinetics</td>
</tr>
<tr>
<td>9/25/2018</td>
<td>Tuesday, Enzyme regulation</td>
</tr>
<tr>
<td>10/2/2018</td>
<td>Tuesday, Lipids and membranes</td>
</tr>
<tr>
<td>10/9/2018</td>
<td>Tuesday, Energy Changes and Electron Transfer in Metabolism</td>
</tr>
<tr>
<td>10/16/2018</td>
<td>Tuesday, Carbohydrate Metabolism</td>
</tr>
<tr>
<td>10/23/2018</td>
<td>Tuesday, Electron Transport and OxPhos</td>
</tr>
<tr>
<td>10/30/2018</td>
<td>Tuesday, Lipid Metabolism</td>
</tr>
<tr>
<td>11/6/2018</td>
<td>Tuesday, Election Day (No class)</td>
</tr>
<tr>
<td>11/13/2018</td>
<td>Tuesday, Photosynthesis</td>
</tr>
<tr>
<td>11/20/2018</td>
<td>Tuesday, Nucleic Acid Biotechnology techniques</td>
</tr>
<tr>
<td>11/27/2018</td>
<td>Tuesday, Grant writing training</td>
</tr>
<tr>
<td>12/4/2018</td>
<td>Tuesday, Grant writing training</td>
</tr>
</tbody>
</table>

**Grading and assessment:**
In a graduate level course, the emphasis is on critical thinking, understanding of concepts and their application. An additional emphasis is on experimental design and data analysis. Therefore, the exam format is take home problem solving or questions based on a chosen paper, one final exam and a final grant proposal.

• **Grading Rubric:**
  • Problem sets: 20%
  • Paper assignments: 30%
  • Grant proposal: 30%
Final Exam: 20%

Findings 2018-2019:
In fall 2018 a total of 15 students took the course. Of these only one student took this course as a core course (MS Biology). The rest of the students were either MS Neurosciences (6) or PhD Neurosciences (8). Since this is a graduate course, the emphasis was on critical thinking, ability to read primary publications and on scientific writing (grant proposals) in addition to in class exams. Students presented a total of 15 papers on various aspects of biochemistry, cell biology, immunology, plant sciences etc. Students were also assigned classical papers by the instructor for review and summarization.

Assessment used in this course:

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>02) Demonstrate knowledge of the relationship between structure and function</td>
<td>Record of strengths and weaknesses compiled from student performance on assignments and problem sets and grant proposal writing</td>
</tr>
<tr>
<td>03) Demonstrate knowledge of how information is stored in living organisms, how it flows between generations and how it is exchanged between organisms</td>
<td></td>
</tr>
<tr>
<td>06) Demonstrate the scientific approach to problem solving by using critical thinking and reasoning skills</td>
<td></td>
</tr>
<tr>
<td>09) Demonstrate the ability to communicate scientific information in written and oral formats</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the exams, problem sets in biochemistry were assigned. All these assignments, exams and presentations contributed to the overall grade. In summary, three students received A, and the rest of the students (13) received B grades.

Action Plan 2018-2019:
The course was a resounding success- the instructor received positive feedback from the students. The one criticism was that there was no lab based instruction. This is not possible in a graduate course and in future the instructor will tailor some of the assignments to the students’ own research lab background.

Finding 2019-2020:
This course was not offered in the 2019-2020 academic year as there were no MS Biology students needing it.

Action Plan 2019-2020:

Findings 2020-2021:

Target met?:

Action Plan 2020-2021:

M 2: Thesis Completion
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
All students will complete all required courses in the process of completing the program

**Findings (2018-19) - Target: Met**
During the 2018-19 academic year, 100% of the MS candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated adequate core knowledge.

**Related Action Plans (by Established cycle, then alpha):**
Measures will be revised: All measures will be revised as they do not adequately measure student progress through the program.

Established in Cycle: 2018-19
Implementation Status: Planned
Priority: High

**SLO 2: Literature knowledge**
Demonstrate knowledge of scientific literature in research through use of references

**Related Measures:**

**M 1: Thesis Completion**
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without adequate demonstration of the use of the scientific literature. All graduates must complete this milestone.

**Findings (2018-19) - Target: Met**
During the 2018-19 academic year, 100% of the MS candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated adequate use of the scientific literature.

**SLO 3: Scientific Method**
Demonstrate through the experimental design of your proposed experimental laboratory research the ability to conduct hypothesis testing.

**Related Measures:**

**M 1: Thesis Completion**
Successful completion and public defense of the research project design by the student.
Target:
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without effective use of the scientific method. All graduates must complete this milestone.

Findings (2018-19) - Target: Met

During the 2018-19 academic year, 100% of the MS candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficient use of the scientific method in the development of a research program.

G 2: Complete and Defend a Research Project
After completing all courses, and performing the proposed biology laboratory-based research project, defend the results to your committee in an open forum to the scientific community.

SLO 4: Conducting research
Under the guidance of a research advisor (and consulting with your committee) complete proposed thesis with laboratory experiments while making adjustments to techniques used and/or design if needed.

Related Measures:
Innovation, research strategy.

M 1: Thesis Completion – Research component
Students present research plans, literature review, experiments and troubleshooting, in preparation for defense to Thesis committee. Committee makes recommendations to students for moving forward.

Source of Evidence: Senior thesis or culminating major project

Target:
90-100% of students will complete Thesis Committee recommendations. Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without completing a research program in a satisfactory manner. All graduates must complete this milestone.

Findings (2018-19) - Target: Met
During the 2018-19 academic year, 100% of the MS candidates completed Thesis Committee recommendations.

SLO 5: Defense preparation
Upon completion of research as proposed, verified by advisor and committee, prepare a public presentation on the research project and the outcome.

Related Measures:

M 1: Thesis Completion
Successful completion and public defense of the research project design by the student.
Source of Evidence: Senior thesis or culminating major project

**Target:**
As an integral part of the thesis process, a defense presentation will be created and presented by every graduate student in the program.

**Findings (2018-19) - Target: Met**
During the 2018-19 academic year, four students in the program were eligible to defend their theses. All four completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficiency through the successful preparation of a defense of their thesis.

**SLO 6: Public Communication**
Utilize oral communication skills to prepare and deliver presentations.

M1: Journal Club participation, including presentation of primary research articles to peers and faculty.

Findings 2018-2019:

**Related Measures:**

**M 2: Thesis Completion**
Successful completion and public defense of the research project design by the student. A presentation to the student’s committee and to the scientific public (advertised for 14 days) and answer questions from both.

**Target:**
As part of the thesis defense process, every student in the program will communicate the outcomes of their research in a public presentation in a manner that is acceptable to the thesis committee

**Findings (2018-19) - Target: Met**
During the 2018-19 academic year, 100% of the MS candidates in the program were eligible to defend their theses. All four completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficiency in public communication through their public presentation of their scientific results from their thesis.

**G 3: Write an MS Thesis**
Report the research project in a Thesis that complies with DSU format and quality standards and is approved by your complete committee.

**SLO 6: Public Communication**
Make a presentation to your committee and to the scientific public (advertised for 14 days) and answer questions from both.

**Related Measures:**

**M 1: Thesis Completion**
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
As part of the thesis defense process, every student in the program will communicate the outcomes of their research in a public presentation in a manner that is acceptable to the thesis committee

**Findings (2018-19) - Target: Met**
During the 2018-19 academic year, four students in the program were eligible to defend their theses. All four completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficiency in public communication through their public presentation of their scientific results from their thesis.

**SLO 7: Write a Thesis**
Following DSU thesis guidelines convert your scientific findings to a completed thesis that is approved by your committee and by DSU academic administration for presentation to the Library for binding and accessible to all.

**Related Measures:**

**M 1: Thesis Completion**
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
As part of the thesis defense process, every student in the program will produce a thesis that documents the outcomes of their research that is acceptable to the thesis committee

**Findings (2018-19) - Target: Met**
During the 2018-19 academic year, 100% of the MS candidates in the program were eligible to defend their theses. All four completed a successful thesis defense that was judged by their thesis committee to have produced a satisfactory thesis which documents their graduate research project.

Forensic Biology BS – MISSING

Molecular & Cellular Neuroscience MS

**G 1: Research Proposal in Neuroscience**
After completing initial courses select a committee of 3 faculty to present a laboratory-based research proposal in an area of Neuroscience

**SLO 1: Core Knowledge in Neuroscience**
Demonstrate knowledge by completing your 4 required neuroscience graduate courses; also complete core general biology courses

**Related Measures:**

**M1:**
Core course exams and assignments

**Findings 2018-2019: Not reported this cycle**

**M 2: Thesis Completion**
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without adequate demonstration of core knowledge in Neuroscience. All graduates must complete this milestone.

**Findings (2018-19) - Target: Met**
During the 2018-19 academic year, 100% of the MS candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated adequate core knowledge.

**SLO 2: Neuroscience Literature Knowledge**
Demonstrate knowledge of neuroscience scientific literature in your research through use of references and proposal presentation

**Related Measures:**

**M 1: Thesis Completion**
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without adequate demonstration of the use of the scientific literature. All graduates must complete this milestone.

**Findings (2018-19) - Target: Met**
During the 2018-19 academic year, 100% of the MS candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficient knowledge of the neuroscience literature.
SLO 3: Scientific Method
Demonstrate through the experimental design of your proposed Neuroscience laboratory research project the ability to conduct hypothesis testing

Related Measures:

M 1: Thesis Completion
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration of proficient use of the scientific method in the conduct of their research project. All graduates must complete this milestone.

Findings (2018-19) - Target: Met
During the 2018-19 academic year, one student in the program was eligible to defend a thesis. The student completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficient use of the scientific method in the development of a research program.

G 2: Perform Research and Present Findings
After completing all courses, and performing the proposed neuroscience laboratory-based research project, defend the results to your committee in an open forum to the scientific community

SLO 3: Scientific Method
Demonstrate through the experimental design of your proposed Neuroscience laboratory research project the ability to conduct hypothesis testing

Related Measures:

M 1: Thesis Completion
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration of proficient use of the scientific method in the conduct of their research project. All graduates must complete this milestone.

Findings (2018-19) - Target: Met
During the 2018-19 academic year, 100% of the MS candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficient use of the scientific method in the development of a research program.
SLO 4: Conducting Neuroscience Research
Under the guidance of a research advisor (and consulting with your committee) complete proposed Neuroscience experiments with laboratory experiments while making adjustments to techniques used and/or design if needed.

Related Measures:

M 1: Thesis Completion — Research component
Students present research plans, literature review, experiments and troubleshooting, in preparation for defense to Thesis committee. Committee makes recommendations to students for moving forward.

Target:
90-100% of students will complete Thesis Committee recommendations. Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without completing a research program in a satisfactory manner. All graduates must complete this milestone.

Findings (2018-19) - Target: Met
During the 2018-19 academic year, 100% of the MS candidates completed Thesis Committee recommendations.

SLO 5: Defense Preparation
Upon completion of research as proposed, verified by advisor and committee, prepare a public presentation on the research project and your experimental outcome.

Related Measures:

M 1: Thesis Completion
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration the ability to prepare a defense presentation for their neuroscience research project. All graduates must complete this milestone.

Findings (2018-19) - Target: Met
During the 2018-19 academic year, 100% of the MS candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficiency through the successful preparation of a defense of their thesis.

SLO 6: Scientific Communication
Make a presentation to your committee and to the scientific public (advertised for 14 days) on your research findings and answer questions from both

Related Measures:
M 1: Thesis Completion
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration of proficient communication to an audience through their thesis defense presentation. All graduates must complete this milestone.

Findings (2018-19) - Target: Met
During the 2018-19 academic year, one student in the program was eligible to defend a thesis. This student completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficiency in scientific communication through their public presentation of their scientific results from their thesis.

G 3: Write an MS Thesis
Report the Neuroscience research project in a Thesis that complies with DSU format and quality standards and is approved by your complete committee.

SLO 5: Defense Preparation
Upon completion of research as proposed, verified by advisor and committee, prepare a public presentation on the research project and your experimental outcome.

Related Measures:

M 1: Thesis Completion
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration the ability to prepare a defense presentation for their neuroscience research project. All graduates must complete this milestone.

Findings (2018-19) - Target: Met
During the 2018-19 academic year, one student in the program was eligible to defend a theses. This student completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficiency through the successful preparation of a defense of their thesis.

SLO 6: Scientific Communication
Make a presentation to your committee and to the scientific public (advertised for 14 days) on your research findings and answer questions from both

Related Measures:
**M 1: Thesis Completion**
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration of proficient communication to an audience through their thesis defense presentation. All graduates must complete this milestone.

**Findings (2018-19) - Target: Met**
During the 2018-19 academic year, 100% of the MS candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated proficiency in scientific communication through their public presentation of their scientific results from their thesis.

**SLO 7: Write an MS Thesis**
Following DSU thesis guidelines convert your scientific findings to a completed thesis that is approved by your committee and by DSU academic administration for presentation to the Library for binding and accessible to all.

**Related Measures:**

**M 1: Thesis Completion**
Successful completion and public defense of the research project design by the student.

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through thesis completion in that a thesis cannot be successfully completed without demonstration of proficient writing and organization of the results from their thesis research project. All graduates must complete this milestone.

**Findings (2018-19) - Target: Met**
During the 2018-19 academic year, one student in the program was eligible to defend a thesis. This student completed a successful thesis defense that was judged by their thesis committee to have produced a satisfactory thesis which documents their graduate research project.

**Neuroscience PhD**

**G 1: Scientific Proposal**
After completing initial neuroscience and core courses select a committee of 5 faculty to present a laboratory-based research proposal

**SLO 1: Core Knowledge in Neuroscience**
Demonstrate knowledge by completing the 4 required neuroscience graduate courses; the required PhD advanced courses; and also complete core general biology courses.

**M1:**
Core course exams and assignments.
For example, BIOL 650Biological is described below to illustrate our assessment:

**Course Description from the DSU catalog:** *The course provides an integration of the molecular and cellular functions within a cell and how these relate to overall system operations. The course will emphasize regulatory, homeostatic, and biochemical approaches to understanding cell function.*

This is an advanced graduate level course in biochemistry and is offered to M.S. and PhD students in the department of Biology. Students who successfully complete this course will acquire an in depth understanding of a range of general and specialized areas in biochemical mechanisms. It is expected that the student will develop an insight into the basic mechanisms of molecular and cellular processes, protein interactions, gene expression and control of metabolic pathways. There will be particular emphasis on experimental methods – particularly on the understanding of the theory and concepts and analysis of data.

**Course philosophy:** Biochemistry is a huge multidisciplinary field and it is not possible to cover even the most important topics fully in one semester. There are thousands of articles published each year in journals like the Journal of Biochemistry, Biochemistry, Nature, and Science. The goal is to convey an understanding of core principles that the students can use to develop and deepen their knowledge of particular concepts.

**Expectations:** It is expected that the students taking the course have a basic understanding of the following concepts:

- Know the structures and names of the fundamental building blocks of macromolecules – amino acids, sugars and nucleotides.
- Have an appreciation of protein structure and function
- Have a basic understanding of enzyme kinetics and mechanism
- Recognize the structures and the know the chemical function of coenzymes
- Understand the catabolism of glucose and fatty acids to carbon dioxide and water with the formation of ATP
- Basic concepts learned in general chemistry, organic chemistry, and general biology
- It is also expected that students will acquire skills in grant writing, reading, analyzing and presenting scientific papers. To this end, an important component of this course will consist of developing research proposals. **For the final exam, students will be expected to submit a grant proposal on a topic of their choice.**

- The class format will be that of a discussion rather than a lecture – the topics to be discussed are listed below. Students will be given assignments (or primary papers) which they are expected to read or complete before the topic is discussed.
- The topics discussed were as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Paper Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4/2018</td>
<td>Introduction and overall goals of the course; Topics of interest; Water and</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>---------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>9/11/2018</td>
<td>Tuesday</td>
<td>Protein structure and function</td>
</tr>
<tr>
<td>9/11/2018</td>
<td>Tuesday</td>
<td>Protein purification techniques</td>
</tr>
<tr>
<td>9/18/2018</td>
<td>Tuesday</td>
<td>Enzyme kinetics</td>
</tr>
<tr>
<td>9/25/2018</td>
<td>Tuesday</td>
<td>Enzyme regulation</td>
</tr>
<tr>
<td>10/2/2018</td>
<td>Tuesday</td>
<td>Lipids and membranes</td>
</tr>
<tr>
<td>10/9/2018</td>
<td>Tuesday</td>
<td>Energy Changes and Electron Transfer in Metabolism</td>
</tr>
<tr>
<td>10/16/2018</td>
<td>Tuesday</td>
<td>Carbohydrate Metabolism</td>
</tr>
<tr>
<td>10/23/2018</td>
<td>Tuesday</td>
<td>Electron Transport and OxPhos</td>
</tr>
<tr>
<td>10/30/2018</td>
<td>Tuesday</td>
<td>Lipid Metabolism</td>
</tr>
<tr>
<td>11/6/2018</td>
<td>Tuesday</td>
<td>Election Day (No class)</td>
</tr>
<tr>
<td>11/13/2018</td>
<td>Tuesday</td>
<td>Photosynthesis</td>
</tr>
<tr>
<td>11/20/2018</td>
<td>Tuesday</td>
<td>Nucleic Acid Biotechnology techniques</td>
</tr>
<tr>
<td>11/27/2018</td>
<td>Tuesday</td>
<td>Grant writing training</td>
</tr>
<tr>
<td>12/4/2018</td>
<td>Tuesday</td>
<td>Grant writing training</td>
</tr>
</tbody>
</table>

**Grading and assessment:**

In a graduate level course, the emphasis is on critical thinking, understanding of concepts and their application. An additional emphasis is on experimental design and data analysis. Therefore, the exam format is take home problem solving or questions based on a chosen paper, one final exam and a final grant proposal.

- **Grading Rubric:**
  - Problem sets: 20%
  - Paper assignments: 30%
  - Grant proposal: 30%
  - Final Exam: 20%

**Findings 2018-2019:**

In fall 2018 a total of 15 students took the course. Of these only one student took this course as a core course (MS Biology). The rest of the students were either MS Neurosciences (6) or PhD Neurosciences (8). Since this is a graduate course, the emphasis was on critical thinking, ability to read primary publications and on scientific writing (grant proposals) in addition to in class exams. Students presented a total of 15 papers on various aspects of biochemistry, cell biology, immunology, plant sciences etc. Students were also assigned classical papers by the instructor for review and summarization.

**Assessment used in this course:**
In addition to the exams, problem sets in biochemistry were assigned. All these assignments, exams and presentations contributed to the overall grade. In summary, three students received A, and the rest of the students (13) received B grades.

**Action Plan 2018-2019:**
The course was a resounding success - the instructor received positive feedback from the students. The one criticism was that there was no lab based instruction. This is not possible in a graduate course and in future the instructor will tailor some of the assignments to the students’ own research lab background.

**Related Measures:**

**M 1:Dissertation Completion**
Successful completion and public defense of the PhD research project design by the student

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>02) Demonstrate knowledge of the relationship between structure and function</td>
<td>Record of strengths and weaknesses compiled from student performance on assignments and problem sets and grant proposal writing</td>
</tr>
<tr>
<td>03) Demonstrate knowledge of how information is stored in living organisms, how it flows between generations and how it is exchanged between organisms</td>
<td></td>
</tr>
<tr>
<td>06) Demonstrate the scientific approach to problem solving by using critical thinking and reasoning skills</td>
<td></td>
</tr>
<tr>
<td>09) Demonstrate the ability to communicate scientific information in written and oral formats</td>
<td></td>
</tr>
</tbody>
</table>

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficiency in core knowledge in neuroscience in the conduct of their research project. All graduates must complete this milestone.

**Findings (2018-19) - Target: Not reported this cycle**
During the 2018-19 academic year, no students have progressed to a point in the program where they were eligible to defend their dissertations.

**Related Action Plans (by Established cycle, then alpha):**

**Revised measures**
*Established in Cycle: 2016-2017*
All measures will be revised as they do not adequately measure student progress through the program.

**SLO 2:Neuroscience Literature Knowledge**
Demonstrate knowledge of neuroscience scientific literature in your research through use of references, preparation and completion of Comprehensive exam, and proposal presentation

**Related Measures:**

**M 1:Dissertation Completion**  
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

**Target:**  
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficient use of the scientific literature in neuroscience in the conduct of their research project. All graduates must complete this milestone.

**Findings (2018-19) - Target: Not reported this cycle**  
During the 2018-19 academic year, no students have progressed to a point in the program where they were eligible to defend their dissertations.

**Related Action Plans (by Established cycle, then alpha):**

**Revised Measures**  
*Established in Cycle: 2018-19*  
All measures will be revised as they do not adequately measure student progress through the program.

**SLO 4:Scientific Method**  
Demonstrate through the experimental design of your proposed Neuroscience laboratory research PhD proposal (and your Oral portion of Comprehensive Exam) the ability to conduct hypothesis testing

**Related Measures:**

**M 1:Dissertation Completion**  
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

**Target:**  
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficient use of the scientific method in the conduct of their research project. All graduates must complete this milestone.

**Findings (2018-19) - Target: Not reported this cycle**  
During the 2018-19 academic year, no students have progressed to a point in the program where they were eligible to defend their dissertations.
Related Action Plans (by Established cycle, then alpha):
Revised Measures
Established in Cycle: 2018-19
All measures will be revised as they do not adequately measure student progress through the program.

G 2: Comprehensive Examination
Complete and successfully pass both the written (based on core neuroscience courses) and the oral presentation (based on a research proposal outside your intended thesis research)

SLO 1: Core Knowledge in Neuroscience
Demonstrate knowledge by completing the 4 required neuroscience graduate courses; the required PhD advanced courses; and also complete core general biology courses

Related Measures:

M 1: Dissertation Completion
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficiency in core knowledge in neuroscience in the conduct of their research project. All graduates must complete this milestone.

Findings (2018-19) - Target: no report
During the 2018-19 academic year, no students have progressed to a point in the program where they were eligible to defend their dissertations.

Related Action Plans (by Established cycle, then alpha):
Revised measures
Established in Cycle: 2018-19
All measures will be revised as they do not adequately measure student progress through the program.

SLO 2: Neuroscience Literature Knowledge
Demonstrate knowledge of neuroscience scientific literature in your research through use of references, preparation and completion of Comprehensive exam, and proposal presentation

Related Measures:

M 1: Dissertation Completion
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project
**Target:**
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficient use of the scientific literature in neuroscience in the conduct of their research project. All graduates must complete this milestone.

**Findings (2018-19) - Target: no report**
During the 2018-19 academic year, no students have progressed to a point in the program where they were eligible to defend their dissertations.

**Related ActionPlans (by Established cycle, then alpha):**

**Revised Measures**
*Established in Cycle: 2018-19*
All measures will be revised as they do not adequately measure student progress through the program.

**SLO 3: Demonstrate Professional Competence**
Complete the written exam portion of the Comprehensive Exam based on core neuroscience courses and then for the Oral portion create a research proposal in style of research grant on a neuroscience area not directly related to your PhD thesis proposal that can be defended in a public forum

**Related Measures:**

**M 1: Dissertation Completion**
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

**Target:**
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of professional competence in the conduct of their research project. All graduates must complete this milestone.

**Findings (2018-19) - Target: no report**
During the 2018-19 academic year, no students have progressed to a point in the program where they were eligible to defend their dissertations.

**Related Action Plans (by Established cycle, then alpha):**

**Revised Measures**
*Established in Cycle: 2018-19*
All measures will be revised as they do not adequately measure student progress through the program.

**SLO 4: Scientific Method**
Demonstrate through the experimental design of your proposed Neuroscience laboratory research PhD proposal (and your Oral portion of Comprehensive Exam) the ability to conduct hypothesis testing

**Related Measures:**
M 1: Dissertation Completion
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficient use of the scientific method in the conduct of their research project. All graduates must complete this milestone.

Findings (2018-19) - Target: no report
During the 2018-19 academic year, no students have progressed to a point in the program where they were eligible to defend their dissertations.

Related Action Plans (by Established cycle, then alpha):

Revised Measures
Established in Cycle: 2018-19
All measures will be revised as they do not adequately measure student progress through the program.

G 3: Perform a Neuroscience Research Project
Following the proposal acceptance by your committee, conduct the neuroscience research while regularly meeting with your committee to discuss findings and make adjustments as needed.

SLO 4: Scientific Method
Demonstrate through the experimental design of your proposed Neuroscience laboratory research PhD proposal (and your Oral portion of Comprehensive Exam) the ability to conduct hypothesis testing.

Related Measures:

M 1: Dissertation Completion
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of proficient use of the scientific method in the conduct of their research project. All graduates must complete this milestone.

Findings (2018-19) - Target: no report
During the 2018-19 academic year, no students have progressed to a point in the program where they were eligible to defend their dissertations.
Related Action Plans (by Established cycle, then alpha):

Revised Measures
Established in Cycle: 2018-19
All measures will be revised as they do not adequately measure student progress through the program.

SLO 5: Conducting Innovative Neuroscience Research
Under the guidance of a research advisor (and consulting with your committee) complete proposed Neuroscience experiments for a PhD dissertation by addressing new problem with laboratory experiments while making adjustments to techniques used and/or design if needed

Related Measures:

M 1: Dissertation Completion
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without demonstration of innovation and independence in the conduct of their research project. All graduates must complete this milestone.

Findings (2018-19) - Target: no report
During the 2018-19 academic year, no students have progressed to a point in the program where they were eligible to defend their dissertations.

Related Action Plans (by Established cycle, then alpha):

Revised Measures
Established in Cycle: 2018-19
All measures will be revised as they do not adequately measure student progress through the program.

G 4: Defend a PhD Research Project
After completing all courses, and performing the proposed neuroscience, laboratory-based research project, defend the results to your committee in an open forum to the scientific community. An outside expert in the research area is added to committee at this point.

SLO 6: Dissertation Research Defense and Communication
Upon completion of research as proposed, verified by advisor and committee, prepare a public presentation on the research project and your experimental outcome. Make a presentation to your committee and to the scientific public (advertised for 14 days) on your research findings and answer questions from both. An additional committee member with expertise in your research area is added at this time to ensure quality and integrity of DSU degree

Related Measures:
M 1:Dissertation Completion
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured indirectly through dissertation completion in that a dissertation cannot be successfully completed without a successful defense of their research project which will include proficient communication of their project to an audience. All graduates must complete this milestone.

Findings (2018-19) - Target: no report
During the 2018-19 academic year, no students have progressed to a point in the program where they were eligible to defend their dissertations.

Related Action Plans (by Established cycle, then alpha):

Revised Measures
Established in Cycle: 2018-19
All measures will be revised as they do not adequately measure student progress through the program.

G 5:Write a PhD Dissertation
Report the research project in a Dissertation that complies with DSU format and quality standards and is approved by your complete committee.

SLO 7:Write a PhD Dissertation
Following DSU dissertation guidelines convert your scientific findings to a completed report that is approved by your committee, including the additional expert, and by DSU academic administration for presentation to the Library for binding and accessible to all.

Related Measures:

M 1:Dissertation Completion
Successful completion and public defense of the PhD research project design by the student

Source of Evidence: Senior thesis or culminating major project

Target:
Will be measured through dissertation completion in that a Ph.D program cannot be successfully completed without demonstration of the writing of a satisfactory dissertation on the topic of their research project. All graduates must complete this milestone.

Findings (2018-19) - Target: no report
During the 2018-19 academic year, no students have progressed to a point in the program where they were eligible to defend their dissertations.

Related Action Plans (by Established cycle, then alpha):
Revised Measures
Established in Cycle: 2018-19
All measures will be revised as they do not adequately measure student progress through the program.
Chemistry Department

MISSION: The Department of Chemistry strives to provide a sound foundation in chemistry to both our undergraduate majors and our graduate students. We seek to prepare qualified majors for a successful career in the scientific discipline of chemistry. These careers can take several paths: (1) entrance into the profession as a chemist at the bachelors, masters, or Ph.D. level; (2) matriculation toward a professional degree in the dental, medical or health-related fields. Most importantly, we must produce excellent, credible and well trained students who will fulfill any of these career aspirations with a high degree of integrity.

The Departments mission statement (revised in 2011) supports the University’s mission statement to provide for the people of Delaware and others who are admitted, a meaningful and relevant education.

VISION: The vision of the chemistry department is to rank among the best departments in the region. It will be widely known for its strong student-centered programs and its ability to serve the needs of the community. Students graduating from the programs will go onto graduate schools, professional schools, and onto rewarding careers in professions of their choosing. In order for this to happen, the department will continue to recruit quality students into it undergraduate program; make necessary adjustments in curricula to serve the needs of the students and the community; sustain a strong graduate program; acquire the modern instrumentation necessary for quality instruction and research; and place an emphasis in research with undergraduate and graduate students.

I. Goal 1 - Teaching – Support faculty professional development activities
   A. Objective: Participate in faculty professional development activities.
   Connected to DSU strategic plan Goal: 1 Intellectual Climate and Culture
      1. Measure and Target: Attendance log of pedagogical conferences or presentations. A log will be kept of the faculty's attendance at pedagogical conferences or presentations at regional or national professional conferences to identify best practice and new pedagogical ideas. 2017-2018 Findings & Action Plans
         Target: Each chemistry department faculty will attend at least two conferences or presentations per year.
         Met, not met, partially met, not reported this cycle:
         N/A
         Findings 2018-2019:
Dr. Song and Dr. Milligan attended teaching conferences provided by the CTL at Temple University and Stevenson University.

**Target met?** Not met

**Action Plan 2018-2019:** The Chair will disseminate teaching conference information to all department faculty

**B. Objective:** Increase course evaluations completion rates from baseline values obtained in 2017-2018.

**Connected to DSU strategic plan Goal:** 1 Intellectual Climate and Culture

1. **Measure and Target:** Percent of course evaluations completed online by students in the department. Results will be shared with faculty/staff periodically and annually.

   **Target:** At least 1-5% increase from the previous year will be attained each year on course evaluation completion rates.

   - **Met, not met, partially met, not reported this cycle:**

     Findings 2018-2019:

     Results are only available for courses taught by one instructor. Results show that 50% of students submitted course evaluations.

   **Target met?** No

   **Action Plan 2018-2019:** provide low stake incentives for students to complete course evaluations. Explain to students how valuable their feedback is to the instructor

   Consult with CTL for acquiring data for all department courses.

**II. Goal 2 - Research - Involve students in faculty research projects.**

**A. Objective:** Monitor student participation in research projects/activities with faculty.

**Connected to DSU Strategic Goal:** Goal 3 Research and Scholarship

1. **Measure and Target:** Record of student names, research project title and faculty mentors. Results will be collected each semester by sending out emails to faculty and students. Data will be shared with faculty during departmental meetings.

   **Target:** At least five students will participate in research projects with faculty members in the area of STEM.

   - **Met, not met, partially met, not reported this cycle:**

     N/A
Findings 2018-2019:

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Project</th>
<th>Faculty Mentor</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Cervantes</td>
<td>CBD on Drosophila</td>
<td>Milligan</td>
<td>1 semester</td>
</tr>
<tr>
<td>Victoria Smith</td>
<td>Water Testing</td>
<td>Milligan/Winstead</td>
<td>1 year</td>
</tr>
<tr>
<td>Gabriel Rogers</td>
<td>Water Testing</td>
<td>Milligan</td>
<td>1 semester</td>
</tr>
<tr>
<td>Destinee Thomas</td>
<td>Electrochem</td>
<td>Workie</td>
<td>1 semester</td>
</tr>
<tr>
<td>Stefanny Toala</td>
<td>Teaching Intern -TEAL</td>
<td>Song</td>
<td>1 yr</td>
</tr>
</tbody>
</table>

Target met? Yes

**Action Plan 2018-2019:** Recruit students in introductory courses, like Gen Chem and Intro to Chemistry

III.  **Goal 3 – Service - Improve and strengthen outreach efforts to underserved populations in the state.**

A. **Objective** - The chemistry department will establish more of a presence in the community through community service

**Connected to DSU Strategic Plan Goal:** Goal 4 Outreach and Engagement

1. **Measure and Target:** Community Service Log
A log will be kept to document all participation in on-campus or local community service, outreach projects, committees, and activities offered, attended, sponsored, and participated in by the faculty, department or student organizations.

**Target:** Two community service projects will be completed by the department per year.

- Met, not met, partially met, not reported this cycle: N/A

Findings 2018-2019:

1. Graduate students accompanied department faculty at DEMCO’s (Delaware Multicultural Civic Organization) to
conduct live crazy/fun chemistry demonstrations for K-12 students.

2. Monthly fun chemistry demonstrations were conducted at afterschool programs at Campus Community School. Also promoted STEM careers and answered student questions.

3. STEM Days – Graduate students participated in Towne Point Elementary STEM day and Lake Forest Elementary’s STEM Day and served as judges.

4. Science Olympiad – Students and faculty volunteered to participated in this statewide activity to assist student groups and competitions.

5. DigiGirlz – Girls from all DE high schools are transported to this Sussex event. Faculty/staff hosted a table demonstrating perfume making.

Target met? Yes

**Action Plan 2018-2019**: to revamp the ACS organization to include community service

IV. **Goal 4 – Student Engagement** – Recruit and engage academically talented students.

   i. **Objective** - Increase the number of students graduating from the Department with bachelors, masters and PhD degrees by an average of 5% in four years.

**Connected to DSU Strategic Plan Goal**: Goal 1 Intellectual Climate and Culture; Goal 4 Outreach and Engagement

   1. **Measure and Target of Objective** – IRPA fact book graduation rates. The types and numbers of partnerships established by publicizing Department activities through promotional materials such as newsletters, brochures and handbooks.

   **Target**: the graduation rate will increase by 5% in four years

   Met, not met, partially met, not reported this cycle:

   N/A

   **Findings 2018-2019**:
In 2018-2019, 10 students graduated (5 in Chemistry and 5 in Chemistry Pre-Professional). This is a 50% increase from the 5 students that graduated in 2017 (according to IRPA).

Collaborated with UMES to start discussions about a partnership for 3 + 3 UMES- DSU Pharm D program. Administrations met with UMES Pharm D faculty and held several campus visits. Participated in recruitment workshops for interested students and our students were sponsored to visit UMES campus.

Target met? Yes

Action Plan 2018-2019:

Finalize MOU with UMES for the 3 + 3 Pharm D. program. Complete curriculum mapping between the two institutions.

Chemistry BS

G 1: Problem solving, critical thinking and analytical reasoning skills

SLO 1:
Students will utilize problem solving, critical thinking and analytical reasoning skills as applied to scientific problems.

DSU Learning Goal Associations:
2 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world

Measures:

M 1: American Chemical Society exam (ACS).

The ACS exam is administered in Chem 101, 102, and Organic 210 courses. Academic performance will be assessed via teacher created and national ACS standardized exams

Target:
Students will achieve a 50% on the national ACS General Chemistry/Organic Exam and 70% score on the teacher created exams.

Findings (2010-2011) - The data indicated that no students performed above a score of 30 in organic chemistry during spring and summer semesters.
Target: Not Met
Findings (2012-2013) - Target: Met
In the fall 2012 semester, in Chem 101, 17 out of 89 students had a score of 35 or higher. In Chem 102, 3 out of 23 students had a score of 35 or higher. In the spring 2013 semester, in Chem 101, 2 out of 44 students had a score of 35 or higher. In Chem 102, 13 out of 62 students had a score of 35 or higher. In Chem 301/2, 1 out of 27 students had a score of 35 or higher.

Findings (2016-2017) - Target: Met
2016-2017 data shows achievement of 75% and 60% of General Chemistry and Organic Chemistry respectively with a score of 30 or higher.

Findings 2018-2019:
In the fall 2018 semester, in Chem 101, 20 out of 53 students had a score of 50% or higher. In Chem 102, 27 out of 75 students had a score of 35 or higher. 83% of Organic Chemistry students scored above 60%. We noticed that a lot of cheating was taking place for the ACS Exams, especially with increasing class size. Students seemed to be able to access the ACS Answer Keys.

Target met? Partially
Action Plan 2018-2019: General Chemistry instructors will create their own final exams and base passing scores at 70%.

G 2: Scientific Experiments

SLO 2: Students will design and execute scientific experiments as well as accurately record and analyze the results of such experiments.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 2: Senior Capstone Rubric (ADCS) and Research
Students will complete a senior capstone course that will integrate general education and course work in chemistry. Senior chemistry majors will be able to demonstrate a high level of critical thinking and reasoning ability which they will demonstrate during their capstone experience. A rubric will be used for evaluation with possible scores of unsatisfactory, satisfactory, proficient, and advanced. The number of top scores will be evaluated yearly to track undergraduate performance in regards to quantitative and qualitative information.

Target: All students will achieve satisfactory or above on all elements of the senior capstone rubric.
**Findings (2010-2011) - Target: Not Reported This Cycle**
We are not receiving the results of the rubrics filled out by faculty members for the senior capstone.

**Findings (2012-2013) - Target: Partially Met**
Fifty percent (1 out of 2) met the critical thinking and quantitative reasoning rating at the advanced level.

**Findings (2016-2017) - Target: Met**
An updated rubric was developed with assistance of the Curriculum Committee and Assessment Chair to evaluate student performance in the areas of critical thinking and reasoning.

**Findings 2018-2019:**
2 out of 3 seniors were assessed. Both seniors met the proficient or advanced levels in quantitative reasoning, writing, and senior capstone experience based on the ADCS data

**Target met? Partially**

**Action Plan 2018-2019:** Encourage instructors to complete the ADCS data for students during the semester

**G 3: Students will be competent communicators**
Students will be competent communicators with good oral and written communication skills.

**SLO 3: Improve communication skills**
Students will develop proficient oral and written communication skills.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators

**Related Measures:**

**M 3: Student Performance through oral and written communication**
Students will write essays, laboratory reports, and a research project report in a clear and concise manner. Students will participate in chemistry seminar and chemical literature coursework and display proficiency in the areas of oral and written communication.

**Target:**
Student performance in the areas of oral/written communication skills will be evaluated. A rubric will be used for evaluation with possible scores of unsatisfactory, satisfactory, proficient, and advanced. The number of top scores will
be evaluated yearly to track undergraduate performance in regards to communication skills.

**Findings (2010-2011) - Target: Not Reported This Cycle**
We are not receiving the results of the rubrics filled out by faculty members for the senior capstone.

**Findings (2012-2013) - Target: Met**
Two students were assessed; 100% (2) got advanced level for speaking, 50% (1) got advanced for writing, and 50% (1) got satisfactory for writing.

**Findings (2016-2017) - Target: Met**
Student performance in Chemical Literature in the areas of written/oral communication was assessed and >75% of students met proficiency

**Findings 2018-2019:** Of the students that were assessed, student performance in Chemical Literature in the areas of written/oral communication was assessed and >75% of students met proficiency

**Target met?** Partially Met
Action Plan 2018-2019: Encourage faculty to complete ADCS data. Not all of the students were assessed.

**G 4: Students will be productive professionals**
Students will be ethical, collaborative, and productive citizens of a complex, diverse world

**SLO 4: Proficient users of instrumentation and software**
Students will become proficient in the operation of and interpretation of results from the use of instrumentation and computer software

**Relevant Associations:**
**DSU Learning Goal Associations:**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**
**M 4: Experimental application of learned concepts**
Students will complete 3** level coursework that requires them to master the use of modern instrumentation and experiential learning. Students will use aforementioned techniques in research projects.

**Target:**
Successful knowledge and application of chemical techniques and methods in advanced coursework

**Findings (2010-2011) - Target: Met**
Five students received certification for successful use of instruments.

**Findings (2012-2013) - Target: Met**
Three students received certification this year: Sabine Neal, Rebecca Weideman-Mera, and Lewis Lott.

**Findings (2016-2017) - Target: Met**
Over 90% of students enrolled in 3** level courses achieved proficiency in knowledge of chemical techniques and methods

**Findings 2018-2019:** 12 out of 13 students were assessed for successful knowledge and application of chemical techniques and methods in advanced coursework

<table>
<thead>
<tr>
<th>Rating</th>
<th>Identifies Appropriate Hypotheses and Predictions</th>
<th>Collects and Analyzes Data</th>
<th>Communicates Experimental Outcomes Appropriately</th>
<th>Draws Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>27.73</td>
<td>28.01</td>
<td>28.01</td>
<td>27.45</td>
</tr>
<tr>
<td>S</td>
<td>31.65</td>
<td>31.37</td>
<td>31.37</td>
<td>31.65</td>
</tr>
<tr>
<td>U</td>
<td>18.77</td>
<td>19.05</td>
<td>19.05</td>
<td>19.05</td>
</tr>
<tr>
<td>X</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>NA</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Target met? Met**

**Action Plan 2018-2019:** Collaborate with instructors teaching the 300 level courses related to research instrumentation/techniques for a better direct assessment tool. Consider proficiency testing options and/or rubrics/checklists.

**Chemistry Pre-professional BS**

**G 1: The attainment of chemical knowledge and laboratory skills**
The attainment of chemical knowledge and laboratory skills required of a professional chemist.

**SLO 2: Gain research skills**
Students will gain in-depth knowledge of chemistry and research skills to be proficient in the field.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**M 3: ADCS Rubrics – Natural Science/Senior Capstone**
The Natural Science rubric will be used to rate students on various research skills in the Independent Study courses.

**Target:**
90% of students will achieve satisfactory or above in Natural Science.

**Findings (2016-2017) - Target: Met**
6 out of 6 (100%) students achieved satisfactory or above in Senior Capstone

**Findings 2018-2019:** 12 out of 14 (80%) students achieved satisfactory or above in natural science and senior capstone.

**Target met? Met**

**Action Plan 2018-2019:** continue to encourage more students to participate in research opportunities

**G 2: An understanding of chemical principles**
An understanding of the principles of biochemistry, analytical, inorganic, organic, and physical chemistry.

**SLO 1: Gain Fundamental Knowledge**
Students will gain fundamental knowledge in the core areas of chemistry.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**M 1: ADCS Rubrics Quantitative Reasoning**

**Target:**
80% of the students will achieve satisfactory or above according to the ADCS rubric

**Findings (2016-2017) Not Reported**

**Findings (2012-2013) – Not Reported**

**Findings (2010-2011) - Target: Not Reported This Cycle**
New leadership in the department has not been able to acquire information regarding academic achievement for the 2010-2011 reporting cycle.
Findings 2018-2019: Not Reported

Target met?
Action Plan 2018-2019: Encourage Faculty to complete ADCS rubrics

G 4: Development of critical thinking and problem-solving skills
SLO 3: Students will develop proficient levels of critical thinking and problem-solving skills pertaining to the ability to apply such skills to the solution of chemical problems.

Relevant Associations:

DSU Learning Goal Associations:
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

M 1: ADCS Rubrics Critical Thinking and Problem Solving

Target:
80% of the students will achieve satisfactory or above according to the ADCS rubric

Findings (2016-2017) – 4 out of 4 students achieved satisfactory or above in critical thinking and problem solving according to ADCS data.
Target: Met

Action Plan 2016-2017: Encourage more students to participate in research opportunities in the department

Findings 2018-2019: 2 out of 2 students achieved satisfactory or above in critical thinking and problem solving according to ADCS data.

Target met? Met
Action Plan 2018-2019: Encourage more students to participate in research opportunities in the department

G 5: Competence in technical writing

Competence in technical writing and in the communication of scientific information. Proficiency in the use of computer technology (word processing, spreadsheet, and chemical structure drawing software and in chemical information retrieval).

O/O 4: Develop Oral and Written Communication Skills
Students will be proficient in both oral and written communication skills.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
Related Measures:

**M 2: Capstone**
Satisfactory Completion of Capstone Project. Senior chemistry majors will be able to demonstrate a high level of critical thinking and reasoning ability which they will demonstrate during their capstone experience. A rubric will be used for evaluation with possible scores of unsatisfactory, satisfactory, proficient, and advanced. The number of undergraduates with a score of advanced will be evaluated yearly with an anticipated increase of 10%.

**Target: 80% of the students will achieve satisfactory or above according to the ADCS rubric**

**Findings (2016-2017) - Target: Met**
Through ACDS data we were able to determine the achievement of proficient/satisfactory oral and communication of our freshman majors to be ~75%

**Findings (2012-2013) - Target: Met**
Measures for this target are included in the chemistry BS results. We are unable to isolate individual students based upon the reports we receive.

**Findings (2010-2011) - Target: Not Reported This Cycle**
We are not receiving the results of the rubrics filled out by faculty members for the senior capstone.

**Findings 2018-2019: 100% of students achieved satisfactory or above rating in senior capstone.**

**Target met? Met**
**Action Plan 2018-2019:** Encourage more students to participate in research opportunities in the department

**Applied Chemistry MS**

**Program Mission Statement:**

The graduate program in the Chemistry Department supports the mission of the School of Graduate Study and Research of Delaware State University by providing high quality graduate education in the field of applied chemistry to students and preparing them to be competitive high-level professionals in chemistry.

**Program Goals:**

Through education and training in this program, students will possess broader understanding in modern chemical theories, intensive experiences in advanced chemical laboratory practices, familiarity with current research trends in their focused area, and effective skills in academic communication, thus becoming ethical, creative, and competitive researcher, educators, and chemistry knowledge-demanded administrators.
Type of Unit:
Graduate Program

Learning Outcomes, Measuring Instruments, Target, and Assessment Results:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Identify major ethical issues associated with chemistry and how these issues impact society at large.</th>
<th>Outcome 2</th>
<th>Possess adequate skills in clear and concise writing and oral communication.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instrument 1</strong></td>
<td>Percent of students who have already attended minimum one ethics seminar or received a certificate from an ethics workshop after been admitted into this program. <strong>Target:</strong> 100% students attended minimum one ethics seminar or receive a certificate from an ethics workshop.</td>
<td><strong>Instrument 1</strong></td>
<td>Percent of students receive a grade of B or above in Seminar in Chemistry (CHEM 556 &amp; 557). <strong>Target:</strong> 100% students received a minimum grade of B in these two courses.</td>
</tr>
<tr>
<td>Measurement:</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Outstanding</td>
</tr>
<tr>
<td></td>
<td>&lt;50%</td>
<td>50-99%</td>
<td>=100%</td>
</tr>
<tr>
<td>Result:</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instrument 2</strong></td>
<td>Percent of students received certificates of plagiarism prevention after being admitted into this program. (In CHEM 560 - Chemical Literature, students are taught about plagiarism prevention and are required to pass online test for a certificate of plagiarism prevention.) <strong>Target:</strong> 100% students received a certificate of plagiarism prevention.</td>
<td><strong>Instrument 2</strong></td>
<td>Percent of graduating students passed their research plan at the 1st time of trial. <strong>Target:</strong> 100% of MS degree students passed research plan at the 1st trial.</td>
</tr>
<tr>
<td>Measurement:</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Outstanding</td>
</tr>
<tr>
<td></td>
<td>&lt;70%</td>
<td>70-89%</td>
<td>&gt;90%</td>
</tr>
<tr>
<td>Result:</td>
<td>33%</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td><strong>Instrument 3</strong></td>
<td>Percent of students who received minimum 1.0 point each year in giving scientific presentations at campus/regional, national, or international professional meetings/conferences showing their presentation skills. (One presentation in campus/regional meeting/conference = 1.0 point; One presentation in national</td>
<td></td>
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</tr>
</tbody>
</table>

Number of students registered in program during this period | 4 |
Number students graduated during this period | 0 |
Number of students dismissed/dropped off during this period | 2 |
Number of students participated in this assessment | 3 |
**Outcome 3**  
**Think critically, analyze information accurately, and work collaboratively to address complex problems.**

**Instrument 1**  
Percent of students received an overall score of 4.0 or above out of 5.0 in the annual evaluation from their advisors. Each graduate student is required to submit a report for progress to the advisor and program director. Each advisor has a separate evaluation of his/her graduate student, which is sent to the program director, who reviews the results. The graduate committee will meet with graduate student if progress is not sufficient. Each category on the advisor evaluation form has a scale of 1 to 5 rating.  
**Target:** 100% of students achieved an overall rating of 4 or above out of 5.0.  
**Measurement:**  
<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 60%</td>
<td>60-80%</td>
<td>&gt; 90%</td>
</tr>
</tbody>
</table>

**Results:**  
<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>67%</td>
<td></td>
</tr>
</tbody>
</table>

**Instrument 2**  
Percent of students received a grade of A on their thesis from the oral defense committee. Thesis quality is a kind of reflection of the capability of a student in critical thinking and problem addressing and solving.  
**Target:** 100% of students received a grade of A on their thesis.  
**Measurement:**  
<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 70%</td>
<td>70-89%</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Results:**  
<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Instrument 2**  
Percent of students in program who have published minimum one paper in a peer-reviewed journal.  
**Target:** 50% of MS students in program published minimum one paper in a peer-reviewed journal.  
**Measurement:**  
<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 30%</td>
<td>30-49%</td>
<td>&gt; 50%</td>
</tr>
</tbody>
</table>

**Results:**  
<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommendation of Action**  
1. Emphasize education of research ethics and training of plagiarism prevention.  
2. Encourage MS students to publish papers with their advisors.

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**Applied Chemistry PhD**

**Program Mission Statement:**
The graduate program in the Chemistry Department supports the mission of the School of Graduate Study and Research of Delaware State University by providing high quality graduate education in the field of applied chemistry to students and preparing them to be competitive high-level professionals in chemistry.

**Program Goals:**

Through education and training in this program, students will possess broader understanding in modern chemical theories, intensive experiences in advanced chemical laboratory practices, familiarity with current research trends in their focused area, and effective skills in academic communication, thus becoming ethical, creative, and competitive researcher, educators, and chemistry knowledge-demanded administrators.

**Type of Unit:**

Graduate Program

**Learning Outcomes, Measuring Instruments, Target, and Assessment Results:**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
<th>Instrument 1</th>
<th>Instrument 2</th>
<th>Instrument 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Graduates of the Ph.D. program will demonstrate the necessary skills to become productive, ethical, and independent scientists by pursuing postdoctoral training and/or entering industry or academic careers.</td>
<td>Percent of graduates who are hired into post-doctoral positions, industry positions, or academic positions by reporting time after graduation. <strong>Target:</strong> All graduated PhD students are hired into professional positions after graduation within designated period of time.</td>
<td>Percent of students who received excellent overall score in annual evaluation from their advisors. The performance of students as productive and ethical scientists is evaluated by their advisors in their annual reviews. <strong>Target:</strong> All PhD students in program received overall score of 4.0 or above out of 5.0 in the evaluation from their advisors.</td>
<td>Percent of students successfully pass oral defense on their dissertations in the 1st trial. The evaluation of dissertation from defense committee members is a measure of graduating students’ productivity. (Possible decision from the committee may include (1) Pass with no/minor change in 1st trial; (2) Pass with major change in 1st trial; (3) Pass with no/minor change in 2nd trial; (4) Pass with major change in 2nd trial = 1 points; (5) Fail in the 2nd trial.) <strong>Target:</strong> All graduate PhD students pass oral defense of their dissertation in the 1st trial.</td>
</tr>
</tbody>
</table>

| | Number of students registered in program during this period | 12 |
| | Number of students graduated during this period | 3 |
| | Number of students dismissed/dropped off during this period | 1 |
| | Students participated in this assessment | 9 |

<table>
<thead>
<tr>
<th>Instrument 1</th>
<th>Measurement</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result</td>
<td>&lt;75%</td>
<td>75-99%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instrument 2</th>
<th>Measurement</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Result</td>
<td>&lt;70%</td>
<td>70-89%</td>
<td>&gt;=90%</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Instrument 3 | |
|--------------| |
| Result | 67% |</p>
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
<th>Instrument</th>
<th>Measurement</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 2</td>
<td>Students in the Ph.D. program will correctly interpret and critically evaluate current research in their chosen subdiscipline in chemistry. Continued critical reading of current literature is essential for reaching this outcome.</td>
<td>Instrument 1</td>
<td>Percent of students received A in Seminar in Chemistry (CHEM 556&amp;557). These two courses, which build upon the student’s undergraduate education, provide the initial steps to achieve this outcome. <strong>Target</strong>: All students received A in these two courses.</td>
<td>&lt;70%</td>
<td>70-89%</td>
<td>&gt;=90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Result:</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Instrument 2</td>
<td>Percent of students passed Capstone - Literature Review in the 1st trial. Under advisor’s guidance, students are required to write a literature review for advisory committee to evaluate it. They are expected to prepare and complete an oral defense of the literature review using PowerPoint slides. <em>(The decision of the committee include (1) Passing at the 1st time; (2) Passing at the 2nd time; (3) Failing at the 2nd time.)</em> <strong>Target</strong>: All students pass the Capstone in the 1st trial.</td>
<td></td>
<td>&lt;70%</td>
<td>70-89%</td>
<td>&gt;=90%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Result:</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Instrument 3</td>
<td>Average number of attended scientific seminar/symposium/conferences per student in the past one year. <em>(One seminar = 1.0 point; One symposium/conference with attended 1-2 talks = 1.0 points; One symposium/conference with attended 3-5 talks = 2.0 points; One symposium/conference with attended 6 and more talks = 3.0 points.)</em> <strong>Target</strong>: Each student is expected to receive minimum 3.0 points.</td>
<td></td>
<td>&lt;2.0</td>
<td>2.0-3.0</td>
<td>&gt;3.0</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Result:</td>
<td></td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>Outcome 3</td>
<td>Program graduates will learn to effectively write scientific manuscripts describing their research and to make oral presentations of their research at scientific meetings.</td>
<td>Instrument 1</td>
<td>Percent of students in program who have published at least one paper in a peer-reviewed journal upon graduation. Published papers in peer-reviewed journals with students as either first author or coauthors demonstrate effective writing and communication. <strong>Target</strong>: Each PhD student is expected to publish at least 1 paper in a peer-reviewed journal.</td>
<td>&lt;40%</td>
<td>40-79%</td>
<td>&gt;=80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Result:</td>
<td></td>
<td></td>
<td>67%</td>
</tr>
<tr>
<td>Instrument 2</td>
<td>Average GPA (out of 4) of dissertation assigned by the oral defense committee. Writing proficiency, including expression using current scientific language and logical expressions of ideas and results, is evaluated in the student’s dissertation by the graduate committee. <em>(A: 4.0; B: 3.0; Fail: 0.0.)</em> <strong>Target</strong>: Each graduated PhD student is expected to receive a GPA of 4.0 on their dissertation.</td>
<td></td>
<td>&lt;3.0</td>
<td>3.0-3.5</td>
<td>&gt;3.5</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Result:</td>
<td></td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>Instrument 3</td>
<td>Percent of PhD students who receive minimum 2.0 points in the past 1 year</td>
<td></td>
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</tr>
</tbody>
</table>
in giving scientific presentations at campus/regional, national, or international professional meetings/conferences showing their presentation skills. *(One presentation in campus/regional meeting/conference = 1.0 point; One presentation in national meeting/conference = 2.0 point; One presentation in international meeting/conference = 3.0 point.)*

**Target:** Each student is expected to receive at least 2.0 points each year.

<table>
<thead>
<tr>
<th>Target:</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;50%</td>
<td>50-89%</td>
<td>&gt;90%</td>
</tr>
<tr>
<td><strong>Result:</strong></td>
<td></td>
<td></td>
<td>33%</td>
</tr>
</tbody>
</table>

### Overall Assessment Results

Based on the measurements from all 9 instruments, percentage of Unsatisfactory /Satisfactory /Outstanding are summarized below.

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

### Recommendation of Action

1. Encourage more communication between PhD students and advisors. Help PhD students to understand expectations of their advisors for better performance in lab research.
2. Encourage PhD students to attend and give presentations in regional/national/international conferences.
Human Ecology Department

Mission:

The mission of the Department of Human Ecology is to provide students high quality undergraduate education through integration of teaching, research and outreach with emerging technology the prepares them for career in food and nutrition, textiles and apparel studies field and the global economy. The department's mission is consistent with that of the College and the University.

Vision: N/A

Goal 1: Teaching: Strengthen teaching and learning and improve enrollment

Strengthen and support teaching, research and service learning to enable students to reach their career goals in the food and nutrition or textiles and apparel studies field

Objective: Enhance quality of teaching and learning

Enhance the quality of teaching and learning in all programs.

Association to DSU Goal: 1

Related Measures:

Measure: Faculty professional development
Method of assessment are based on: Number of professional development seminars and workshops attended by faculty and staff.

Target: Faculty and staff should attend at least one professional development seminar or workshop per year. Funds available for professional development (there should be at least $10,000 per year to finance travel expenses to profession meeting for all faculty members in the department).

Findings 2016-2017:
Target met

Drs. Taylor, Oh, Lee and Aryee have attended one professional development workshops organized by the Center for teaching and learning. Drs. Aryee, Besong and Lee attended the 18th Biennial Research Symposium organized by 1890 Research Directors in Atlanta, Georgia on April 1-4, 2017, and Taylor attended the annual Food and Nutrition Conference and Exposition for dietitians. Drs. Aryee, Besong and Taylor have also attended at least one professional conference in their field. Staff member also attended the 18th Biennial Research Symposium organized by 1890 Research Directors in Atlanta, Georgia on April 1-4, 2017. All 6 faculty and one staff member participated in at least one seminar/workshop. At least $10,000 travel funds from grant awards and college were used to support travel expenses for professional conferences.

Action Plan 2016-2017

Continue to encourage faculty to participate in professional development workshops organized by the center for teaching and learning. Continue to attract extramural funds to support professional development activities.
Findings 2018-2019:
Drs. Taylor, Lee, Aryee, Lim and Eluwawalage have attended one professional development workshops organized by the Center for teaching and learning.

Drs. Besong and Taylor attended the 2018 Annual Food and Nutrition & Expo (FNCE) conference in Washington DC. The FNCE provides a unique opportunity for faculty and students to learn about the latest nutrition research and teaching methods. FNCE has dietetic practice groups and Healthcare professionals that provide more targeted information related to nutrition and health to members.

To improve on research and teaching skills Dr. Aryee attended 8 conferences listed below:

1. Delaware State University-Summer Research Symposium, July 26, 2019, Dover, DE
2. IFT19 Annual Meeting & Food Expo, June 2-5, 2019, New Orleans, LA.
3. 2019 AOCS Annual Meeting, May 5-8, 2019, St. Louis, MO.
4. Research Day, April 12, 2019, Delaware State University Dover, DE.
5. 19th ARD Research Symposium, March 30-April 3, 2019, Hyatt Regency Jacksonville, FL.
7. Professional Agricultural Workers Conference (PAWC), December 2-4, 2018, Kellogg Conference Center, Tuskegee University, AL.
8. 21st Undergraduate Research Symposium in the Chemical and Biological Sciences. University of Maryland Baltimore County, Oct 20th, 2018, Baltimore, MD.

To improve research and teaching skills Dr. Eluwawalage attended these conferences:

2. 13th International Conference on Design Principles and Practices; St. Petersburg University, St. Petersburg. Russia; March 1-3, 2019; Topic: “Theory of Aesthetics and Aestheticism”
3. (ACCE
5. Mid-Atlantic Popular & American Culture Association (MAPACA) Conference 2018; Baltimore, Maryland; November 8-10, 2018; Topic: “Gender Irregularity/Inequality of Language and the Religion in the Sociological Context”

Grants submission and funded - FY 2018-2019
Dr. Aryee submitted 19 grant proposals to funding agencies, and 8 grants were awarded.
Dr. Taylor submitted one teaching proposal titled “Collaborative Approach for Underrepresented Student Experiential Learning in Agriculture and Food Sciences

Publications - FY 2018-2019
Number of published articles - FY 2018-2019
Dr. Aryee’s scholarly work was recognized in five published articles:

Dr. Taylor’s scholarly work was recognized in two published articles:

Dr. Eluwawalage scholarly work was recognized in one published article:

Target met? Yes

Objective: Improve enrollment
Improve undergraduate student enrollment rate by 5%.

Association to DSU Goal: 2, 6
**Measure: Percentage of enrollment increase**
Number of undergraduate students enrolled per academic year; Student enrollment change by 10% from previous years

**Target: MET**
Student enrollment will increase by 5% each year.

**Findings 2016-2017**
**Target Met.**
Compared to 2013-2014 undergraduate enrollment (51) with current enrollment (63) for 2016-2017 academic year, undergraduate enrollment in the department increased by 24%.

To increase enrollment, faculty plan to participate in career days in high schools, organize events in the department that can bring teachers, counsellors and student/parents to visit our department, organize summer experiential learning activities for high school students and provide stipends to academically talented students. Textiles and Apparel Studies faculty plan to organize Summer Apprenticeship activities to expose students to career in Textiles and Apparel industry and to provide students hands-on experience in Fashion and Textile Design. Food and Nutrition faculty plan to organize Summer research activities to expose students to career in food and nutrition industry and to provide students hands-on experience in recipe modification, food chemistry and food microbiology. CARS recruiter, Alex D. Meredith plans to attend career day events organized in all high schools in the state of Delaware.

**Findings 2018-2019:**
**Target met?**
Compared to 2016-2017 undergraduate enrollment (63) with current enrollment (70) for 2018-2019 academic year, undergraduate enrollment in the department increased by 10%.

**Action Plan:**
To increase enrollment, faculty continue their efforts to participate in career days in high schools, organize events in the department that can bring teachers, counsellors and student/parents to visit our department, organize summer experiential learning activities for high school students and provide stipends to academically talented students. Textiles and Apparel Studies faculty also continue to organize Summer Apprenticeship activities to expose students to career opportunities in Textiles and Apparel industry and to provide students hands-on experience in Fashion and Textile Design. Food and Nutrition faculty continue to organize Summer research activities to expose students to career in food and nutrition industry and to provide students hands-on experience in recipe modification, food chemistry and food microbiology. CARS recruiter, Alex D. Meredith plans to attend career day events organized in all high schools in the state of Delaware. Department has established articulation agreements with community colleges in Delaware.
Goal 2: Accreditation: Maintain accreditation/certification program

Objective: Maintain accreditation/certification program
Maintain accreditation of the Coordinated Program in Dietetics (CPD).

Association to DSU Goal: 1, 6

Measure:
Preparation and submission of accreditation documents in a timely manner. Data collection for accreditation needs.

Target:
Accreditation documents will be submitted to accrediting agency (ACEND) at least annually or when requested.

Findings 2016-2017
Target: Not report this cycle.
We phased out the Didactic Program in Dietetics program in December 2016 and started implementation of the CPD program in the Fall-2016 semester. Progress report will be submitted in 2017-2018 cycle. Based on 2014-2015 academic year data of CPD program success, was 100% pass rate.

Action Plan 2016-2017
Plan to develop rubric to collect data in the 2017-2018 cycle.

Findings 2018-2019:
Target met?
80% of students who took the registration examination, passed the examination at the first attempt

Action Plan:
Plan to develop curriculum map and rubric to collect data in the 2019-2020 cycle.
Develop registration examination practice materials for senior students to enable them pass the exam at the first attempt. Develop progress report of the Coordinated Program in Dietetics and submitted to accrediting agency (ACEND) at least annually or when requested.

Goal 3: Research: Strong research activities
Maintain, support and encourage dynamic research activities that will foster and increase faculty and student participation.

Objective: Encourage faculty/student research opportunities
Encourage faculty participation and provide research opportunities for students.

Association to DSU Goal: 3

Measure:
Number of faculty, staff, students conducting research; Number of research opportunities for students; number of students presenting research to peers; Number
of grant applications submitted; number of grants awarded to faculty and staff in the department; Number of faculty and staff participating in collaborative projects; number of opportunities for faculty and staff to interact with faculty at other institutions.

**Target:**
At least 4 Faculty members will conduct research. At least 5 students will participate in research. At least 4 Faculty members will submit grant proposals. At least 2 grant proposals will be awarded. At least 1 interdisciplinary collaboration will be performed.

**Findings 2016-2017**

**Target: Met.**
Four faculty participated in collaborative research projects and about Ten students participated in research with a faculty mentor. Five faculty members participated in research activities with 13 students. Research topics that were assigned to students are shown in the table below. Drs. Besong, Lee, Oh, Lumor submitted grant proposal to USDA-NIFA. Dr. Oh’s proposal was awarded in the amount of $249,000 in October 2016. Food Chemists in Human Ecology collaborated with faculty in Biology Dept. to write grants together and mentor students.

<table>
<thead>
<tr>
<th>Student who conducted research in Spring 2016</th>
<th>Research Topic</th>
<th>Faculty Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webster, Abigail</td>
<td>Impact of Breastfeeding on infant’s and mother’s health</td>
<td>Besong &amp; Taylor</td>
</tr>
<tr>
<td>Fountain, Beverly</td>
<td>Impact of Fruits and Vegetable consumption on glucose metabolism and obesity</td>
<td>Besong &amp; Taylor</td>
</tr>
<tr>
<td>Garrick, Shantel K.</td>
<td>Impact of Calcium &amp; vitamin D supplements on women’s health</td>
<td>Besong &amp; Taylor</td>
</tr>
<tr>
<td>Gibbs, Gianna A.</td>
<td>Impact of iron supplement on performance of Women Athletes</td>
<td>Besong &amp; Taylor</td>
</tr>
<tr>
<td>Kleen, Martha J.</td>
<td>Impact of Folic acid status on fetal health</td>
<td>Besong &amp; Taylor</td>
</tr>
<tr>
<td>Bostock, Atiyana J.</td>
<td>Impact of cultural diversity on Fashion design and sales</td>
<td>Besong &amp; Oh</td>
</tr>
<tr>
<td>Brown-Goode, Asya</td>
<td>Impact of technology (Facebook, Internet, Twitter, etc) on Fashion change</td>
<td>Besong &amp; Oh</td>
</tr>
<tr>
<td>Lee, Natiana L.</td>
<td>Consumers’ Clothing purchasing criteria (e.g. price, brand name, quality, style, store, etc)</td>
<td>Besong &amp; Oh</td>
</tr>
<tr>
<td>Page, Monica D.</td>
<td>Effects of importing fashion goods on the US fashion business and industry</td>
<td>Besong &amp; Oh</td>
</tr>
<tr>
<td>Redic, Tara J.</td>
<td>College students’ clothing shopping behavior (factors affecting, or how often, how much, etc)</td>
<td>Besong &amp; Oh</td>
</tr>
<tr>
<td>Zougheib, Adele C.</td>
<td>Impact of media/TV on purchasing and selection of apparel</td>
<td>Besong &amp; Oh</td>
</tr>
</tbody>
</table>
### Students who conducted research in 2015-2016 academic year (Fall and Spring)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Research Topic</th>
<th>Faculty Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jennifer Savin</td>
<td>bacterial spoilage in fish products</td>
<td>Lee</td>
</tr>
<tr>
<td>Nicola Boyle</td>
<td>Antioxidant activity and total Phenolics in Njanza seed oil</td>
<td>Lumor</td>
</tr>
</tbody>
</table>

### Student who conducted research in Spring 2017

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Research Topic</th>
<th>Faculty Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Rankine, Delia D.</em></td>
<td>Impact of Calcium &amp; vitamin D supplements on women’s health</td>
<td>Besong &amp; Taylor</td>
</tr>
<tr>
<td>Hines, Madison L.</td>
<td>Unhealthy Dietary Patterns among College Students and their Associated Mental and Physical Health Risk</td>
<td>Besong &amp; Taylor</td>
</tr>
<tr>
<td>Bowman, Tyesha</td>
<td>Impact of Internet (Facebook, Twitter, etc) on Fashion change</td>
<td>Besong &amp; Oh</td>
</tr>
<tr>
<td>Brown, Glenisha</td>
<td>College students’ clothing shopping behavior (factors affecting, or how often, how much, etc)</td>
<td>Besong &amp; Oh</td>
</tr>
<tr>
<td>Dawkins, Danielle</td>
<td>Impact of cultural diversity on Fashion design and sales</td>
<td>Besong &amp; Oh</td>
</tr>
<tr>
<td><em>Fauntleroy, Imani</em></td>
<td>Consumers’ Clothing purchasing criteria (e.g. price, brand name, quality, style, store, etc)</td>
<td>Besong &amp; Oh</td>
</tr>
<tr>
<td>Ray, Timesha</td>
<td>Effects of importing fashion goods on the US fashion business and industry</td>
<td>Besong &amp; Oh</td>
</tr>
<tr>
<td>Oliver, Devonte J.</td>
<td>Impact of school uniforms in the children’s clothing industry</td>
<td>Besong &amp; Oh</td>
</tr>
<tr>
<td>Ross, Sterlin</td>
<td>Impact of education and literacy on purchasing and selection of apparel</td>
<td>Besong &amp; Oh</td>
</tr>
<tr>
<td>Wood, Tiffany B.</td>
<td>Impact of media/TV on purchasing and selection of apparel</td>
<td>Besong &amp; Oh</td>
</tr>
</tbody>
</table>

### Action Plan 2016-2017

Additional funds are needed to increase the number of students participating in research activities. Continue to encourage faculty to write grant proposal to attract funds to increase student participation in research. Plan to work on factors that prevent faculty from writing grant proposal.

### Students who conducted research in 2016-2017 academic year (Fall and Spring)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Research Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lasheda Brooks</td>
<td>Bacterial spoilage in fish products</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Findings 2018-2019:

Target met?
Ten students participated in research with a faculty mentor.

Action Plan:

Goal 4: Student Engagement: Strengthen experiential learning and outreach activities
Strengthen experiential learning and outreach efforts for students and underserved populations in the state.

Objective: Strengthen experiential learning activities
Strengthen the experiential learning activities by providing instruction and hands-on activities in food production, food safety, textiles and apparel construction.

Association to DSU Goal: 4

M 9: Number of integrated projects/outreach efforts
Number of academic projects that have an outreach component for students; number of internship activities, number of internship sites developed, number of opportunities to provide research-based information both to the students and to underserved population in Delaware.

Target:
At least 3 academic projects that have an outreach component for students were offered. The Department will offer at least five internship opportunities in retailing for Textiles and Apparel students. Four internship opportunities in food service, community nutrition and clinical nutrition for Food and Nutritional Science Students. Ten outreach activities with DSU Cooperative Extension to provide research-based information both to the students and to underserved population in Delaware will be offered.

Findings 2016-2017
Target: met
Six students in the Textiles and Apparel Studies program did internship at Nordstrom, TJ Max and Macys retail stores. Three students in the Food and Nutritional Sciences program did internship in nursing homes and cooperative extension with an extension specialist throughout the academic year.

Action Plan 2016-2017
Plan to build collaboration with more retail stores in Delaware to provide more internship opportunities for Textiles and Apparel Studies students. Also plan to build collaboration with nursing homes and hospitals in Delaware to provide clinical internship opportunities for the Food and Nutritional Sciences students.

Findings 2018-2019:

Target met?
Senior students (4) in the Textiles and Apparel Studies program participated in internship at Nordstrom, TJ Max, Macys and JCPenney retail stores. Senior students (4) in the Food and Nutritional Sciences program participated in
internship shadowing dietitians in nursing homes and cooperative extension with an extension specialist throughout the academic year.

Action Plan:
Developed MOUs with retail stores to provide experiential learning opportunities for students in the Textiles and Apparel Studies program. Develop MOUs with healthcare facilities to provide internship opportunities for students in the Food and Nutritional Sciences students.

**Goal 5:** Service: Partner with community stakeholders to offer or engage in outreach efforts.

**Objective: Participate in outreach efforts**
Strengthen partnership with community stakeholders by offering outreach activities through instruction and hands-on activities in food production, food safety, textiles and apparel construction.

**Association to DSU Goal: 4**

**M 10: Summer outreach activities**
Human Ecology programming activities that are provided to high school students in the summer; Human Ecology facilities are being used by DSU and other outreach programs to provide instruction to under-served youths and adults; Human Ecology students are gaining experience in the community by providing research-based information to underserved youths and adults.

**Target:**
At least 2 summer activities will be offered for high school students on Human Ecology departmental facilities.

**Findings 2016-2017**
**Target: met**
Dr. Lee provided summer apprenticeship activities on Food microbiology for high school students on campus. Dr. Lumor provided summer research activities on Food Chemistry for High School students. Ms. Donna Brown provided cooking class for middle school students. Three graduate students (Vanessa Richards, Gina Accumanno, Michael Hickey) assisted Dr. Lee, 3 graduate students (Duchard Louis, Prince G. Boakye, Jadhav, Pratik) assisted Dr. Lumor and on undergraduate assisted Ms. Brown with summer activities. Therefore, three summer outreach activities were offered for high school students.

**Action Plan 2016-2017**
Additional funds are needed to provide organize outreach activities on campus for middle and high school students. Continue to encourage faculty to write grant proposal to attract funds to increase student participation in outreach. Plan to work on factors that prevent faculty from writing grant proposal.

Findings 2018-2019:
Not reported this cycle.

Target met? Not reported this cycle.
Action Plan:

Food & Nutritional Sciences BS (Coordinated Program in Dietetics)

Program: Coordinated Program in Dietetics [Undergraduate Program]

Mission
In accordance with the mission of Delaware State University and the College of Agriculture, Science & Technology, the Coordinated Program will graduate a diverse group of culturally competent entry-level registered dietitian nutritionists who will provide quality food and nutrition services, promoting, improving, or restoring health and well-being of people in their state, nation, and/or around the globe.

Goal 1 CRDN 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature.
A. Outcome 1
HMEC 425/426: Ten Case Studies
- 100% of students will score > 80% on incorporating evidence-based guidelines and current knowledge from reviews of the scientific literature and systematic reviews in their final clinical case study in MNT II.

Association with DSU Learning Goal
UG Student Learning Goal 2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

a. 2017-2018 Findings and Action Plans
2017: 100 % MET
2018: 100 % MET

Goal 2 CRDN 2.2: Demonstrate professional writing skills in preparing professional communications.
A. Outcome 1
HMEC 492: Personnel Management Assignment (Job description, work contract, orientation plan)
- 100% of students will score > 80% on Personnel Management Assignment.

Association with DSU Learning Goal
UG Student Learning Goal 1: Competent Communicators
UG Student Learning Goal 4: Independent learners able to integrate knowledge and technology to achieve personal and professional success

a. 2017-2018 Findings and Action Plans
2017: 100 % MET
2018: 100 % MET
Goal 3 CRDN 3.4: Design, implement and evaluate presentations to a target audience.
A. Outcome 1

**HMEC 490** Nutrition Education Classes at Modern Maturity Center for different audiences
- 100% of students will score ≥ 3 on ‘Presenter demonstrated entry-level competency in design, implementation, and evaluation of presentations to target audience’ on Nutrition Class Evaluation Form

**Association with DSU Learning Goal**
UG Student Learning Goal 1: Competent Communicators

a. **2017-2018 Findings and Action Plans**
   - 2017: 100 % MET
   - 2018: 100 % MET

Goal 4 CRDN 3.6: Use effective education and counseling skills to facilitate behavior change.
A. Outcome 1

**HMEC 492**: Food service management staff inservice
- 100% of students will score ≥ 3 on ‘Presenter demonstrated entry-level competency in effectiveness of design, implementation, and evaluation of presentations to target audience’ on Inservice Presentation Evaluation Form
- 100% of students will score ≥ 3 on ‘Presenter evaluated and documented effectiveness of education on behavior change in report’ after Inservice Presentation

**Association with DSU Learning Goal**
UG Student Learning Goal 1: Competent Communicators
UG Student Learning Goal 4: Independent learners able to integrate knowledge and technology to achieve personal and professional success

a.

b. **2017-2018 Findings and Action Plans**
   **Presenter Evaluation**
   - 2017: No data – New Program
   - 2018: 100 % MET

  **b. Report on Observed Behavior Change**
  NEW

Goal 5 CRDN 3.1: Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
A. Outcome 1
HMEC 425/426: Ten Case Studies
- 100% of students will score > 80% on incorporating evidence-based guidelines and current knowledge from reviews of the scientific literature and systematic reviews in their final clinical case study in MNT II.

Association with DSU Learning Goal
UG Student Learning Goal 2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
UG Student Learning Goal 3: Ethical, collaborative, and productive citizens of a complex, diverse world.
UG Student Learning Goal 4: Independent learners able to integrate knowledge and technology to achieve personal and professional success.

a. 2017-2018 Findings and Action Plans
   2017: 100 % MET
   2018: 100 % MET

Outcome 2
HMEC 491 or 494: NCP during Clinical Rotation
- 100% of student will score > 80% on in-depth clinical case study assignment during their clinical rotation

a. 2017-2018 Findings and Action Plans
   2017: 100 % MET
   2018: 100 % MET

Outcome 3
HMEC 432: Community Nutrition Assessment
- 100% of students will score > 80% on Community Nutrition Project
a. 2017-2018 Findings and Action Plans
   2017: 100 % MET
   2018: N/A

Goal 6 CRDN 3.9: Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.

A. Outcome 1
HMEC 492: Theme Day Project
- 100% of students will score > 3 on ‘Student coordinated procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources’ on FSM Evaluation Form

Association with DSU Learning Goal
UG Student Learning Goal 1: Competent Communicators
UG Student Learning Goal 2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
UG Student Learning Goal 3: Ethical, collaborative, and productive citizens of a complex, diverse world.
UG Student Learning Goal 4: Independent learners able to integrate knowledge and technology to achieve personal and professional success.

a. 2017-2018 Findings and Action Plans
   2017: No data – New Program
   2018: 100 % MET

Outcome 2
HMEC 492: Equipment Specification
• 100% of students will score > 80 % on Equipment Specification Project

a. 2017: No data – New Program
   2018: 100 % MET

Goal 7 CRDN 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.

A. Outcome 1
HMEC 492: Food Safety and Sanitation Audit
• 100% of students will score > 80 % Food Safety and Sanitation Audit Report

Association with DSU Learning Goal
UG Student Learning Goal 2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
UG Student Learning Goal 3: Ethical, collaborative, and productive citizens of a complex, diverse world.

a. 2017-2018 Findings and Action Plans
   2017: No data – New Program
   2018: 100 % MET

Goal 8 CRDN 4.6: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.

A. Outcome 1
HMEC 492: Sustainability Audit
• 100% of students will score > 80 % on sustainability audit report
Association with DSU Learning Goal
UG Student Learning Goal 1: Competent Communicators
UG Student Learning Goal 2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
UG Student Learning Goal 3: Ethical, collaborative, and productive citizens of a complex, diverse world.

a. 2017-2018 Findings and Action Plans
   2017: No data – New Program
   2018: 100 % MET

Goal 9 CRDN 2.11: Show cultural competence/sensitivity in interactions with clients, colleagues and staff.
A. Outcome 1
   HMEC 310: Brochure Assignment
   • 100 % of students will score ≥ 80 % on Brochure Assignment

Association with DSU Learning Goal
UG Student Learning Goal 1: Competent Communicators
UG Student Learning Goal 3: Ethical, collaborative, and productive citizens of a complex, diverse world.
UG Student Learning Goal 4: Independent learners able to integrate knowledge and technology to achieve personal and professional success.

a. 2017-2018 Findings and Action Plans
   2017: 100 % MET
   2018: 100 % MET

Outcome 2
HMEC 490-494: Cultural Competency in interaction with clients/staff
• 100 % of students will score ≥ 3 in ‘Student demonstrated cultural competence in interactions/assignments’ on Preceptor Exit Evaluation.

a. 2017-2018 Findings and Action Plans
   2017: 100 % MET
   2018: 100 % MET

Student Experiential Activity Outcome
Goal CRDN 2.14: Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.
A: Outcome 1
   HMEC 490: Development of Advocacy Tool
• 100 % of students will score ≥ 4 on Evaluation of Advocacy Plan rubric (#8) of the Food Bank evaluations

**Association with DSU Learning Goal**

UG Student Learning Goal 1: Competent Communicators
UG Student Learning Goal 2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
UG Student Learning Goal 3: Ethical, collaborative, and productive citizens of a complex, diverse world.

a. **2017-2018 Findings and Action Plans**

   2017: 100 % MET
   2018: 100 % MET

**Student Service Learning Outcome**

Goal CRDN 3.10: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

A: Outcome 1

HMEC 490: Recipe Sheet at Food Bank

• 100 % of students will score > 4 on #7 Recipe Sheet Evaluation Rubric

a. **2017-2018 Findings and Action Plans**

   2017: 100 % MET
   2018: 100 % MET

**Association with DSU Learning Goal**

UG Student Learning Goal 2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
UG Student Learning Goal 3: Ethical, collaborative, and productive citizens of a complex, diverse world.

HMEC 490: Develop Low Cost Recipes for Outreach Mobile Unit demonstrations (EFNEP)

• 100 % of students will score ≥ 80 % on above assignment in EFNEP exit presentation to preceptor and program director
  o Rubric of Service Learning on Oral Reflection in Exit Presentation of Rotation to Preceptor and Program Director

b. **2017-2018 Findings and Action Plans**

   2017: 100 % MET
   2018: 100 % MET
Textiles and Apparel design BS

Mission
In accordance with the mission of Delaware State University and the College of Agriculture, Science & Technology, the Textiles and Apparel design program will provide relevant curricula addressing the conceptualization, design, pre-production, planning, communication, and distribution of apparel and related products through two undergraduate focuses; one is Apparel Design, and another is Fashion Merchandising. The program integrates technology, hands-on experiences, industry relationship, and mentoring, contributing to the professional success after graduation.

Select Type of Unit from dropdown list: Academic Undergraduate

I. Goal 1 – Student Learning Outcomes of the Textiles and Apparel design Program
   A. Outcome 1
      Apply knowledge of textiles and apparel in product development, marketing, sales, and consumption and analyze the roles of dress in consideration with historical, socio-cultural, and psychological factors.

Association to DSU Student Learning Goal
DSU Learning Goal Associations:
   UG Student Learning Goal 1: Competent Communicators

1. Measure and Target
   Measure: Research paper and presentation. Students are evaluated on competency in merchandising research, marketing and consumer analysis, and the application to merchandising problem.

   Source of Evidence: Reading assignments, Designer/Brand analysis and Final research project

   Target: 75% of students will receive a rating good or above.

a. 2017-2018 Findings and Action Plans
   Findings: Target Not Met:
   All students participated in class discussions on the reading assignments. All students completed the research project. Seventy (70%) of students received rating of good or excellent with 30% of students receiving a rating of excellent in the categories of problem identification, research, implementation and oral presentation (refer to oral presentation rubric). Forty (40%) of students received a rating of good; 30% of students received a rating of average. Therefore, target was not met.
**Action Plans:** Faculty should discuss their expectation on the inquiry projects and whether the presentation skills are what holds students back at the earlier levels. Perhaps a restatement of the performance standard is indicated. Also, faculty should emphasis research methods, and so students will be able to perform primary research through the documented gathering of evidence and secondary research through selection of review of appropriate literature.

b. **2018-2019 Findings and Action Plans**

**Findings:** Target met

All students participated in class activities on the projects assignments. All students completed the required research projects and 90% of students received rating of good or above. Sixty (60%) of students received a rating of excellent in the categories of problem identification, research, implementation and oral presentation (refer to oral presentation rubric). 30% of students received a rating of good; 10% of students received a rating of average.

**Action Plan:** Faculty should focus more on field trips/out side of the classroom activities. Also, faculty should encourage research methodologies, relevant research activities, design techniques and design applications.

**II. Measure and Target**

**Measure:** Portfolio and Garment development Students are evaluated on analytical, creative, and intellectual competencies when developing solutions for design projects (refer to Design Judging Criteria).

**Source of Evidence:** Portfolio and Garment Development

**Target:** Expect 75% of students receive a rating above good.

a. **2017-2018 Findings and Action Plans**

**Finding:** Target not met:

All students completed the design project. Sixty percent of students received rating of good or better. Therefore, target was not met. Twenty percent (20%) of students in HMEC- 205 (Flat Pattern Design) received a rating of excellent in the categories of problem identification, research, ideation implementation, and presentation. Forty percent (40%) of students received a rating of good; 30% of students received a rating of average; and 10% of students received a rating of poor.

**Action Plans:** Because of the current industry emphasis on technical design, the program is implementing learning about specs (A technical drawing of a
garment showing construction details along with a table of measurement) in HMEC-205: Flat pattern and Design course.

b. 2018-2019 Findings and Action Plans
Findings: Target partially met
All students took exams and completed projects. 65% of students answered 80% of the questions correctly. 35% of students received “C” grade for the tests.

Action Plans: Updated construction standards and techniques used in the ready-to-wear market. Research as the foundation for developing skills in garment specification, assembly, and finishing.

II. Goal 2 – Demonstrate critical and creative thinking skills, including the ability to critically evaluate and compare diverse perspective.

B. Outcome 2
Evaluate product quality, serviceability, and regulatory compliance standards and identify consumer needs and wants to align with product development and communication for profitable product lines.

Association to DSU Student Learning Goal
DSU Learning Goal Associations:
UG Student Learning Goal 2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

I. Measure and Target
Measure: Comprehend basic merchandising math concepts and merchandising assortments. Students were evaluated on completion of exercise problem in 5 chapters. Also, student took 5 chapter tests and on cumulative final test.

Source of Evidence: Chapter tests, Final test, and 6-month merchandising Plan.

Target: Expect 75% of students will get the right answer for the target tests.

a. 2017-2018 Findings and Action Plans
Findings: Target partially met
All students took tests and completed the project. 70% of students answered 75% of the questions correctly. 30% of students received below “D” grade for the tests. Some of poor performance students did not complete a pre required course, College Algebra.

Action Plans: Academic advisor must advise students to take College Algebra before students take HMEC-307: Quantitative Merchandising. Faculty should discuss class expectation at the earlier levels. Faculty need offer more help sessions. Faculty need revised a project in which students able to develop
marketing, media and communication plans, and strategies based on research and objective-setting.

b. 2018-2019 Findings and Action Plans
Findings: Target partially met.

All students took exams, projects and participated in the small group projects. More than 70% students received “B” or better grade on the group project. More than 30% students received “B” or better grade from overall exams.

Action Plan: Emphasis more on business to consumer concept, e-commerce, identify major changes in marketplace trends, latest tools used by Buyers and Planners, advertising and outsourcing.

II. Measure and Target

**Measure:** Comprehend labeling laws and regulations for domestic and international market. The score of chapter quizzes were reflected students’ comprehension of reading assignments. Students took a mid-test and a final-test. Case analysis was evaluated a rating of excellent (5), good (4), average (3), poor (2), or inadequate (1).

**Source of Evidence:** Reading assignments, Chapter quizzes, Tests and Case analysis as a group project

**Target:** Expect 75% of students will get the right answer for the target quizzes and tests.

c. 2017-2018 Findings and Action Plans

Findings: Target partially met:

All students participated in class discussions on the reading assignments and case analysis. All students took chapter quizzes and tests. 70% of students received “B” or better grade for the tests. 30% of students received “C” grade or the tests.

**Action Plans:** In order to improve students’ learning, faculty needs to focus on mass production in the global economy, the relationship quality standard of clothing and pricing. Faculty should discuss the outlets where students experience international markets.

d. 2018-2019 Findings and Action Plans

Findings: Target met:

All students participated in class activities and discussions related to chapters and case analysis. All students took quizzes and tests. More than 70% students received “B” or better grade and about 15-20% of students received “C” for overall grade.
Action Plan: In order to improve students’ learning, as well as mass production, mass production and personalization in global fashion industries will need to be discussed based on needs or demand of consumers and market.

III. Goal 3 – Be ethical, collaborative, and productive citizens of a complex, and diverse world.

C. Outcome 3
Evaluate the dynamics interplay of political, cultural, and economic system that impact global Textiles and Apparel industries.

Association to DSU Student Learning Goal
DSU Learning Goal Associations:
UG Student Learning Goal 3: Ethical, collaborative, and productive citizens of a complex, diverse world.

I. Measure and Target
Measure: Comprehend the historic development and influence on present and future trends of the global apparel production and distribution sector. Students took a mid-test and a final-test. Group project was evaluated a rating of excellent (5), good (4), average (3), poor (2), or inadequate (1).

Source of Evidence: Tests and Group Projects
Target: 75% of students will get the right answer for the target tests, and B or better grade on group projects.

a. 2017-2018 Findings and Action Plans
Findings: Target met:
All students took tests and completed the project. 80% of students received “C” or better grade for the tests. 90% of students received “B” or better grade on the projects.

b. 2018-2019 Findings and Action Plans
Findings: Target met:
All students took quizzes and tests and participated in the small group project. More than 90% students received “B” or better grade on the group project. More than 75% students received “B” or better grade from overall quizzes and tests.

Action Plan: In order to improve students’ learning, the discussion about the operation or production system of global fashion brands will need to be implemented. The project will help students have a comprehensive understanding and perspectives on global fashion market and production system.
D. Continue with the additional Student Learning Outcome(s) for your program, may include outcomes related to accreditation.

E. Student Experiential Activity Outcome

I. Goal 1 – Analyze career paths within textiles apparel and design industry.

A. Outcome 1

Apply career plan and job search strategies to diverse opportunities in worldwide textiles and apparel industries and demonstrate strong skills and leadership in interdisciplinary, multidisciplinary teams.

**Association to DSU Student Learning Goal**

DSU Learning Goal Associations:

UG Student Learning Goal 3: Ethical, collaborative, and productive citizens of a complex, diverse world.

I. **Measure and Target**

**Measure**: Professional attitudes and skills. Student were evaluated on their weekly reports, mid-term supervisor evaluation, and final supervisor evaluation.

**Source of Evidence**: Supervisor evaluation, weekly reports, and Final dossier

**Target**: 100% of students received “C” or better grade for HMEC-402 (Field Experience in TAS).

a. **2017-2018 Findings and Action Plan**

**Findings**: Target met:

Some students had a hard time to find an internship site. However, all student successfully completed tasks 100% of students received “C” or better grade for the course.

**Action Plans**: In order to understand industry expectation, faculty needs to conduct a survey of internship supervisors, and create opportunities for industry contact by sponsoring guest lectures and field trips. Also, faculty encourage students to take responsibilities for their own learning.

b. **2018-2019 Findings and Action Plan**

**Findings**: Target not met:

Most students find an internship site and delivered all required documents and reports on time. More than 85% students received “A” for this course.

**Action Plan**: In order to understand industry expectation, field trips to an industry site needs to be implemented. And, inviting a guest lecture working in industries would be able to help students learn current environment of the fashion or textiles industry. To make the internship successful, students will need to be encouraged to take a responsibility in learning and meeting timelines for related works.
B. Service Learning Outcome

Students will interact with the community to share their skills and knowledge of textiles and apparel learned from their coursework from introductory fashion courses such as introduction to the fashion industry, apparel construction, and introduction to textiles, which will be reflected upon through surveys for future service learning project enhancement.

Measure: 4 Upper Classman Undergraduate Student Mentors with a 3.0 or higher GPA were selected for a scholarship to teach community members ranging from 3 to 96 how to sew, create textile crafts, and more. There were 3 major events (summer camp, after-school activities, and Family and Consumer Science Teacher Workshop) that these undergraduate students taught community members their skills.

Target: All students in the program will participate in at least 3 major community outreach activity events each year.

Findings 2018-2019: Target met:

Undergraduate mentor students successfully completed the summer-long mentor program with results described at:

https://cast.desu.edu/textiles-apparel-studies-outreach-programs

TARGET:

- Teacher Workshop: A minimum of 12 Family and Consumer Science Middle and High School teachers were targeted and 15 educator were present
- Summer Camp: The maximum number of students (20) registered for the camp, 12 attended, and 8 completed the two week event.
- Mentor Program: 4 undergraduate mentors were anticipated to participate in the program and 4 completed the mentor program.

FCS Teacher Workshop: Our First Annual FCS Teacher Workshop, held July 25, from 9 am - 3 pm, was a success with nearly 30 attendees! Teacher attendees participated in hands-on, collaborative activities that included converting t-shirts into totes and cross-body bags. They discovered new teaching ideas; a textbook give-away resource; industry contacts for student internships, guest speakers, facilities tours, future student employment opportunities, and student study abroad opportunities.

Industry guest speakers from Delaware included: Alayna Aiken, founder of Kenya Gather, who teaches women in Africa to sew; David Johnson, founder of LODE shoe company, who donates shoes to children in need; Eli and Sher Valenzuela, and Ashley Wolfe from First State Manufacturing (FSM), who sew for our military and create commercial products; and Jill Wolfe and historian Bill
Ayrey, from ILC Dover, who sew spacesuits and more, and just celebrated the Apollo 50th Anniversary.

This event provided teachers with complimentary refreshments and lunch, mileage reimbursement, and a certificate of completion.

Teachers enjoyed the day networking, collaborating, and being inspired! Here’s what participants said about the event:

“Thank you for the great FCS teacher workshop. It was amazing! I love you included real-world business applications so that teachers see that what they’re doing has impact. They said multiple times how great it is to be together while learning something they can use in their classrooms.”

“Thanks…Great event today….I thoroughly enjoyed the fun, food, learning, impact, and new relationships!”

“It was educational and inspiring. I will present the hands-on project to my class...”

FASHION SUMMER CAMP:

Delaware State University hosted a Fashion Camp July 8 - 12 with 14 students participating and eight receiving certificates of completion for attending all five days of camp! Middle and high school students learned how to sew, dye fabric, and more. This crash course for Beginner fashionistas enrolled in this course received foundational experience in preparation for careers in fashion such as trend forecasting, styling, visual merchandising, textile design, fashion design and costuming. In only five days, students learned to dye t-shirts to create fabulous handbags and about iconic fashion designers, heard from knowledgeable guest speakers, watched inspirational videos about the industry, and took a field trip. These students received more than sewing instruction; they discovered the behind-the-scenes aspects of fashion and experienced a world of career possibilities.

Students who participated in the camp shared the following:

- “I enjoyed learning about designers and dying fabrics”
- “This camp was excellent because it covers so much about fashion in one week”
- “I enjoyed being exposed to a variety of beautiful fabrics (aka textiles) from different parts of the world. In addition, I enjoyed learning about historical fashion designers and their influence in the world. Also, I liked learning how to hand-sew and use a sewing machine.”

MENTOR PROGRAM:
Four undergraduate students from the Textile and Apparel Studies (TAS) program successfully completed DSU’s 2019 Mentorship Program. This program provides mentoring opportunities to undergraduate students based upon their GPA and a professor’s recommendation. This competitive program offered these four students the opportunity to showcase their fashion knowledge, skill, and talent through afterschool programs at the Boys and Girls Club, crafts for senior citizens at Dover Place Assisted Living, a one-week Fashion Summer Camp for middle and high school students, and the FCS teacher workshop.

Given the challenge to teach others sustainable projects in fashion, these students taught a diverse range of topics from converting used t-shirts into totes, to how sewing on buttons. Throughout the summer, these students presented on various fashion designers, dyes, and fabric dyeing techniques. Using their transferrable fashion skills to help their community, these students impacted community members who ranged from age 3 to 96 by sharing their passion and expertise in textiles and apparel by teaching attainable life-skills within their community.

Action Plan: Continue to build future programs based upon feedback from previous programs.

I.  **Goal 1 – Demonstrate a basic knowledge of garment construction, the fashion industry, and textiles to assist community members interested in acquiring textiles and apparel skills.**
   A.  **Outcome 1**
      Apply knowledge of textiles and apparel to teach community members skills of apparel construction and proper use of diverse textiles.

**Association to DSU Student Learning Goal**
DSU Learning Goal Associations:
UG Student Learning Goal 1: Competent Communicators
UG Student Learning Goal 3: Ethical, collaborative, and productive citizens of a complex, diverse world.

I.  **Measure and Target**
   **Measure:** Pre and post surveys used to analyze to determine the effective dissemination of valuable skills and learning in textiles and apparel to community members.

   **Source of Evidence:** Pre and post surveys

   **Target:** 100% of participants improve in their skills sets by the post surveys.
   a.  **2017-2018 Findings and Action Plan**

   **Findings:** Target met:
   This new program is being started this year and will be measured for future success.
Action Plans:

To be determined in future analysis of results.

Findings 2018-2019: Target met:

100% participants were able to improve basic sewing skills and learned about basic apparel construction and textiles.

Action Plan: Opportunity for participating in community activities related to basic apparel construction, sewing, and textiles will be continued for community members.
Computer Science MS

Mission (optional and tied to the department)
Select Type of Unit from dropdown list: Graduate
(Choose Academic Undergraduate, Graduate, or Minor Program.)

The Department of Computer and Information Sciences prepares graduate students for career opportunities in research, technology leadership, and further graduate studies (PhD) in areas related to computer sciences and informatics. Graduates pursue careers in state and federal agencies, private industry, research, teaching, and entrepreneurial opportunities. The program provides rigorous training in computer science with a focus on inquiry, critical thinking, and experimentation.

History
The Department had the fortunate opportunity of designing the program in its entirety in 2010-2011. Several deliberate choices were made in the program’s design to employ best practices for excellence in graduate Computer Science education. As a relatively young and small graduate program, the only way to enjoy success would be through high level rigor and excellence in training future scientific professionals. In designing the MS program in Computer Science, a study was conducted on Computer Science graduate programs for several universities. The universities included large Research Intensive Universities (UMass Amherst, UPenn, Temple University, University of Washington, University of Michigan, University of Virginia, Virginia Commonwealth University, Georgia Tech, etc.), a number of medium sized universities (George Mason University, Tulane University, College of William and Mary, Tufts University, Lehigh University, etc.) and a number of small universities (Framingham State University, Rowan University, Howard University, Stevens Institute, Baylor University, DePauw University, Colgate University, University of Vermont, Wesleyan University, etc.). Two primary considerations were made. The first concerned the different transition types students would make upon completion of their program at DSU. This includes further graduate studies in a PhD program in Computer Science, entering into Industry, career advancement at present employer in Industry, working in for Government lab or organization, and entrepreneurial pursuits. The second concerns the transitioning of an entering participant in the MS program from student to
researcher. Transitioning a student to become a research requires rigorous advanced training beyond the Bachelors level across all three subareas of Computer Science, namely Theory, Systems, and Computational Intelligence and Informatics (also called Artificial Intelligence). This transition also requires training in depth (modern methods) within an area of Computer Science. The final part of transitioning a program participant from a student to scientist involves reduction to practice. That is training in skillset on inquiry, development of experiments, execution of experiments, and interpretation of results.

Important professionalism skills are needed for success in the multiple exit ramps post-DSU. Those entering PhD programs must be well versed in scientific inquiry and the modern research literature. Government organizations require organizational skills as well as critical thinking. Industry requires excellent organizational and communication skills along with ability to craft systems. The MS program design include a two semester sequence of Graduate Seminars. It is in these seminars where students learn important tools and habits needed for success as a graduate student and researcher. Seminars include modules on time management, publishing a paper, publishing tools, grant proposals, readings from research literature, effective presentations, experiential design. Several practical examples and exercises are given. At the end of the 2nd Seminar, students are able to form a research question and are expected to have selected a research advisor and affiliated with a research laboratory.

Skillset in reduction to practice is address in several ways throughout the MS curriculum in Computer Science. In Graduate Seminar, students learn how to design experiments. In the core courses, students work on project assignments requiring experimentation and presentation of results. This builds a foundation of skills for design and execution of experiments for known problems in Computer Science. In elective courses these skills are strengthened by turning focus to modern techniques within a subarea of computer science as well as the current research literature. This expands upon student mastery by growing their expertise both in the discipline as well as their skillset in performing critical analysis and replicating experiments from the current research literature. Finally the MS Thesis or MS Project provides students with a significant comprehensive examination of an open ended problem, either a scientific issue or an engineering issue. As part of the thesis or project a student plans a long term schedule, keeps a research notebook, writes a substantial thesis or project document, and presents the results. As part of this process, the student is required to study an open ended problem and propose a solution. The student may only proceed with detailed experiments once he or she has defended the proposal in front of a scientific committee. Once approved, the student is further guided by his or her advisory committee in the development and execution of experiments. Upon completion of the thesis and supporting experiments, the student conducts a final oral defense (presentation) in front of a scientific committee. The MS Thesis or MS Project is the culminating capstone for the MS program in Computer Science. It represents the final step in transitioning a program participant from student to scientist with a focus on the study of a substantial open ended scientific or engineering problem, the methodical crafting of a solution, the development of experiments or prototype system, and the written and oral presentation and interpretation of results. As Computer Science is a very rapidly changing field where new developments
occur on a yearly basis, the subject material, tools, and methods, in the courses continue to evolve regularly.

**Vision**

The MS program in Computer Science will be known as an engine of change that trains highly competent computer scientists who go on to achieve professional excellence be that industry, further graduate study, government service, or entrepreneurship.

**I. Goal 1 – Student Learning Outcomes of the MS in Computer Science Program**

*On average you should have 4 to 7 Student Learning Outcomes addressing what the student should be able to accomplish with this specific program degree, plus an optional student experiential learning outcome and a mandatory service learning outcome. Consider including outcomes needed for program accreditation if applicable. The program’s service learning outcome should be part of a particular class while the student experiential learning outcome would occur as part of the overall program."

**A. Outcome 1 (Must start with measurable action verbs)**

Demonstrate rigorous understanding of key topics in the three areas of computer science, Theory, Systems, and Computational Intelligence and Informatics

1. **Measure:**

Required core coursework in the MS program in Computer Science is completed with a minimum 3.0 GPA. This information will be collected as a normal part of grading of homework, projects, quizzes, and exams by instructors of record for core courses.

**Target:** The target goal is 100% success rate in student achievement of 3.0 GPA in the core coursework. This data is to be evaluated by instructors of record for core courses and the graduate program director.

**Association to DSU Student Learning Goal**

a. 2017-2018 Findings and Action Plans

- outcome met
- Supporting findings/results

MS student GPAs in 2017-2018 exceeded 3.0. Students consistently demonstrate mastery of key topics across the three areas of computer science, theory, systems, and Computational Intelligence and Informatics.

- Action Plan based on findings

Push for investment in continued faculty development and release time/contact hours for research activity. Computer Science is a rapidly changing field in which new research advances yearly. Maintenance of the 100% target that has been achieved in predicated on university investment in program faculty. The research active faculty must be able to continue research activities (reading literature, grant proposal writing, mentoring graduate students,
directing research projects) in order to ensure graduate student receive rigorous education at the forefront of the discipline.

b. 2018-2019 Findings and Action Plans
   - outcome met
   - Supporting findings/results
     MS student GPAs in 2018-2019 exceeded 3.0. Students consistently demonstrate mastery of key topics across the three areas of computer science, theory, systems, and Computational Intelligence and Informatics.
   - Action Plan based on findings
     Push for investment in continued faculty development and release time/contact hours for research activity. Computer Science is a rapidly changing field in which new research advances yearly. Maintenance of the 100% target that has been achieved in predicated on university investment in program faculty. The research active faculty must be able to continue research activities (reading literature, grant proposal writing, mentoring graduate students, directing research projects) in order to ensure graduate student receive rigorous education at the forefront of the discipline. Suitable investment from the university in program faculty includes release time for research activities, tuition waivers for graduate students, and graders for undergraduate courses. Requests for such resources have been communicated to the DSU administration.

B. **Outcome 2**
Demonstrate mastery of current research for topics in at least one area of computer science, Theory, Systems, or Computational Intelligence and Informatics. The elective courses in the MS program in Computer Science were designed to address this outcome. The elective courses focus on advanced modern topics in narrow subject areas within a subarea of Computer Science and include readings, written work, projects/experiments, and presentation of selections from the current research literature. This is in contrast to the required core courses whose focus is a broad survey of key topics in the three major subareas of Computer Science, namely Theory, Systems, and Computational Intelligence and Informatics. Elective courses are taught by a faculty member in his or her area of research. Elective courses are taught based on availability of faculty. Recent elective courses include Pattern Recognition, Data Mining, and Computer Vision. The elective courses prepare students for their MS thesis or project through development of critical thinking and skillset in open ended problem solving through the examination of current published research and depth in advanced techniques in subareas of computer science. Each elective course focuses on a single subarea. For example Pattern Recognition, Data Mining, and Computer Vision are all subareas within the Computational Intelligence and Informatics area of Computer Science. Upon completion of an elective course, an MS student is able to engage the modern research literature, perform deep analysis of reported results, and conceptualize
improvements and or alternative questions concerning the experiental protocols.

1. **Measure:**
Elective coursework in the MS program in Computer Science is completed with a minimum 3.0 GPA. This information will be collected as a normal part of grading of homework, projects, quizzes, and exams by instructors of record for elective courses. Because the subject material and assessments thereof for elective coursework in the MS program concerns selections from the current research within a subarea of Computer Science, performance on project work, quizzes, and exams in elective courses assess mastery of concepts and material from current research.

**Target:** The target goal is 100% success rate in student achievement of 3.0 GPA in the elective coursework. This data is to be evaluated by instructors of record for core courses and the graduate program director.

**Association to DSU Student Learning Goal**

a. 2017-2018 Findings and Action Plans
   - Outcome met
   - Supporting findings/results
     MS student GPAs in 2017-2018 exceeded 3.0. Students consistently demonstrate mastery of current research in topics for at least one area of computer science, theory, systems, and Computational Intelligence and Informatics.

b. 2018-2019 Findings and Action Plans
   - Outcome met
   - Supporting findings/results
     MS student GPAs in 2018-2019 exceeded 3.0. Students consistently demonstrate mastery of current research in topics for at least one area of computer science, theory, systems, and Computational Intelligence and Informatics.

C. **Outcome 3**
Effectively communicating results of their studies in a variety of formats including written reports, PowerPoint and similar electronic slides, and oral presentation to peers in the scientific community.

1. **Measure:**
Graduate Seminar Survey, the 1st semester, 1st year course includes modules on how to give effective presentations. Students also present selections from the research literature and receive feedback on their presentations and slides. Graduate Seminar Experimental Design, the 2nd semester, 2nd year course includes a significant portion on appropriate design of experiments, how to ask a scientific question, and how to make a scientific statement. Students practice this in slide, oral, and written form. This culminates in a research abstract in the students’ areas of research. Records of student performance in the graduate
Every traditional (non-thesis and non-seminar) course in the MS curriculum includes presentations and written components. Records of these activities are kept by the instructors of record.

The MS thesis and MS project include two major written, slides, and oral presentation components. These are the thesis/project proposal defense and the thesis/project defense. The thesis proposal defense is a program requirement above and beyond the graduate school requirement of thesis/project defense. The proposal defense serves as a key waypoint where the student learns and receive feedback on the formation of the research question of suitable scope for the thesis or project. The defenses are given to the community of scientific peers and are open to the public.

**Target:** A target of 100% of the M.S. students are required to have this skill as it is critical to the discipline.

**Association to DSU Student Learning Goal**

a. 2017-2018 Findings and Action Plans
   - Partially met
   - Supporting findings/results
     Student project/thesis proposal defense records are maintained along with final project/thesis documents and slides. A student does not reach the proposal defense without the consent of his or her research advisor and advisory committee. The program reports that 100% of the students have passed their proposal defense. The deliberations for proposal and thesis by the advisory committee are held in confidence but the outcome is made public. Records concerning student performance in reaching the proposal defense and the thesis defense are maintained by the individual students’ primary advisors. Students are limited in engaging the broader research community as they are not participating actively in discipline specific conferences and scientific meetings.

   - Action Plan based on findings
     A natural consequence of the training MS students receive is participation in conferences and scientific meetings. It is very important students engage the broader research community. This requires funding for travel. The program will continue to pursue increased support from both the university and from funding agencies.
b. 2018-2019 Findings and Action Plans

- Partially met
- Supporting findings/results
  Student project/thesis proposal defense records are maintained along with final project/thesis documents and slides. A student does not reach the proposal defense without the consent of his or her research advisor and advisory committee. The program reports that 100% of the students have passed their proposal defense. The deliberations for proposal and thesis by the advisory committee are held in confidence but the outcome is made public. Records concerning student performance in reaching the proposal defense and the thesis defense are maintained by the individual students’ primary advisors. Students are limited in engaging the broader research community as they are not participating actively in discipline specific conferences and scientific meetings.

- Action Plan based on findings
  A natural consequence of the training MS students receive is participation in conferences and scientific meetings. It is very important students engage the broader research community. This requires funding for travel. The program will continue to pursue increased support from both the university and from funding agencies.

D. Strategic Outcome 5

*MS Students in Computer Science will maintain a 100% post-DSU placement rate within 6th months of graduation.*

1. Measure:
   Post-DSU placement will include further graduate studies (PhD), industry, government, and entrepreneurial work.

   Graduate Seminar Experimental Design includes experimental design and definition of a research proposal. By the end of Experimental Design, students will have selected a primary research advisor and has begun the process of identifying a research project.

   A key component is the onboarding of the graduate student into the laboratory or research group of their primary advisors. Concurrently the graduate program director has discussed post-DSU career goals with the student. Typically by the end of the 1st year summer, the MS student has a well defined topic that can be tuned to their post-DSU career goals. Examples of this include making use of a data-domain related to future areas of employment and addressing a technical problem of interest to targeted PhD programs and or industries. This deliberate planning well positions the MS student to successful post-DSU placement.
Performance in the two-semester sequence of Graduate Seminar is recorded including student preparation of research abstracts. Additional frontloading includes career placement as part graduate student advising by the research advisor and graduate program director. By the time a student graduates he or she has already identified options for their post-DSU plans and, in most cases, have already begun the recruitment process.

**Target:** (missing)

**Association to DSU Student Learning Goal**

a. **2017-2018 Findings and Action Plans**
   - Outcome met
   - Supporting findings/results
     Research advisors, the graduate program director, and research active faculty actively work with MS students in shaping, planning, and executing on their career goals. Post-DSU plans are discussed as part of a two course sequence (Graduate Seminar Survey, Graduate Seminar Experimental Design). These one credit courses cover various topics in professionalism for Computer Scientists.

Graduate students have been accepted to top PhD programs as well as employment in national research labs and well-known corporations. Abdullah Imran has been accepted to the PhD Program in Computer Science at the University of California in Los Angeles (UCLA). Because of the high salary prospects majority of MS graduates enter industry 90%.

**Post-DSU activity**
- **PhD:** Abdullah Imran (UCLA), Jian Zhao (Delaware State University)
- **Government:** Piyush Sharma (US Army Research Lab), Michael Green (US Department of Defense), Eric Wilt (US Army Research Lab)
- **Industry:** Rexford Aboagye (Barclays Bank), Michael Peays (General Contractor)
- **Unknown:** Mosamat Tanbin
- **Seeking employment/Impacted by Covid-19:** Lakshmi Konudula, Heather Craddock

b. **2018-2019 Findings and Action Plans**
   - Outcome met
   - Supporting findings/results
     Research advisors, the graduate program director, and research active faculty actively work with MS students in shaping, planning,
and executing on their career goals. Post-DSU plans are discussed as part of a two course sequence (Graduate Seminar Survey, Graduate Seminar Experimental Design). These one credit courses cover various topics in professionalism for Computer Scientists.

Graduate students have been accepted to top PhD programs as well as employment in national research labs and well-known corporations. Abdullah Imran has been accepted to the PhD Program in Computer Science at the University of California in Los Angeles (UCLA). Because of the high salary prospects majority of MS graduates enter industry 90%.

Post-DSU activity
- PhD: Abdullah Imran (UCLA), Jian Zhao (Delaware State University)
- Industry: Rexford Aboagye (Barklays Bank), John Liddell (JP Morgan), Michael Peays (General Contractor), Kenneth Shim (IT industry in Philadelphia)
- Unknown: Mosamat Tanbin
- Seeking employment/Impacted by Covid-19: Lakshmi Konudula, Heather Craddock

E. Outcome 6

MS students in Computer Science that complete the program will gain experience with and demonstrate mastery in the development, planning, execution, and reporting of a significant open-ended scientific or engineering problem in Computer Science.

1. Measure:
The research component begins with Graduate Seminar Survey where students learn how to read research publications efficiently. The students then select a sample of research publications across different areas of computer science, read and present. This exposes students to the different areas of computer science. Grad Seminar Survey includes a significant professionalism component including modules about research grants, document preparation tools, the thesis template, effective time management, and how to be a good graduate student/scientist. Students rotate responsibility for presenting on work studied from the research literature. Graduate Seminar Experimental Design introduces students to the entire research cycle: conception, design, planning, execution, analysis of research, and presentation of results. Students practice each component of the research cycle, culminating on a research abstract on a topic of interest. A graduate student is typically affiliated with a research lab from their first day in the program. This affiliation includes
participation in regular (weekly) research group meetings where the student learns more detailed lab specific areas of work. Once a student has selected a research advisor and thesis research formally begins, a degree program requirement is a Proposal Defense. This is required of both students who pursue the MS Thesis as well as those who pursue the MS Project. This provides students an opportunity to gain valuable feedback on their scientific/engineering work through public presentation to scientists trained in their discipline. Performance in the Graduate Seminar Survey and Experimental design courses along with the Proposal Defense performance and related proposal documents are points of measurement. The culmination of the MS degree is the Final Thesis or Project. This represents a Capstone that addresses a significant Theoretical problem (Thesis) or significant Engineering problem (Project). The final thesis or project demonstrates the student has achieved mastery in the development, planning, and execution of a significant open-ended scientific or engineering problem.

**Target:**
Our target is 100% for MS students complete the program.

**a. 2017-2018 Findings and Action Plans**

- **Outcome met**
- **Supporting findings/results**
  
  In the 2017-2018 year, 100% of the proposal defenses have been conditional pass. In the 2017-2018 100% of the thesis/project defenses have been conditional pass.

  Action Plan based on findings

**F. Strategic Outcome 7**

*Retain 100% of MS students in Computer Science.*

**1. Measure and Target**

As a research-based STEM degree, the tradition in the MS program is that graduate students are funded with tuition and stipend. Retention of MS students in Computer Science is primarily impacted by funding. The process followed by the MS program begins in the fall semester with a survey of available funded research positions among the research active faculty. The program only accepts as many students as it can support with available funding.

**Association to DSU Student Learning Goal**

**a. 2017-2018 Findings and Action Plans**

- **not met**
Supporting findings/results

Students who have left the program were due primarily for non-academic reasons. This includes enrolling/transferring to a different school as well as personal family issues. For a single case in the history of the program, a student was removed from the program due to an instance plagiarism and academic dishonesty. Records are kept concerning students who enroll and students who exit the program.

Graduate student, Andrew Hobbs, left the program without completion for personal/family issues.

Graduate student, Vijaya Maringanti, was terminated from the program due to plagiarism.

Graduate student, Simone Alston, left the program without completion due to personal/family issues.

Graduate student, Lizhou Yuan, left the program transferring to University of Delaware PhD program in Electrical and Computer Engineering (Spring 2017).

Graduate student, Yazhou Tu, left the program transferring to University of Louisiana Lafayette PhD program in Computer Science (Fall 2017).

Graduate student, Yonging Qu, took a medical leave.

These student leaving the program has resulted in a lifetime (of the program) retention rate of 75%.

Fall 2011: Parth Patel (graduated), Andrew Hobbs (dropped)
Fall 2013: Alston Simone (dropped), John Liddell (graduated), Kenneth Shim (graduated), Rexford Aboagye (graduated)
Fall 2014: Abdullah Zubaer-Imran (graduated), Piyush Sharma (graduated, PhD Applied Math)
Fall 2015: Michael Peays (graduated), Vijay Maringanti (dropped)
Fall 2016: Michael Green (graduated), Yazhou Tu (dropped), Lizhou Yuan (dropped), Jian Zhao (graduated)
Fall 2017: Yongjing Qu (leave of absence), Eric Wilt (graduated), Mosammat Tanbin (graduated)
Fall 2018: Heather Craddock (graduated), Laskhmi Konadala (graduated), Kun Cheng (expected May 2021)

Fall 2019: Philippe Nziza (expected May 2021)
Fall 2020: no incoming graduate students

21 students began the program, 6 did not complete the program.

For the 6 students who did not complete the program, in 5-cases the reasons were not academic. In 1 case the reason was due to disciplinary action as a result of plagiarism. In 2 cases the students transferred to different institutions (University of Delaware, University of Louisiana Lafayette). In 1 case the student took a personal medical leave.

Our retention rate is 15/21 or 71.4%

Action Plan based on findings
Not having a PhD program in Computer Science has placed the department at a competitive disadvantage. Moreover, the university was not able to provide adequate personal support systems for graduate students struggling with personal issues. Having a PhD program in Computer Science qualifies a graduate department for eligibility for a larger number of research funding from various corporations, foundations, and government agencies. Moreover for graduate school applicants, a PhD program is more attractive than a terminal master’s degree.

The department will continue to advocate for the creation of a PhD program in computer science. The department will also advocate for increased university investment in resources for counseling and personal support services for graduate students. The department is also including modules on professionalism, academic honesty, and professional-scientific honesty in the Seminar courses.

b. 2018-2019 Findings and Action Plans
   - not met
   - Supporting findings/results
   21 students began the program, 6 did not complete the program.

For the 6 students who did not complete the program, in 5-cases the reasons were not academic. In 1 case the reason was due to disciplinary action as a result of plagiarism. In 2 cases the students transferred to different institutions (University of Delaware, University of Louisiana Lafayette). In 1 case the student took a
personal medical leave.

Our retention rate is 15/21 or 71.4%

- **Action Plan based on findings**
  The department will advocate for increased university investment in resources for counseling and personal support services for graduate students. The department is also including modules on professionalism, academic honesty, and professional-scientific honesty in the Seminar courses.

A. **Outcome 8**
Maintain enrollment of students in the MS program in Computer Science at 30 students divided among 1st year and 2nd year cohorts to match physical classroom capacity research faculty availability.

1. **Measure**
   Registration records in classes are maintained providing data for the number of students in a cohort. Moreover admissions records are maintained for applicants and accepted students. Classrooms in which graduate courses are physically taught will accommodate 15 students. The graduate population in the program is divided into a 1st year cohort and a 2nd year cohort based on the year of their 2-year curriculum in which they are enrolled. For two cohorts at a time in the MS program, this results in a maximum of 30 students enrolled.

   **Target:** Achieve enrollment of 30 students total among first and second year cohorts each year.

   **Association to DSU Student Learning Goal**
   a. 2017-2018 Findings and Action Plans
      - outcome not met
      - Supporting findings/results
        The current population of graduate students is 7. This includes 1 part time student and 6-full time students. The 7 graduate students consists of 3 first-year students and 4-second year students.

Because the MS in Computer Science is a research based graduate degree program, all graduate students are supported by a stipend as well as tuition remission. This is the practice in STEM graduate programs that are research based. Graduate students participate in faculty research projects.

Because of this, the department limits student admission to the number of students. In the current 2018-2019 school year, one student is self-funded, paying full tuition and living expenses.
Action Plan based on findings
The program will continue to advocate for the university to begin the practice of tuition waivers for graduate STEM students. The program’s research active faculty will increase their research grant proposals in order to increase the support for graduate students. The goal of 30 students in the program is consistent with the number of applications received from qualified applicants. Not having sufficient funding to support qualified applicants was the reason the program has not been able to reach this goal.

b. 2018-2019 Findings and Action Plans

outcome not met
Supporting findings/results
The current population of graduate students is 7. This includes 1 part time student and 6 full time students. The 7 graduate students consists of 3 first-year students and 4 second year students.

Because the MS in Computer Science is a research based graduate degree program, all graduate students are supported by a stipend as well as tuition remission. This is the practice in STEM graduate programs that are research based. Graduate students participate in faculty research projects. Because of this, the department limits student admission to the number of students. In the current 2018-2019 school year, one student is self-funded, paying full tuition and living expenses.

Action Plan based on findings
The program will continue to advocate for the university to begin the practice of tuition waivers for graduate STEM students. The program’s research active faculty will increase their research grant proposals in order to increase the support for graduate students. The goal of 30 students in the program is consistent with the number of applications received from qualified applicants. Not having sufficient funding to support qualified applicants was the reason the program has not been able to
reach this goal.

B. Student Experiential Activity Outcome

Graduate students in the program will acquire experience teaching classes, grading, conducting office hours, and mentoring undergraduate computer science students on research projects.

Association to DSU Student Learning Goal

1. Measure and Target

   Assistance provided in teaching courses, grading, conducting office hours and mentoring undergraduate students. It is typical for MS students to maintain such activities regularly 20 hours/week for at least 1 semester during the program.

   Target: Students will participate in assisting with teaching duties should their career aspirations warrant teaching experience.

   a. 2017-2018 Findings and Action Plans

      - met
      - Supporting findings/results
        The graduate student support contracts for the program include language that states the student is expected to assist in duties including grading and teaching classes if called upon to do so. This is not a requirement but is intended to provide additional teaching resources should there be shortfall among faculty for course coverage. Replacement requisitions for faculty departures have not been filled in a timely fashion. This leaves a need for assistance from graduate students to teach courses for which teaching vacancies exist. A suitable implementation would open such teaching duties only to students whose career aspirations include teaching.

      Mosamat Tanbin: CSCI 370 Stochastic Computing
      Eric Wilt: CSCI 120: Elements of Computer Prog I.

      - Action Plan based on findings
        Graduate student tuition waivers would allow the program to bring in more graduate students. The program will continue to advocate to the university for tuition waivers for STEM graduate students.

   b. 2018-2019 Findings and Action Plans

      - met
      - Supporting findings/results
        The graduate student support contracts for the program include
language that states the student is expected to assist in duties including grading and teaching classes if called upon to do so. This is not a requirement but is intended to provide additional teaching resources should there be shortfall among faculty for course coverage. Replacement requisitions for faculty departures have not been filled in a timely fashion. This leaves a need for assistance from graduate students to teach courses for which teaching vacancies exist. A suitable implementation would open such teaching duties only to students whose career aspirations include teaching.

Heather Craddock:  CSCI 120: Elements of Computer Prog. I
Heather Craddock:  CSCI 121: Elements of Computer Prog. II
Lakshmi Konudula:  CSCI 120: Elements of Computer Prog. I
Lakshmi Konudula:  CSCI 121: Elements of Computer Prog. II

Action Plan based on findings
Graduate student tuition waivers would allow the program to bring in more graduate students. The program will continue to advocate to the university for tuition waivers for STEM graduate students.

C. Service Learning Outcome
Serve local and DSU community through volunteer activities such as Navy Sea Perch UUV competition judge, Science Fair Judge, Lego Robot Tournament Judge.

Association to DSU Student Learning Goal
1. Measure:
   Participation in volunteer and service activities.
   Target: Students patriciate in volunteer/service activities.

   a. 2017-2018 Findings and Action Plans
      ❖ Outcome met
      ❖ Supporting findings/results
         Participation in Navy Sea Perch, and Delaware State Science Fair. Participation is not a requirement of the Master’s program and is strictly voluntary among the graduate students. For this reason participation records were not maintained.
      ❖ Action Plan based on findings
         Continue to advertise volunteer opportunities to graduate student population.

   b. 2018-2019 Findings and Action Plans
      ❖ Outcome met
Supporting findings/results
Delaware State Science Fair. Participation is not a requirement of the Master’s program and is strictly voluntary among the graduate students. For this reason, participation records were not maintained.

Action Plan based on findings
Continue to advertise volunteer opportunities to graduate student population.

Engineering Physics BS

G 1: Prepare majors for success in graduate study, professional school, and careers in industry, research, government, or academia
Graduates of Engineering Physics Program will be prepared majors for success in different places, for example in graduate study, professional school, and careers in industry, research, government, or academia in the 21st century global society.

SLO 1: Students apply knowledge of mathematics, science, and engineering
Students will be able to apply knowledge of mathematics, science, and engineering

DSU Learning Goal Associations
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

M 1: Midterms, quizzes, and final exams
Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was the tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Target:
The % of the classes with averages equal to or above 4 should be > 75%

Finding (2018-2019) - Target: Met
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2018, the courses which have been used for assessment are: 1. ENG210 Digital Logic, 2. ENGR 309-Electronic Circuit Analysis, 3. ENGR 312-Signals & Systems, 4. ENGR 340-Solid States Electronics, 5. ENGR446-Optical Electronics, 6. PHYS 191 - University Seminar I 7. PHYS 200-Analysis of Physical Systems, 8. PHYS 201 - General Physics I, 9. PHYS 202 - General Physics II 10. PHYS 313 - Analytic Mechanics, 11. PHYS 316 – Intro to Optics 12. PHYS 341 - Theory of Electricity & Magnetism 13. Applied Physics Lab II, 14.PHYS 361 - Modern Physics, 15. PHYS 451 - Introduction to Research.

The % of the classes with averages equal to or above 4 is 82%
Target met?
Yes
Action Plan 2018-2019:

SLO 2: Students design and conduct experiments, as well as analyze and interpret data
Students will be able to design and conduct experiments, as well as to analyze and interpret data
DSU Learning Goal Associations
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success.

M 1: Project reports
Project reports are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the components of the project was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Target:
The % of the classes with averages equal to or above 4 should be > 75%

Finding (2018-2019) - Target: Met
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2018, the courses which have been used for assessment are: 1. ENG210 Digital Logic, 2. ENGR 309-Electronic Circuit Analysis, 3. ENGR 312-Signals & Systems, 4. PHYS 201 - General Physics I, 5. PHYS 202 - General Physics II 6. PHYS 316 – Intro to Optics 7. PHYS 451 - Introduction to Research.
In Spring 2019, the courses that have been used for assessment are: 1. ENGR 205-Electrical Circuit Analysis, 2. ENGR 302-Material Science for Engineers, 3. PHYS 201 - General Physics I 4. PHYS 202 - General Physics II, 5. PHYS 318 - Foundations of Bioengineering, 6. PHYS 418 - Theoretical & Experimental Research
The % of the classes with averages equal to or above 4 is 100%
Target met?
Yes
Action Plan 2018-2019:
NA

SLO 4: Students function on multidisciplinary teams
Students will be able to function on multidisciplinary teams

DSU Learning Goal Associations
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

M 1: Project reports
Project reports are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the components of the project was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students.

Target:
The % of the classes with averages equal to or above 4 should be > 75%

Finding (2018-2019) - Target: Not Met
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2018, the courses which have been used for assessment are: 1. ENG210 Digital Logic, 2. ENGR 309-Electronic Circuit Analysis, 3. ENGR 312-Signals & Systems, 4. PHYS 191 - University Seminar I 5. PHYS 361 - Modern Physics, 6. PHYS 451 - Introduction to Research.
In Spring 2019, the courses that have been used for assessment are: 1. ENGR 205-Electrical Circuit Analysis, 2. ENGR 302-Material Science for Engineers, 3. PHYS 318 - Foundations of Bioengineering, 4. PHYS 342 - Theory of Electricity & Magnetism II, 5. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 64%

Target met? ___
No

Action Plan
We are in the process of including a project in each course, the student will be able to study a problem that involves more than one discipline.

G 3: Ensure that every graduate has strong critical thinking skills.
The graduates of Engineering Physics Program will have strong critical thinking skills to solve or analyze problems in his/her subject area.

SLO 5: The Students identify, formulate, and solve engineering problems
The Students will be able to identify, formulate, and solve engineering problems

DSU Learning Goal Associations
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was the tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Target:
The % of the classes with averages equal to or above 4 should be > 75%

Finding (2018-2019) - Target: Met
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2018, the courses which have been used for assessment are: 1. ENG210 Digital Logic, 2. ENGR 309-Electronic Circuit Analysis, 3. ENGR 312-Signals & Systems, 4. PHYS 191 - University Seminar I 5. PHYS 361 - Modern Physics, 6. PHYS 451 - Introduction to Research, 7. PHYS 200-Analysis of Physical Systems, 8. ENGR 302-Material Science for Engineers, 9. PHYS 318 - Foundations of Bioengineering, 10. PHYS 340- Solid States Electronics, 11. PHYS 342 - Theory of Electricity & Magnetism II, 12. PHYS 361 - Modern Physics.
In Spring 2019, the courses that have been used for assessment are: 1. ENGR 205-Electrical Circuit Analysis, 2. ENGR 302-Material Science for Engineers, 3. ENGR 340- Solid States Electronics, 4. ENGR 403-Intro to MEMS, 5.
The % of the classes with averages equal to or above 4 is 82%

Target met?
yes
Action Plan 2018-2019:
NA

G 4: Produce graduates that have the broad-based knowledge and communication skills needed for success in the global society.
The graduates of Engineering Physics Program will have the broad-based knowledge and communication skills needed for success in the global society.

SLO 6: Students understand professional and ethical responsibility
Students will be able to understand professional and ethical responsibility

DSU Learning Goal Associations
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

M 1: Lab Reports, Projects
Lab reports and project rubrics were used. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions in the lab reports and/or project rubric was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

Target:
The % of the classes with averages equal to or above 4 should be > 75%

Finding (2018-2019) - Target: Met
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account as follows:
In Fall 2018 semester the courses that have been used for assessment are: 1. ENGR210 Digital Logic, 2. PHYS 191 – University Seminar, 3. PHYS 313 - Analytic Mechanics I, 4. PHYS 316 – Intro to Optics 4. Applied Physics Lab II, 5. PHYS 361 - Modern Physics, 6. PHYS 451 - Introduction to Research.
In Spring 2019 the courses which have been used for assessment are: 1. ENGR 205 - Electrical Circuit Analysis, 2. PHYS 192 – University Seminar, 3. PHYS 314 – Analytic Mechanics II, 3. PHYS 318 Foundations of Bioengineering, 4. PHYS 411 – Fiber Optics Communications

The % of the classes with averages equal to or above 4 is 82%

Target met?
yes
Action Plan 2018-2019:
NA

SLO 7: Students communicate effectively
Students will be able to communicate effectively

DSU Learning Goal Associations
1 UG Student Learning Goal: Competent Communicators

M 1: Project reports
Written reports and poster and oral presentations are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the components of the project was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students.

Target:
The % of the classes with averages equal to or above 4 should be > 75%

Finding (2018-2019) - Target: Met
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2018, the courses which have been used for assessment are: 1. ENG210 Digital Logic, 2. ENGR 309-Electronic Circuit Analysis, 3. ENGR 312-Signals & Systems, 4. PHYS 191 - University Seminar I, 5. PHYS 316 – Intro to Optics 6. Applied Physics Lab II, 7.PHYS 361 - Modern Physics, 8. PHYS 451 - Introduction to Research.
In Spring 2019, the courses that have been used for assessment are: 1. ENGR 302-Material Science for Engineers, 2. PHYS 314 Analytic Mechanics-Dynamics, 4. PHYS 318 - Foundations of Bioengineering, 5. PHYS 342 - Theory of Electricity & Magnetism II, 6. PHYS 362 – Quantum Mechanics, 7. PHYS 411-Fiber Optics Communication, 8. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 93%

**Target met?**
Yes
**Action Plan 2018-2019:**
NA

**SLO 8: The students have the broad education necessary to understand the impact of engineering solutions in a global context**
The students will have the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context

**DSU Learning Goal Associations**
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**M 1: Lab Reports, Projects**
Lab reports and project rubrics were used. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions in the lab reports and/or project rubric was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was the tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: Met**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2018, the courses which have been used for assessment are: 1. ENGR 302-Material Science for Engineers, 2. PHYS 314 Analytic Mechanics-Dynamics, 3. PHYS 318 - Foundations of Bioengineering, 4. PHYS 342 - Theory of Electricity & Magnetism II, 5. PHYS 362 – Quantum Mechanics, 6. PHYS 411-Fiber Optics Communication,7. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 88%

**Target met?**
Yes
**Action Plan 2018-2019:**
NA

**SLO 9: The students gain a recognition of the need for, and an ability to engage in life-long learning**
The students will gain a recognition of the need for, and an ability to engage in life-long learning

**DSU Learning Goal Associations**
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**M 1: Lab Reports, Projects**
Lab reports and project rubrics were used. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions in the lab reports and/or project rubric was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was the tied with the
course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: Met**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2018, the courses which have been used for assessment are: 1. ENG210 Digital Logic, 2. ENGR 309-Electronic Circuit Analysis, 3. ENGR 312-Signals & Systems, 4. ENGR446-Optical Electronics, 5. PHYS 192 University Seminar, 6. PHYS 200-Analysis of Physical Systems, 7. PHYS 313 - Analytic Mechanics, 8. PHYS 316 – Intro to Optics 9. PHYS 341 - Theory of Electricity & Magnetism, 10.PHYS 361 - Modern Physics, 11. PHYS 451- Intro to Research

In Spring 2019, the courses that have been used for assessment are: 1. ENGR 205-Electrical Circuit Analysis, 2. ENGR 302-Material Science for Engineers, 3. PHYS 191-University Seminar, 4. PHYS 314 Analytic Mechanics-Dynamics, 5. PHYS 342 - Theory of Electricity & Magnetism II, 6. PHYS 362 – Quantum Mechanics, 7. PHYS 411-Fiber Optics Communication, 8. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 95%

**Target met?**
Yes

**Action Plan 2018-2019:**
NA

**SLO 10: The students articulate a knowledge of contemporary issues**
The students will articulate a knowledge of contemporary issues

**DSU Learning Goal Associations**
1 UG Student Learning Goal: Competent Communicators

**M 1: Projects**
Written reports and poster and oral presentations are used to indicate academic direct measure of student learning.
The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the the components of the project was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students.

**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: partially met**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2018, the courses which have been used for assessment are: 1. ENG210 Digital Logic, 2. ENGR 309-Electronic Circuit Analysis, 3. ENGR446-Optical Electronics, 4. PHYS 191-University Seminar, 5. PHYS 200-Analysis of Physical Systems, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 341 - Theory of Electricity & Magnetism 8. PHYS 361 - Modern Physics, 9. PHYS451-Intro to Research

In Spring 2019, the courses that have been used for assessment are: 1. ENGR 403-Intro to MEMS, 2. PHYS 314 Analytic Mechanics-Dynamics, 3. PHYS 342 - Theory of Electricity & Magnetism II, 4. PHYS 362 – Quantum Mechanics, 5. PHYS 411-Fiber Optics Communication, 6. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 69%

**Target met?**
No

**Action Plan:**
Division day was introduced Spring 2019. Some of our students presented their projects on that day. More students from various courses will be presenting their projects on that day.

**SLO 11: The students use the techniques, skills, and modern engineering tools necessary for engineering practice.**
The students will be able to use the techniques, skills, and modern engineering tools necessary for engineering practice.

**DSU Learning Goal Associations**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**M 1: Lab Reports, Projects**
Lab reports and project rubrics were used. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions in the lab reports and/or project rubric was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: Met**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2018, the courses which have been used for assessment are: 1. ENG210 Digital Logic, 2. ENGR 309-Electronic Circuit Analysis, 3. ENGR 312-Signals & Systems, 4. ENGR 446-Optical Electronics, 5. PHYS 201 - General Physics I, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 316 – Intro to Optics 8. PHYS 341 - Theory of Electricity & Magnetism 9. Applied Physics Lab II, 10. PHYS 361 - Modern Physics, 15. PHYS 451 - Introduction to Research.
In Spring 2019, the courses that have been used for assessment are: 1. ENGR 205-Electrical Circuit Analysis, 2. ENGR 302-Material Science for Engineers, 3. ENGR 403-Intro to MEMS, 4. PHYS 220 – Scientific Programming, 5. PHYS 314 Analytic Mechanics-Dynamics, 6. PHYS 342 - Theory of Electricity & Magnetism II, 7. PHYS 362 – Quantum Mechanics, 8. PHYS 411-Fiber Optics Communication, 9. PHYS 418 - Theoretical & Experimental Research
The % of the classes with averages equal to or above 4 is 95%

**Information Technology BS –MISSING**

**Interdisciplinary Applied Math & Mathematical Physics PhD**

I. **Goal 1 – Student Learning**
   A. **SLO 1 Students will become experts at creating advanced and fully detailed proofs in a specialized area.**
      Aligns with Goal 2: prepare our graduates to be effective inquirers, critical thinkers and problem-solvers able to use appropriate quantitative and qualitative information.

   1. **Measure: Student Performance on final evaluations.**
      **Target: Students will complete 80% of the examinations correctly.**
      a. 2018-2019 Findings
         ❖ Met (93%)
         ❖ In Spring 2019, Students performed well solving problems relating to wavelet transformations, orthonormal wavelet bases, and multi-resolution.

      b. Action Plans
For the upcoming years a new SLO (SLO 5) has been created to focus on applied problem solving skills. This will allow this SLO to properly focus only on the creation of proofs and not on the skills needed to implement the theorems so proved.

B. **SLO 2 Students will be able to assess and synthesize mathematics research literature to develop a research plan and incorporate into their research.**

Aligns with Goal 4: prepare our graduates to be independent learners able to integrate knowledge and technology to achieve personal and professional success.

1. **Measure: Student Performance on class projects/examinations.**
   **Target: Students will 80% or above on the relevant work.**
   a. 2018-2019 Findings
   
   b. **Action Plans**

C. **SLO 3 Students will be able to present a mathematics paper to mathematically informed audience (i.e., professional mathematician).**

Aligns with Goal 1: prepare our graduates to be competent communicators.

1. **Measure: Student Performance in PhD Dissertation Defense**
   **Target: Students will successfully defend their dissertation.**
   a. 2018-2019 Findings
   
   b. **Action Plans**

D. **SLO 4 Students will make an original contribution to the discipline by writing a publishable quality research document.**

Aligns with Goal 4: prepare our graduates to be independent learners able to integrate knowledge and technology to achieve personal and professional success.

1. **Measure: Student publications and dissertations.**
   **Target: Students successfully complete their dissertation paper.**
   a. 2018-2019 Findings
   
   b. **Action Plans**

E. **SLO 5 Students will be able to analyze advanced mathematical problems through the use analytical and computational techniques.**

Aligns with Goal 2: prepare our graduates to be effective inquirers, critical thinkers and problem-solvers able to use appropriate quantitative and qualitative information.

1. **Measure: Student Performance on class projects/examinations.**
Target: Students will 80% or above on the relevant work.

a. 2018-2019 Findings
   - PLACEHOLDER – This is a new SLO that we have not evaluated in the 2018-19 AY.

b. Action Plans
   This new SLO was created to better distinguish between proof based skills (SLO 1) and computational/analytical skills. We have added this SLO to our departmental syllabi for PhD level courses and plan to have data to measure in the upcoming years.

Mathematics BS

G 1: Student Learning Goals
All Mathematics (B.S.) majors registered in mathematical science courses will develop proficiency in mathematics. Associated required courses (not all courses are evaluated): MTSC 213 Discrete Mathematics MTSC 251 Calculus I MTSC 252 Calculus II MTSC 253 Calculus III MTSC 313 Linear Algebra MTSC 317 Number Theory MTSC 319 Combinatorics MTSC 341 Probability MTSC 351 Differential Equations MTSC 411 Algebraic Structures I MTSC 412 Algebraic Structures II MTSC 451 Advance Calculus MTSC 452 Advanced Calculus II MTSC 461 Real Analysis MTSC 498 Topics in Mathematics

SLO 1 - Demonstrate conceptual knowledge and procedural mathematics methods.
Students will demonstrate conceptual knowledge and procedural mathematics methods (i.e., breadth and depth knowledge of facts, concepts, principles, and algorithms) to solve textbook exercises and real world problems. This includes using elementary and advanced mathematics, estimation, checking answers for reasonableness, identifying alternatives, selecting optimal results and using technology/tools.

Relevant Associations:
Provide general education to help all students understand the role that mathematics plays in today’s world.

DSU Learning Goal Associations
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures
M 1: Exams and Coursework aligned SLO-1
Students’ scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. We are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO. Additional data may be collected from student project and presentation assessments.

Target:
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO1.

Findings for 2018-2019
In MTSC 351, Ordinary Differential Equations, students averaged 89% on this objective and met the minimum requirement target of 70%. In meeting this objective, students were able to solve a variety of differential equations showing skills with multiple techniques and methods.

Target met? Yes
**Action Plan for 2018-2019**

For all of the SLOs and associated measure, our first action plan following the 2018-2019 data is to correct deficiencies in data reported. Specifically, an assessment schedule has been developed to determine which courses will be reported upon each semester. To coordinate this effort, program coordinators have been assigned to each program: Mathematics, Math Education, Masters, and PhD. Each coordinator will be responsible for bringing together data for courses in their program and writing a consolidated report.

**SLO 2: Construct and Interpret Various Representations.**  
Students will be able to represent and interpret mathematical information symbolically, graphically, numerically, written, verbally, and/or programming language. Students will be able to transform real world situations into mathematical algorithms.

**DSU Learning Goal Associations**

4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures**

**M 2: Exams and Coursework aligned to SLO-2**

Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, “success rate of SLO 1 in MTSC 213 is 78%” means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO. Additional data may be collected from student project and presentation assessments.

**Target:**

A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO2.

**Findings for 2018-2019**

This objective was met for both MTSC 351, Ordinary Differential Equations, with an average of 100% and MTSC 491, History of Math, with an average of 89%. In meeting this objective, students constructed a representation for a model of population growth and determined how stable levels of population would be.

**Target met? Yes**

**Action Plan for 2018-2019**

While this objective was met in the available data, the data was sparse. To improve upon this measure, a schedule for assessments was developed (attached) and a program coordinator was assigned to collect and summarize data for our undergraduate programs.

**SLO 3: Apply Novel Problems**

Students will apply mathematics in novel situations that may require the development/acquisition of new skills.

**Relevant Associations:**

**DSU Learning Goal Associations**

4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measure**

**M 3: Exams and Coursework aligned to SLO-3**

Students' scores on cumulative common final exams will be measured. In particular, each question in the final
examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, “success rate of SLO 1 in MTSC 213 is 78%” means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO. Additional data may be collected from student project and presentation assessments.

**Target:**
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO3

**Findings for 2018-2019**
This objective was not met for both MTSC 351, Ordinary Differential Equations, with an average of 50% on the assessment. This objective was measured using a single question asking students to interpret a solution to a model of population behavior. Students were able to interpret some of the model but were not able to describe all of the data.

**Action Plan for 2018-2019**
Our plan is to improve the outcomes in our Calculus course sequence overall and especially in the area of problem solving. This action plan involves implementing a lower class size, group projects, and a new, interactive text book.

**SLO 4: Read, Comprehend, and Communicate**
Students will demonstrate the ability to read, comprehend and communicate mathematical concepts and procedures.

**Relevant Associations:**
DSU Learning Goal Associations

**M 4: Exams and Coursework aligned to SLO-4**
Students’ scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, “success rate of SLO 1 in MTSC 213 is 78%” means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO. Additional data may be collected from student project and presentation assessments.

**Target:**
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO4.

**M 7: Senior Capstone AtC Results**
The AtC results for the General Education Capstone measure indicates whether or not students can read, write, speak, listen, think critically, compute competently, and use resources appropriately in the field of mathematics.

Source of Evidence: Comprehensive/end-of-program subject matter exam
Target:
At least 70% of the students perform in the advanced or proficient level for each category.

Findings 2017-2018:

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Spring 2017
Established in Cycle: 2016-2017
Action Plan Recommendations for 241: Student preparation and effort are the largest factors that influence classroom performance...

Findings for 2018-2019
This objective was met for MTSC 491, History of Math, with an average of 96%. To meet this objective students read course material and participated in classroom discussions by sharing their interpretation, asking informed questions, and by doing additional research to answer questions not covered by the course material. This measure was also assessed through student papers.

Action Plan for 2018-2019
While this objective was met in the available data the data was sparse. To improve upon this a schedule for assessments was developed (attached) and a program coordinator was assigned to collect and summarize data for our undergraduate programs.

SLO 5: Comprehend and Construct Proofs
Students will be able to read and comprehend proofs and write logical and organized proofs.

Relevant Associations:
DSU Learning Goal Associations
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures
M 5: Exams and course work aligned to SLO-5
Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, “success rate of SLO 1 in MTSC 213 is 78%” means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO. Additional data may be collected from student project and presentation assessments.

Discussion
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO5.

Findings for 2018-2019
This objective was met for MTSC 491, History of Math, with an average of 88% and MTSC 411, Algebraic Structures with an 80%. In MTSC 491 students read and discussed historically significant proofs while in MTSC 411 students were assessed based on their ability to create proofs of their own.

Action Plan for 2018-2019
While this objective was met in the available data the data was sparse. To improve upon this a schedule for assessments was developed (attached) and a program coordinator was assigned to collect and summarize data for our undergraduate programs.

SLO 6: Connections
Students will also be able to make connections among the different representations.

Relevant Associations:
DSU Learning Goal Associations
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures
M 6: Exams and course work related to SLO-6
Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, “success rate of SLO 1 in MTSC 213 is 78%” means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO. Additional data may be collected from student project and presentation assessments.

**Target:**
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO2.

**Findings for 2018-2019**
This objective was met for MTSC 491, History of Math, with an average of 98%. To meet this objective students read and discussed historical methods for representing data such as the move from geometric algebra to algebra and the development of standardized mathematical notations.

**Action Plan for 2018-2019**
While this objective was met in the available data the data was sparse. To improve upon this a schedule for assessments was developed (attached) and a program coordinator was assigned to collect and summarize data for our undergraduate programs.

Attachment:

<table>
<thead>
<tr>
<th>xxxC = Coordinated Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>xxxM = Major Course</td>
</tr>
<tr>
<td>Year: Semester</td>
</tr>
<tr>
<td>Y1: S1 (Fall 2019 + 2n)</td>
</tr>
<tr>
<td>Y2: S1 (Fall 2020 + 2n)</td>
</tr>
</tbody>
</table>

- MTSC 498 is a capstone course and will be measured using the General Education AtC rubric only.
- Courses that do not appear on the list above are to be measured each time the course is offered. This includes both undergraduate and graduate courses.
- All SLOs must be assessed for Major Courses. For final reports please concentrate on discussing which CLOs you class did poorly on.
- All course coordinators should create a final exam spreadsheet even on off-semesters. They only need fill out the assessment spreadsheet on the semesters listed.
Mathematics Education BS

Goals

G 1: Student Learning Goals
All Mathematics Education (B.S.) majors registered in mathematical science courses will develop proficiency in mathematics. Associated required courses (not all courses are evaluated): MTSC 203 College Geometry MTSC 213 Discrete Mathematics MTSC 241 Statistics MTSC 251 Calculus I MTSC 252 Calculus II MTSC 253 Calculus III MTSC 313 Linear Algebra MTSC 341 Probability MTSC 411 Algebraic Structures I MTSC 403 Methods of Teaching Secondary Mathematics

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Breadth and Depth
Students will demonstrate conceptual knowledge and procedural mathematics methods (i.e., breadth and depth knowledge of facts, concepts, principles, and algorithms) to solve textbook exercises and real world problems. This includes using elementary and advanced mathematics, estimation, checking answers for reasonableness, identifying alternatives, selecting optimal results and using technology/tools.

Relevant Associations:
DSU Learning Goal Associations
1 UG Student Learning Goal: Competent Communicators

Related Measures
M 1: Cumulative common final exam questions related to SLO 1

Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different questions carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, “success rate of SLO 1 in MTSC 213 is 78%” means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Target:
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO1.

Findings for 2018-2019
For SLO 1, students averaged 80.9% on this objective across all courses that measured SLO 1 (MTSC 251, 252, 313, 319, 452, 454, 461, 498). As such this SLO was met.
**Action Plan for 2018-2019**

To revise assessments such that data that measures each SLO is collected across all relevant courses using multiple measures.

**SLO 2: Various Representations**

Students will be able to represent and interpret mathematical information symbolically, graphically, numerically, written, verbally, and/or programming language. Students will be able to transform real world situations into mathematical algorithms.

**Relevant Associations:**

**DSU Learning Goal Associations**

4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures**

**M 2: Cumulative common final exam questions related to SLO 2**

Students’ scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, “success rate of SLO 1 in MTSC 213 is 78%” means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

**Target:**

A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO2

**Findings for 2018-2019**

![SLO1 Performance by Course](image.png)
For SLO 2, students averaged 85.2% on this objective across all courses that measured SLO 2 (MTSC 251, 252, 313, 319, 452, 491, 498). As such this SLO was met.

**SLO2 PERFORMANCE BY COURSE**

### Action Plan for 2018-2019
To revise assessments such that data that measures each SLO is collected across all relevant courses using multiple measures.

**SLO 3: Novel Problems**
Students will apply mathematics in novel situations that may require the development/acquisition of new skills.

**Relevant Associations:**
**DSU Learning Goal Associations**
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Related Measures**

**M 3: Cumulative common final exam questions related to SLO 3**
Students’ scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, “success rate of SLO 1 in MTSC 213 is 78%” means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

**Target:**
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO3

**Findings for 2018-2019**
For SLO 3, students averaged 76.6% on this objective across all courses that measured SLO 3 (MTSC 251, 252, 313, 319, 452, 454, 461, 491, 498). As such this SLO was met.
Action Plan for 2018-2019
To revise assessments such that data that measures each SLO is collected across all relevant courses using a variety of measure. To provide students, especially those in introductory courses, additional opportunities and experiences engaging with novel problems.

SLO 4: Read, Comprehend, and Communicate
Students will demonstrate the ability to read, comprehend and communicate mathematical concepts and procedures.

Relevant Associations:
DSU Learning Goal Associations
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures
M 4: Cumulative common final exam questions related to SLO 4.
Students’ scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, “success rate of SLO 1 in MTSC 213 is 78%” means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Target:
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO4

Findings for 2018-2019
For SLO 4, students averaged 73.2% on this objective across all courses that measured SLO 4 (MTSC 251, 252, 313, 319, 452, 461, 491, 498). As such this SLO was met.
Action Plan for 2018-2019
To revise assessments such that data that measures each SLO is collected across all relevant courses using a variety of measures. To revise instructional tasks and assessments to provide students additional opportunities to read, comprehend, and communicate mathematical ideas and concepts in multiple forms.

SLO 5: Proofs
Students will be able to read and comprehend proofs and write logical and organized proofs.

Relevant Associations:
DSU Learning Goal Associations
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures
M 5: Cumulative common final exam questions related to SLO 5
Students' scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, “success rate of SLO 1 in MTSC 213 is 78%” means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Target:
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO5

Findings for 2018-2019
For SLO 5, students averaged 74.3% on this objective across all courses that measured SLO 5 (MTSC 313, 319, 452, 461, 491, 498). As such this SLO was met.
Action Plan for 2018-2019
To revise assessments such that data that measures each SLO is collected across all relevant courses using a variety of measures.

SLO 6: Connections
Students will also be able to make connections among the different representations.

Related Measures
M 6: Cumulative common final exam questions related to SLO 3
Students’ scores on cumulative common final exams will be measured. In particular, each question in the final examination of a particular course is associated with at least one Student Learning Objective (SLO). Thus, to measure the success rate of students meeting one particular student learning objective, we have to take into account the contribution from more than one question. Since different question carries different possible value, weighted approach is used to calculate the overall performance for each SLO. For example, “success rate of SLO 1 in MTSC 213 is 78%” means in the course MTSC 213, all students who have taken the final exam, together have scored 78% on all questions associated with SLO 1. So, it is an overall approach where we are not looking at how each individual student meeting a particular student learning objective, rather we are trying to measure the collective response of the students in a particular course toward a particular SLO.

Target:
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO5

Findings for 2018-2019
For SLO 6, students averaged 70.8% on this objective across all courses that measured SLO 6 (MTSC 251, 252, 313, 319, 452, 454). As such this SLO was met.
Action Plan for 2018-2019

To revise assessments such that data that measures each SLO is collected across all relevant courses using a variety of measures.

SLO 7: Effective Teaching

Preservice teachers will design and teach engaging lesson plans/units for diverse populations. The lesson plans/units will develop students’ conceptual and procedural knowledge of mathematics, use a variety of teaching strategies, use a variety of strategies to assess student learning, and include the use of technology/tools.

Relevant Associations:

DSU Learning Goal Associations

4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures


Data collected in MTSC 403 Methods of Teaching Mathematics in Secondary School. Data analysis is based on students' performance in the class.

Target:

Success is defined as obtaining Acceptable (2) or Target (3) based on students performance on NCATE rubrics (Assessment 3, 6, 7, and 8).

Findings for 2018-2019

Data collected in MTSC 403 Methods of Teaching Mathematics in Secondary School. Data analysis is based on students' performance on the Lesson Plan assignments which are evaluated using the Lesson Plan Rubric and Scoring Guide. The Lesson Plan given to all Secondary Mathematics Education majors during their MTSC 403 Methods of Teaching Secondary Mathematics course, which is usually only offered during Fall semesters. Candidates complete the Mini Lesson assignment at least twice a semester by creating 2 different lesson plans. For each lesson, candidates have two opportunities to revise their lesson plan before submitting the final version in electronic form. Revisions are based on recommendations from the instructor during office hours, and recommendations they receive after presenting the lesson to their peers for feedback. The scores on this assessment are Indicator Not Met (1), Indicator Partially Met (2), and Indicator Met (3). Candidates created 2 different lesson plans (LP1, LP2) and were
given feedback on the quality of their lesson design. The data presented in the table below represents 2018-2019. As such, this SLO is met.

**Action Plan for 2018-2019**

While this objective was met, the available data is limited, and represents work completed with significant instructor support. Teacher candidates would benefit from additional opportunities to engage in lesson planning, earlier and more independently. A plan for developing these skills in earlier (prerequisite) courses is under consideration.
<table>
<thead>
<tr>
<th>NCTM STANDARDS</th>
<th>Average Points</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>6b Lesson Preparation</td>
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<tr>
<td>3a Goals and Standards</td>
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<tr>
<td>4b Developmentally Appropriate Lessons</td>
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<tr>
<td>3c Diversity &amp; Differentiate Instruction</td>
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</tr>
<tr>
<td>4a Knowledge of Developmentally Appropriate Lessons</td>
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<tr>
<td>4c Cultural Context</td>
<td>2.5</td>
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<tr>
<td>4d Recognition of Cultural Differences</td>
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</tr>
<tr>
<td>5e High Quality Tasks &amp; Questioning</td>
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</tr>
<tr>
<td>2d Language of Mathematics</td>
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</tr>
<tr>
<td>4e Create Lesson Plan with Instructional Technology</td>
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</tr>
<tr>
<td>3c Use of Mathematics Specific Manipulatives/Tools</td>
<td>2.75</td>
</tr>
<tr>
<td>5b Use of Mathematics Specific Technology</td>
<td>2.75</td>
</tr>
<tr>
<td>3f Creating Assessments</td>
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<tr>
<td>5c Analyze Assessments</td>
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</tr>
<tr>
<td>3g Monitor Student Progress Through Assessments</td>
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<tr>
<td>5a Mathematical Proficiency</td>
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<td>3f Determine Prior Knowledge</td>
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<tr>
<td>4b Build New Knowledge from Prior Knowledge</td>
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<tr>
<td>2b Representation &amp; Connections</td>
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</tr>
<tr>
<td>4a Positive Disposition Towards Math Processes &amp; Reflection</td>
<td>3.0</td>
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</tbody>
</table>
Mathematics MS

I. Goal 1 – Student Learning
   A. SLO 1 Students will apply mathematics in novel situations that may require the
development and acquisition of new skills.
      Aligns with Goal 2: prepare our graduates to be effective inquirers, critical thinkers
and problem-solvers able to use appropriate quantitative and qualitative information.

DSU Learning Goal Association:
Graduate Student Learning Goal 3: The ability to think critically, analyze
information and work collaboratively to address complex problems.

1. Measure: Student Performance on final evaluations.
   Target: Students will complete 80% of the examinations correctly.
   a. 2018-2019 Findings
      Met
      In fall 2018, more than 90% of students from the course MTSC 541(probability) and all students from MTSC 661 (numerical
analysis) demonstrated that they were able to solve problems in novel situation including biology applications for probability. In
spring 2019, all students from the courses MTSC 621(functional analysis) and 80% students from 571 (complex analysis) demonstrated
that they were able to solve problems in novel situation.

b. Action Plans
   Assign project to students that connects to real life applications.

B. SLO 2 Students will demonstrate the ability to read, comprehend and
communicate abstract mathematical concepts and procedures.

DSU Learning Goal Association:
Graduate Student Learning Goal 2: Clear and concise written and oral
communication.

1. Measure: Student Performance on class projects/examinations.
   Target: Students will achieve 80% or above on the relevant work.
   a. 2018-2019 Findings
      Met
In fall 2018, 70% of students from the course MTSC 541 (probability) and all students from 661 (numerical analysis) demonstrated that they were able to read, comprehend, and communicate math concepts. In 661, most students were able to write computer codes to solve problems. In spring 2019, all students from the courses MTSC 621 (functional analysis) and 80% of students from 571 (complex analysis) demonstrated that they were able to read, comprehend, and communicate math concepts.

b. Action Plans

Try to relate the topics in the textbook to real life applications (may need to look for examples beyond the textbook). Encourage students to be involved in class activities.

C. **SLO 3 Students will be able to read, comprehend, and communicate (written/verbal) abstract proofs. Students will make conjectures and prove or disprove the conjecture by providing a counter example or a well organized and logical proof.**

**DSU Learning Goal Association:**
Graduate Student Learning Goal 3: The ability to think critically, analyze information and work collaboratively to address complex problems.

1. **Measure: Student Performance on class projects/examinations.**
   **Target: Students will 80% or above on the relevant work.**
   a. 2018-2019 Findings
      - Met
      - In fall 2018, all students from the course MTSC 541 (probability) and 661 (numerical analysis) demonstrated that they were able to read, comprehend, and communicate abstract proofs. In spring 2019, all students from the courses MTSC 621 (functional analysis) and 80% of students from 571 (complex analysis) demonstrated that they were able to read, comprehend, and communicate abstract proofs.

b. Action Plans
   - Encourage students to be involved when presenting these abstract proofs.
   - Work on increasing the number of ways this SLO may be reported.

D. **SLO 4 Students will be able to interpret real life industrial problems, convert them into mathematical language, and use advanced mathematical techniques to solve them.**

**DSU Learning Goal Association:**
Graduate Student Learning Goal 1: Understanding of the major ethical issues associated with their discipline and how these issues impact society at large.
Graduate Student Learning Goal 4: The ability to integrate knowledge and technology to ensure their professional and personal success.

Graduate Student Learning Goal 5: Outreach and service.

1. **Measure: Student Performance on class projects/examinations.**
   **Target: Students will 80% or above on the relevant work.**
   a. Fall 2018 Findings
      ✷ In fall 2018, all students from the course MTSC 661 (numerical analysis) demonstrated that they were able to apply numerical methods such as spline interpolation method and differential equation solvers to problems related to real life application. The classroom in SC-North has computer and programming software for each student, which is helpful.
   b. Spring 2019 Findings
      ✷ Not Reported This Cycle
   c. Action Plans
      ✷ Give students more projects on problems that directly applied to real life.
      ✷ Work on increasing the number of ways this SLO may be reported.

E. **SLO 5 Students will be able to assess and synthesize mathematics research literature to develop a research plan and incorporate into their research.**

DSU Learning Goal Association:
Graduate Student Learning Goal 4: The ability to integrate knowledge and technology to ensure their professional and personal success.
Graduate Student Learning Goal 5: Outreach and service.

1. **Measure: N/A**
   **Target: N/A**
   a. Fall 2018 Findings
      ✷ Not Reported This Cycle.
   b. Spring 2019 Findings
      ✷ Not Reported This Cycle
   c. Action Plans
      ✷ Work on increasing the number of ways this SLO may be reported.

**Optics PhD – MISSING**

**Physics BS**

**G 1: Prepare majors for success in graduate study, professional school, and careers in industry, research, government, or academia**

Prepare majors for success in graduate study, professional school, and careers in industry, research, government, or academia in the 21st century global society.
**O/O 1: Students learn the physics and engineering content needed to successfully transition to graduate schools or employment**

Students learn the physics and engineering content needed to successfully transition to graduate schools or discipline related employment.

**DSU Learning Goal Associations**

1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**M 1: Midterms, quizzes, and final exams**

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: Met**

The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.

In Fall 2018, the courses which have been used for assessment are: 1. PHYS 191 - University Seminar I

In Spring 2019, the courses that have been used for assessment are: 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics I 3. PHYS 202 - General Physics II, 4. PHYS 220 – Scientific Programming, 5. PHYS 314 Analytic Mechanics-Dynamics, 6. PHYS 318 - Foundations of Bioengineering, 7. PHYS 342 - Theory of Electricity & Magnetism II, 8. PHYS 362 – Quantum Mechanics, 9. PHYS 411-Fiber Optics Communication, 10. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 75%

**O/O 2: Students engage in one or more research projects to learn laboratory techniques, research protocol**

Students engage in one or more research projects to learn laboratory techniques, research protocol, and appropriate behavior expected in a research environment.

**DSU Learning Goal Associations**

1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**M 1: Lab Reports, Projects**

Lab reports and project rubrics were used. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions in the lab reports and/or project rubric was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: Not Met**

The class average from the courses offered (one which has this outcome fulfilled) has been taken into account are as follow:
In Fall 2018 semester the courses that have been used for assessment are: 1. PHYS 201 - General Physics I, 2. PHYS 202 - General Physics II, PHYS 316 – Intro to Optics 4. Applied Physics Lab II, 5. PHYS 451 - Introduction to Research.

In Spring 2019 the courses which have been used for assessment are: 1. PHYS 201 - General Physics I 2. PHYS 202 - General Physics II, 3.PHYS 220 – Scientific Programming, 4. PHYS 318 Foundations of Bioengineering, 5. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 60%

**Action Plan**

We just finished renovating the labs and upgrading the lab equipment and technology. Students should have more hands on labs in freshman and sophomore years

**G 2: Ensure every physics graduate is skilled in physics, mathematics and technology and can apply the related skills and knowledge**

**Ensure every physics graduate is skilled in physics, mathematics and technology and can apply the related skills and knowledge to benefit his/her career, community, and personal life.**

**O/O 3: Students apply scientific and engineering concepts to solve problems quantitatively**

Students apply scientific and engineering concepts to solve problems quantitatively using analytic and numerical methods.

**DSU Learning Goal Associations**

2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**M 1: Midterms, quizzes, and final exams**

Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: Not Met**

The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.

In Fall 2018, the courses which have been used for assessment are: 1. PHYS 200-Analysis of Physical Systems, 2. PHYS 201 - General Physics I, 3. PHYS 202 - General Physics II 4. PHYS 316 - Analytic Mechanics, 5. PHYS 316 – Intro to Optics 6. PHYS 341 - Theory of Electricity & Magnetism 7. Applied Physics Lab II, 8.PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.

In Spring 2019, the courses that have been used for assessment are: 1. PHYS 192 - University Seminar II, 2. PHYS 201 - General Physics I 3. PHYS 202 - General Physics II, 4. PHYS 220 – Scientific Programming, 5. PHYS 314 Analytic Mechanics-Dynamics, 6. PHYS 318 - Foundations of Bioengineering, 7. PHYS 342 - Theory of Electricity & Magnetism II, 8. PHYS 362 – Quantum Mechanics, 9. PHYS 411-Fiber Optics Communication, 10. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 67%

**Action Plan**

The students in the lower level class did not meet the outcome, but by the upper level classes the students were meeting the outcome which shows the improvement as the students learn more about the area. We will continue to monitor students' progress in this area. As long as students in the upper level courses are at 4 or above, no further intervention is needed.

**O/O 4: Students design and implement scientific investigations to investigate and answer questions about physical systems**
Students design and implement scientific investigations to investigate and answer questions about physical systems

**DSU Learning Goal Associations**
1. UG Student Learning Goal: Competent Communicators
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**M 1: Project reports**
Project reports are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the components of the project was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students.

**Target:**
The class average of all the student learning outcomes should be > 3.00 in a scale of 5.00. The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: Met**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.
In Fall 2018, the courses which have been used for assessment are: 1. PHYS 313 - Analytic Mechanics, 2. PHYS 316 – Intro to Optics 3. PHYS 361 - Modern Physics, 4. PHYS 451 - Introduction to Research.
In Spring 2019, the courses that have been used for assessment are: 1. PHYS 220 – Scientific Programming, 2. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 100%

**O/O 5: Students use instruments, computers and associated technologies**
Students use instruments, computers and associated technologies to collect and analyze data, and interpret the results.

**DSU Learning Goal Associations**
2. UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4. UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**M 1: Lab Reports**
Lab reports are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the lab report was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was the tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: Not Met**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.
In Fall 2018, the courses which have been used for assessment are: 1. PHYS 201 - General Physics I, 2. PHYS 313 - Analytic Mechanics, 3. PHYS 316 – Intro to Optics 4. Applied Physics Lab II, 5. PHYS 451 - Introduction to Research.
In Spring 2019, the courses that have been used for assessment are: 1. PHYS 220 – Scientific Programming, 2. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 71%

**Action Plan**
We just finished renovating the labs and upgrading the lab equipment and technology. Students should have more hands on labs in freshman and sophomore years.

**G 3: Ensure that every physics graduate has strong critical thinking skills.**
Ensure that every physics graduate has strong critical thinking skills.

**O/O 6: Students integrate content knowledge and analytical thinking skills**
Students integrate content knowledge and analytic thinking skills to analyze a variety of problems and issues involving physical systems.

**DSU Learning Goal Associations**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**M 1: Midterms, quizzes, and final exams**
Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

**Target:**
% of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: Met**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2018, the courses which have been used for assessment are: 1. PHYS 200 - Analysis of Physical Systems, 2. PHYS 201 - General Physics I, 3. PHYS 313 - Analytic Mechanics, 4. PHYS 316 – Intro to Optics, 5.PHYS 361 - Modern Physics, 6. PHYS 451 - Introduction to Research.
In Spring 2019, the courses that have been used for assessment are: 1.PHYS 220 – Scientific Programming, 2. PHYS 314 Analytic Mechanics-Dynamics, 3. PHYS 318 – Foundations of Bioengineering, 4. PHYS 342 - Theory of Electricity & Magnetism II, 5. PHYS 362 – Quantum Mechanics, 6. PHYS 411-Fiber Optics Communications, 7. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 80%

**O/O 7: Students organize and conduct original investigations and reach scientifically appropriate conclusions.**
Students organize and conduct original investigations and reach scientifically appropriate conclusions.

**DSU Learning Goal Associations**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**M 1: Projects**
Project reports are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the components of the project was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students.

**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: Met**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2018, the courses which have been used for assessment are: 1. PHYS 200 - Analysis of Physical Systems, 2. PHYS 316 - Intro to Optics 3. PHYS 361 - Modern Physics, 4. PHYS 451 - Introduction to Research. In Spring 2019, the courses that have been used for assessment are: 1. PHYS 220 – Scientific Programming, 2. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 83%

**G 4: Produce graduates that have the broad-based knowledge and communication skills needed for success in the global society.**

Produce graduates that have the broad-based knowledge and communication skills needed for success in the global society.

**O/O 8: Students communicate the results of their studies in a variety of formats**

Students communicate effectively the results of their studies in a variety of formats, including written reports, poster presentations, and PowerPoint®-like presentations.

**DSU Learning Goal Associations**

1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**M 1: Projects**

Written reports and poster and oral presentations are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the components of the project was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students.

**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: Met**

The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2018, the courses which have been used for assessment are: 1. PHYS 191 - University Seminar I 2. PHYS 316 – Intro to Optics, 3. Applied Physics Lab II, 4. PHYS 451 - Introduction to Research. In Spring 2019, the courses that have been used for assessment are: 1. PHYS 192 - University Seminar II, 2. PHYS 220 – Scientific Programming, 3. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 86%

**O/O 9: Students practice oral communication skills with peers as colleagues in the scientific community**

Students practice oral communication skills with peers as colleagues in the scientific community, using appropriate language skills and professional vocabulary.

**DSU Learning Goal Associations**

1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**M 1: Oral Presentations**

Oral presentations are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the components of the rubrics was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students.

**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: Met**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.
In Fall 2018, the courses which have been used for assessment are: 1. PHYS 191 - University Seminar I 2. PHYS 361 - Modern Physics, 10. PHYS 451 - Introduction to Research.
In Spring 2019, the courses that have been used for assessment are: 1. PHYS 192 - University Seminar II, 2. PHYS 220 – Scientific Programming, 3. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 100%

**O/O 10: Students analyze and reflect on technical problems and issues**
Students analyze and reflect on technical problems and issues that span more than a single discipline, including problems that have broad social and economic impact.

**DSU Learning Goal Associations**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**M 1: Midterms, quizzes, and final exams**
Midterms, quizzes, final exams are used to indicate academic direct measure of student learning. The average grade (a numerical number rather than whole course letter grade of A, B, C etc.) for each of the questions of the written exams was converted to a scale of 5 and that was accepted as the direct measure of assessment of the students. Each question was the tied with the course learning goal as well as with the student learning outcomes of the program. Only core courses of this program have been used as a measure.

**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2018-2019) - Target: Met**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.
In Fall 2018, the courses which have been used for assessment are: 1. PHYS 191 - University Seminar I 2. PHYS 200 - Analysis of Physical Systems, 3. PHYS 201 - General Physics I, 4. PHYS 313 - Analytic Mechanics, 5. PHYS 341 - Theory of Electricity & Magnetism 6. PHYS 361 - Modern Physics, 7. PHYS 451 - Introduction to Research.
In Spring 2019, the courses that have been used for assessment are: 1. PHYS 192 - University Seminar II, 2. PHYS 220 – Scientific Programming, 3. PHYS 314 - Analytic Mechanics-Dynamics, 4. PHYS 342 - Theory of Electricity & Magnetism II, 5. PHYS 362 - Quantum Mechanics, 6. PHYS 411-Fiber Optics Communications, 7. PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 92%

**Physics MS – MISSING**
College of Business (COB)

Accounting, Economics and Finance Department

1. **Mission** - Our mission is to provide a student-centered learning environment to develop accounting, economics and finance professionals with a national and global perspective. We emphasize the development of technical competencies through academic excellence, innovation, integrity in teaching, professional development, applied and instructional research, preparation for advanced studies, and outreach.

1. **Goal 1** - Teaching – The department will periodically review its course offerings and curriculum.

   1) Outcome - Review program curriculum and course offerings periodically

   1. Measure of Outcome 1.1 Comparison of curriculum with 2 peer institutes, one HBCU and one area institution, for alignment of our course offerings.

      a. Generic documents used to evaluate measure

         i. New course/Program proposal
         ii. Meeting Agenda/Minutes
         iii. Peer institution course offering review

      b. Target for measure

         i. Curriculum will be reviewed by the department faculty members every two years.

   c. 2018-2019 - Findings

      i. Met.

      ii. The Department Faculty reviewed existing curriculum during AY 2018-2019 and recommended that a new major is introduced to meet market demand, employer demand. In doing so, similar programs at the University of Maryland – Eastern Shore and Howard University curriculum were referenced.

A new Major, B.S. Finance was proposed in Spring 2018 to be formally introduced in Fall 2019. This major will have concentrations in Finance and Banking and Financial Economics. Also, the Department will no longer offer B.S. Management concentrations in Finance and Banking and Business Economics.
Curriculum approval was as follows and is evidenced by the curriculum approval form which was approved by Faculty Senate on May 6, 2019.

To solidify applied understanding of Accounting discipline, the department formally listed ACCT 204-Lab and ACCT 205-Lab as courses on banner after necessary approvals. Students enrolling in ACCT 204 and ACCT 205 will have to sign up for ACCT 204-Lab and ACCT 205-Lab respectively.

d. 2018-2019 -Action Plan based on findings

Next curriculum review will be done during AY 2020-2021.

2) Outcome – Students from department will engage in experiential learning/Internship.

1. Survey from employers of our students.
   a. Generic documents used to evaluate measure
      i. Employer feedback satisfaction survey of student intern.

   b. Target for measure

      i. Student end of semester internship report – at least 50% of student interns will score at least 80% or higher on their end of semester internship report.
      ii. Feedback from employers - At least 50% of interns will score 70% or higher on employer rated satisfaction of student job performance.

   c. 2018-2019 -Findings

      i. Met, seven students participated in internship and scored and at least 50% of student interns scores at least 80% on their end of semester internship report.

      Also, 50% of the student intern scored at least 70% or higher on the employer satisfaction of student job. However, 25% of these 50% were reported with a grade feedback from on campus organization where these students interned.
ii. Supporting findings/results

Supported by survey feedback from employers and internship report submitted by students.

d. 2018–2019 -Action Plan based on findings

Continue to monitor feedback from students and employers to provide a better internship experience.

2. **Goal 2** – Faculty engagement and impact in applied, and scholarly research and creative activities.
   
   1) **Outcome 2.1** Compose or collaborate on intellectual contributions such as scholarly articles, abstracts, proceedings, and books

   1. Measure of Outcome 2.1
      
      a. Evidence of intellectual contribution or creative activities such as: article copy, abstract copy, presentations or creative activity program.

   2. Target for measure:
      
      a. At least 3 intellectual contributions will be produced by department faculty/staff each year.

      b. Findings
         
         i. Met. Department faculty participated in intellectual or creative activities such as: article copy, abstract copy, presentations or creative activity program.

   *Supporting findings/results*

   *Department members made presentations at leading national and international conferences.*


Department members also published in peer-reviewed journals and proceedings on academic, practitioner and pedagogy related areas.


Grace Mubako, Susan Muzorewa, (2019) "Interaction between internal and external auditors– Insights from a developing country” Meditari Accountancy Research

c. Action Plan based on findings

Department faculty will be encouraged to participate in academic and other scholarly activity.

2) **Outcome 2.2** Participate in professional or discipline focused workshops or creative activities.
1. **Measure of Outcome 2.1**
   
a. Record of faculty attendance in professional development workshops.

2. **Target for measure**
   
a. Faculty attendance at least 5 professional or discipline focused workshops or creative activities
   
   Met.

b. **Findings for measure**

   Christopher, J., - Summer Conference of the National Economic Association/American Society of Hispanic Economists, Pablo, MT, June 2018.
   
   Das, N. - Academy of Financial Services Conference, Chicago, IL, October 2018.
   
   Bernadette, R. - Academy of Financial Services Conference, Chicago, IL, October 2018.
   
   Das, N. - The Academic Research Colloquium, CFP Board, Arlington, VA.
   
   Dania, A. – Specialized Business Program Accreditation, Site Visit Chair – California University of Pennsylvania, October 2018.

   c. **Action Plan based on findings**

   Department faculty will be encouraged to participate in professional or discipline focused workshops or creative activities.

3. **Goal 3 Service - Participation in service activities.**
   
   1) **Outcome 2.1 Engage in University, College, Community and Discipline specific service initiatives.**

   1. **Measure of Outcome 2.1** Participation in service activities. List and type of services activities in which faculty, staff and students participated.
      
      a. Evidence of service role, membership, letters of appreciation or support
      
      b. Role assignment matrix

   2. **Target for measure**
      
      a. At least 4 University, College, Community and Discipline engagement activities will be completed by department faculty per academic year.

      b. Findings
i. Met

ii. Supporting findings/results
Department faculty are active in providing service by means of serving on Department, College, University, Discipline and Civic committees. Noteworthy examples of service components are faculty serving on important University and Community based Committees (such as the Faculty Senate Executive Committee, Finance Committee, Assurance of Learning Committee, CFP Board’s Council of Education, Gateway to Leadership Advisory Board).

- AEF Department faculty were actively involved in organizing institutional events. Noteworthy being 2019 DEEP Day where they facilitated sessions.
- AEF Faculty members also actively participated in the organization of Research Day at the University. For example, Dr. Jan Christopher was involved with mentoring and facilitating a session on Research Day.
- Dr. Jan Christopher is involved with promoting Women and Gender studies at the University. She is part of the WMGS Program Committee.
- Drs. Dania, Ning, and Muzorewa were involved in founding the Center for Financial Services, Innovation and Technology (C-FIT) as a Center of Excellence at the University. C-FIT envisions at accelerating the innovation and ideas in the financial services industry to meet the needs of residents of the state of Delaware and beyond, by means of providing application, academics, research, and networking opportunities with like-minded partners and providers.
- Dr. Dania from the AEF Department is part of the initiative to establish a private non-profit entity at the University to secure an alternate source of funding to promote research, entrepreneurship, student and faculty focused activities.
- Dr. Das was enrolled as Agent designation, Internal Revenue Service.
- Dr. Das participated in the Women in financial Service roundtable (April 9, 2019).
- The Department organized Medicare: Myths and Facts (educational seminar) for the interest of the community on May 2, 2019. Dr. Das was the lead faculty.
- Dr. Kwak is served on the Editorial Board of the Korean Journal of Financial Engineering.
- Dr. Dania is serving as the Editor-in-Chief for the Accounting and Finance Research journal.
• Dr. Michael Katz is serving on the board of directors (director of safety and education) of the White Clay Bicycle Club.

• Dr. Michael Katz is serving as the member of the Wilmington Area Planning Council (WILMAPCO) Non-motorized Transportation Working Group.

• Dr. Dania is the member of the University Finance Committee.

c. Action Plan based on findings

Department faculty will be continued to be encourage to participate in University, College, Community and Discipline engagement activities.

4. **Goal 4** Student Engagement in a variety of academic and/or co-curricular activities.

   1) **Outcome 2.1** Encourage student participation in discipline related co-curricular activities.

   1. **Measure of Outcome 2.1** - Number of students participating and types of participation in academic and co-curricular activities.

   a. Evidence of attendance or participation in discipline related or co-curricular activities

   2. Target for measure

   a. At least 70% of department students are participating in academic or co-curricular activities each academic year.

   b. Findings

   i. Partially met

   ii. Supporting findings/results

• Accounting club, Finance club and Economics club run by Department faculty and students were very active during the year. Department students participated in DEEP day, participated in conferences and made noteworthy academic trips, such as to the U.S. Federal Reserve, Morningstar Investment Conference.

• Department faculty also led students to business student competitions. Noteworthy being the 2019 Community Bank Case Study Competition. Under the mentorship of Dr. Akash Dania (Faculty Mentor) and Ms. Ashlee Walker (Community Bank Mentor), four department freshman students submitted a case study titled, “The Economic Growth, Regulatory Relief and Consumer Protection Act (EGRRCPA) and its Impact on Community Banks.

• Five Department students also traveled to TD Ameritrade Conference.

• Twelve department students traveled to National Association of Black Accountants (NABA) student organization, DSU chapter.
Mr. Wade Robison was the faculty supervisor for students to obtain their IEDC training certifications: Strategic Planning, IEDC training certifications: Managing EDO’s, African Dialogue Series at the United Nations, IEDC training certifications: Real Estate Dev. & Reuse, IEDC training certifications: Business Expand & Ret., and to the Philadelphia Navy Yard.

c. Action Plan based on findings

Additional students from the department will be encouraged to participate in academic or co-curricular activities.

Accounting BS

Mission Our mission is to provide a student-centered learning environment to develop accounting, economics, and finance professionals with a national and global perspective. We emphasize the development of technical competencies through academic excellence, innovation, integrity in teaching, professional development, applied and instructional research, preparation for advanced studies, and outreach.

II. Goal 1 – Student Learning Outcomes of the B.S., Accounting Program

A. Outcome 1 Demonstrate an understanding of the foundational knowledge based on the common professional component (CPC) of Accounting.

1. Measure

GRE-ETS standardized exam in Accounting discipline

Target: Program seniors will score (+/-) 10% range of the national senior samples of the GRE-ETS standardized exam in Accounting discipline.

Association to DSU Student Learning Goal - INTELLECTUAL CLIMATE AND CULTURE


   Met.
   Supportings findings/results - The sample average of 496 institute have a score of 43.1 in Accounting discipline. Our program students scored 50 in Accounting discipline.
   Action Plan based on findings
   The associated labs for ACCT 204, ACCT 205, tutorial for other courses in Accounting has helped students. This additional academic support system will be continued.
B. **Outcome 2** Demonstrate legal, ethical, global, cultural and diversity awareness as related to business profession

1. **Measure:**

   Research-based case study assignment focused on ethical, global, cultural diversity awareness as related to business profession in case study assignment assigned in Managerial Finance (FIN 300) course.

   **Target:** 70% of students will score 80% or higher in

   **Association to DSU Student Learning Goal - RESEARCH AND SCHOLARSHIP**

      - Partially Met.
      - Supporting findings/results – 72% of students scored 80% or higher in the case study assignment. It is to be noted that 3 students did not attempt the case study assignment. If these 3 students are added, then the total number of students who scored 80% or higher is 65%.
      - Action Plan based on findings
        In next iteration, students will be encouraged to attempt the case study assignment.

2. **Measure:**

   GRE-ETS standardized exam in legal and social environment discipline.

   **Target:** Program seniors will score (+/-) 10% range of the national senior samples of the GRE-ETS standardized exam in legal and social environment discipline.

   **Association to DSU Student Learning Goal - INTELLECTUAL CLIMATE AND CULTURE**

      - Met.
      - Supporting findings/results – The sample average of 496 institute have a score of 46.7 in in legal and social environment discipline. Our program students scored 49 in legal and social environment discipline.
      - Action Plan based on findings
        Recent business-related examples were introduced in Business Law I and Business Law II. Other course in the curriculum cover legal and ethical related ideas (Special Topics in Accounting -Forensic Accounting, Managerial Finance) which will continue.
C. **Outcome 3** Employ critical thinking, decision-making, and problem-solving skills to analyze current issues in business

1. **Measure:**

   Research-based case study assignment focused current issue in business which will require critical thinking.

   **Target:** 70% of students will score 80% or higher in research-based case study assignment

   **Association to DSU Student Learning Goal - RESEARCH AND SCHOLARSHIP**

      - Partially Met.
      - Supporting findings/results – 72% of students scored 80% or higher in the case study assignment. It is to be noted that 3 students did not attempt the case study assignment. If these 3 students are added, then the total number of students who scored 80% or higher is 65%.
      - Action Plan based on findings
        In next iteration, students will be encouraged to attempt the case study assignment.

2. **Measure:**

   GRE-ETS standardized exam in Quantitative Business Analysis.

   **Target:** Program seniors will score (+/-) 10% range of the national senior samples of the GRE-ETS standardized exam in Quantitative Business Analysis.

   **Association to DSU Student Learning Goal - INTELLECTUAL CLIMATE AND CULTURE**

      - Met.
      - Supporting findings/results – The sample average of 496 institute have a score of 33.8 in Quantitative Business Analysis. Our program students scored 38 in legal and social environment discipline.
      - Action Plan based on findings
D. Student Experiential Activity Outcome

**Association to DSU Student Learning Goal - STUDENT SUCCESS**

1. **Measure:**
   Internship participation, report and employer rated job performance on internship.

   **Target:**
   At least 5 students from the program will engage in internship. At least 50% of student interns will score at least 80% or higher on their end of semester internship report. At least 50% of interns will score 70% or higher on employer rated satisfaction of student job performance.

      - Met
      - Seven students participated in internship and scored at least 50% of student interns scores at least 80% on their end of semester internship report. 50% of the student intern scored at least 70% or higher on the employer satisfaction of student job. However, 25% of these 50% were reported with a grade feedback from on campus organization where these students interned.
      - Action Plan based on findings

2. **Measure:**
   Co-curricular activity participation

   **Target:**
   At least 5 students from the program will engage in academic or co-curricular activities.

      - Met
      - Four department students submitted a case study titled, “The Economic Growth, Regulatory Relief and Consumer Protection Act (EGRRCPA) and its Impact on Community Banks,” as part of the Business competition.
      - Five Department students also traveled to TD Ameritrade Conference.
      - Twelve department students traveled to National Association of Black Accountants (NABA) student organization, DSU chapter. from on campus organization where these students interned.
      - Action Plan based on findings
Participation in the experiential activity has helped in student retention and the effort to encourage students to participate in academic and co-curricular activities across the curriculum will continue.

E. Service-Learning Outcome

Program students will engage in service learning.

**Association to DSU Student Learning Goal - OUTREACH AND ENGAGEMENT**

1. **Measure:**
   Participation in service learning activity.

   **Target:**
   At least 5 program students will engage in service-learning activity.

   - Met
   - Three students volunteered for the College of Business DEEP Day. Two students volunteered for the New Student Orientation meet with new Accounting major students. Two Accounting major seniors led the student contingent to the 2018 NABA conference.
   - Action Plan based on findings
   We will continue to encourage students to participate in service-learning activity. Participation in service-learning activity helped students secure internships and jobs as these demonstrate leadership and service commitments in students.

**Aviation B.S.**

**Mission**

*Our mission is for the Delaware State University Aviation Program to establish the highest quality of aviation education and related training, to develop highly successful aviation professionals with a global perspective. The Aviation Program also seeks to train knowledgeable and proficient airport managers, operations managers, air traffic controllers, aircraft dispatchers, Federal Aviation Administration employees and other aviation management professionals. Our Professional Pilot graduates will complete their FAA requirements for the below certifications, while earning a bachelor’s degree:*

- Private Pilot Certification
- Instrument Certification
- Commercial Certification
- Certified Flight Instructor – Airplane Certification
- Certified Flight Instructor – Instrument Certification
- Multi-Engine Certification

Graduates of our FAA Approved Part 141 Aviation program are hired into a Professional Pilot job leading to a career in aviation; within 12-months of graduating. The DSU flight training program opens the door to commercial and/or military aviation careers for those with the ability, tenacity to meet the rigorous academic and physical skills demanded of them.

**Type of Unit:** Undergraduate

**Vision**

*The Delaware State University Aviation Program will be the preferred choice for the education of future aviation professionals in the air and on the ground. We will do this through a student-centered learning environment, emphasizing academic excellence through innovation and integrity in teaching, professional development, applied and instructional research and outreach.*

1) **Goal 1: Written and Oral Communication**
   a. SLO1.1: Demonstrate effective written communication skills
      i. **Measure 1.1:** Rubric: Give requirement in AVIA-191, -192, -450 classes, using the associated rubric. The data will be preserved in the Blackboard history for the course, and the results will be reviewed/analyzed once a year.
      ii. **Target:** 70% will score 3 or above, using the associated rubric
      iii. **Findings 2018-2019:** Students were given at least three graded written assignments during these courses (AVIA-191, -192, -450). Students were evaluated on effective communication per the specifics of the assignment. The results were at least 70% of the students achieved a rating of 3 or above on each of the written assignments portion of the overall grade.
      iv. **Action Plan:** Instructor will refer all writing assignments to be reviewed by writing studio lab prior to assignment submission.
   b. SLO1.2: Demonstrate effective oral communication skills
      ii. **Target:** 90% will successfully pass the FAA practical exam on first attempt.
      iii. **Findings 2018-2019:** Students were given communications training and graded exercises (mock check rides/stage check) in preparation for FAA
check ride. 92% of students achieved a passing score in the FAA practical exam on first attempt.


2) Goal 2: Legal & Ethical Awareness
   a. SLO 2: Recognize the legal and ethical issues and the various stakeholders’ positions and interest that exist in aviation-related fields
      i. Measure 2: Exams and Quizzes: Focused multiple-choice questions, as part of quizzes and tests will be administered in each of these three courses: Flight Safety AVIA-310, Air Traffic Control (ATC) AVIA-350, and Aviation Legislation AVIA-489 courses. Results will be compiled, analyzed and reassessed each year.
      ii. Target: 80% of the students achieve a passing score on these questions.
      iii. Findings 2018-2019: Students were given both study and experiential learning opportunities to gain knowledge of aviation Safety, ATC and legislation practices within the industry. Additionally, students were exposed to guest lecturers who are experts in their various specialties. This raised the quality of the course learning for the students.
      iv. Action Plan: No change. Continuing to find opportunities for instructor expertise in the classroom and experiential learning opportunities.

3) Goal 3: Data Gathering and Critical Thinking Skills
   a. SLO 3: Analyze and solve aviation related problems using qualitative and quantitative data and critical thinking skills.
      ii. Target: 90% will successfully pass the FAA practical exam on first attempt.
      iii. Findings 2018-2019: Students were given communications training and graded exercises (mock check rides/stage check) in preparation for FAA check ride. 92% of students achieved a passing score in the FAA practical exam on first attempt.

4) Goal 5: Leadership and Teamwork (Professional Pilot / Aviation Management)
   a. SLO 5: Apply effective leadership skills and demonstrate team building capabilities.
      i. Measure 5: Assignments/scenarios to include tests and quizzes in the Crew Resource Management (CRM) course. Students must pass this course with a “C” letter grade or better; per the instructor syllabus.
ii. Target: 70% of the students complete the assignments and exercise scenarios with a passing grade of “C” or better. This data is reassessed on a yearly basis.

iii. Findings 2018-2019: The students in this course all passed with a letter grade “C” or better.

iv. Action Plan: No future change is expected.

5) SLO 6: Pilot Certification completion by students (Professional pilot)
   a. Demonstrate effective piloting skills
      ii. **Target**: 90% will successfully pass the FAA practical exam on first attempt.
      iii. Findings 2018-2019: Students were given communications training and graded exercises (mock check rides/stage check) in preparation for FAA check ride. 92% of students achieved a passing score in the FAA practical exam on first attempt.

6) Goal 7: Unit Goals
   a. Aircraft Maintenance
      i. **SLO 7.1**: The Aviation Program staff shall support aircraft operational readiness for student flight training by carrying out aircraft maintenance. This maintenance includes: preventive maintenance and services, 50-hour and 100-hour inspections, annual inspections and minor repairs for 22 airplanes in our fleet. The evaluation is assessed weekly, monthly, quarterly, and yearly basis.
      ii. **Measure**: Number of hours that aircraft are available for student flight training.
      iii. **Target**: On average, 85% or more (out of total 22 airplanes and 7200 hours) of all aircraft fleet is operational and available for student flight training. This is an ongoing issue.
      iv. Findings 2018-2019: The Aviation Program’s aircraft flew 5113.44 hours from 7200 total hours during this same period. The maintenance averaged an operational tempo of 71%, due to an insufficient number of aircraft maintenance personnel.
      v. Action Plan: Requested the hiring of three more mechanics (growth positions) which was disapproved.

b. Student Engagement
i. **SLO 7.3:** Students will participate in aviation activities and opportunities for student engagement, mentoring and recruiting with the general public. These activities include career fairs, recruiting events, university Open House, visitation of Elementary, Middle and High Schools, FREE Discovery Flights, participation at Fly-ins, Airshows, regional or national competitions and regional/national conferences. This is evaluated on a yearly basis.

ii. **Measure:** Number and type of opportunities for engagement.

iii. **Target:** Minimum of six (6) opportunities for Aviation Program students and/or aircraft will be carried out within the academic year.

iv. **Findings 2018-2019:** During this period, Aviation Program students participated in career three fairs or Open House events at all levels (Elementary, Middle, High School and university). We conducted over 30 Discovery Flights, won the 1st Place NIFA Region 7 competitions, participated in the Dover Air Show (fly-by and static displays), sent 10 students to both the Women in Aviation and Organization of Black Aerospace Professionals (OBAP), and recruited over 30 new students to the Aviation Program.

v. **Action Plan:** No change.
Business Administration Department

Mission
Our mission is to provide a student-centered learning environment to develop business analytics, human resource management, management information systems/enterprise resource planning, marketing, and general management professionals with a national and global perspective. We emphasize the development of academic excellence through technical competencies, innovation, integrity in teaching, professional development, applied and instructional research, and outreach.

I. Goal 1 – Teaching – Curricula review and maintenance
   A. Objective Review program curricula and course offerings periodically by faculty.
      1. Measure of Objective 1.1 Comparison of curricula of peer institutions (at least one HBCU and one area institutions).

         1) General Documents used to evaluate measure.
            a. New course/Program proposal
            b. Meeting Agenda/Minutes
            c. Peer institution course offering review

         2) Target
            a. The curriculum will be reviewed by the department faculty and department curriculum committee every two years.

         3) Findings
            a. Met, not met, partially met, not reported this cycle
            b. Supporting findings/results (describe the results achieved on the instrument).

         4) Action Plans based on findings
            a. Action Plan based on findings (describe a way to improve the results or modify the target/measure or objective)
               Curricula revision can be recommended when required.
               Addition of courses may be recommended.
               The review of curricula will begin in Fall 2019 with at least one HBCU and one area institution (ex. Howard, UMES, UD, and Temple)

      2018-2019 Findings: _Not reported this cycle________________
      Action Plans: _ N/A ______________________

II. Goal 2 - Research – Faculty engagement and impact in applied/scholarly research and creative activities.
   A. Objective 2.1 Composition or collaboration on intellectual contributions such as scholarly articles, abstracts, proceedings, and books.
1) **Measure of Objective 2.1** Activity list in the annual “Faculty Activity Report (FAR)” of intellectual contribution or creative activities such as peer-reviewed journal articles, peer-reviewed proceedings, presentations, or other creative activities.

2) **General Documents used to evaluate the measure.**
   a. Annual Faculty Activity Report that lists peer-reviewed journal articles, peer-reviewed proceedings, conference presentations, professional and intellectual workshop participation, and book chapters.
   b. Documents that reveal faculty’s other creative activities.

3) **Target**
   a. At least 10 intellectual contributions for an academic year will be produced by department faculty each year.

4) **Findings**
   c. Met, not met, partially met, not reported this cycle. Not reported this cycle.
   d. Supporting findings/results

5) **Action Plans based on findings**
   a. An action plan based on findings (describe a way to improve the results or modify the target/measure or objective).

**2018-2019 Findings: Target met? – Met.**

1) Department faculty members produced peer-reviewed journal articles, participated in national and local academic conferences, and presented in those conferences. As a whole, the Department met the target and published, participated, and presented much more than the target during the academic year 2018-2019.

2) The Department faculty members have published seven (7) peer-reviewed journal articles, published six (6) peer-reviewed proceedings, participated in intellectual conferences and presented nine (9) research papers and abstracts, published one (1) book chapter, and participated in three (3) workshops where faculties’ research was presented.

**2018-2019 Action Plans:** The Department met the target for this academic year, however, the Department Personnel Committee and Chairperson reviewed individual faculty’s performance and decided to recommend two full-time faculties for more productions. (1) The first faculty (MN) had been progressing a lot on his research projects during this academic year, but not reported any products for this academic period. Thus, he was recommended to produce more in the next academic year although he is a tenured faculty and (2) The second faculty (ZZ) is recommended to produce more intellectual contributions although he had one peer-
reviewed journal article published in June 2019 because he is in tenure-tract and has to apply for promotion in the academic year 2020-2021.

III. Goal 3 – Service – Participation in service activities
   A. Objective 3.1 Engage in departmental, college, university, community, and discipline-specific service activities.
      1. Measure of Objective 3.1 Participation in services. (1) List and type of service activities in which faculty, staff, and students participated. (2) Type of service role in membership, and (3) letters of appreciation or support.

      1) General Documents used to evaluate the measure
         a. Annual “Faculty Activity Report (FAR)” that lists participation in different services, type of service role (chair, member, etc.).
         b. Letters of appreciation or support.
         c. Documents for faculty’s other service activities.

      2) Target
         a. At least 10 departmental, college, university, community, and discipline-related activities will be completed by Department faculty per academic year.

      3) Findings
         a. Met, not met, partially met, not reported this cycle
         b. Supporting findings/results (describe the results achieved on the instrument).

      4) Action Plans based on findings
         a. Action Plan based on findings (describe a way to improve the results or modify the target/measure or objective )


   1) The overall Departmental minimum target was met and exceeded with a total participation of sixty-one (61). Faculties in the Department participated in nine (9) departmental activities, twenty-three (23) college committees, ten (10) university-wide committees, and nineteen (19) community and discipline-related committees & activities.

   2) Among these, faculties participated as a chairperson or director in at least seven (7) activities. The chair or director role was listed: two in departmental, one in college-level, one in university-wide, and three in community and discipline-related committees and activities.

2018-2019 Action Plans: The Department faculties will be encouraged to continue to participate in university, college, department, and community activities.

IV. Goal 4 – Student Engagement – Student engagement in academic and/or extra-curricular activities.
A. **Objective 4.1** Encourage student participation in academic and discipline-related extra-curricular activities.

5. **Measure of Objective 3.1** Number of students participating and types of participation in academic and co-curricular activities such as internships, competition participations, club activities, COB night shifts, and/or workshop participation.

1) **General Documents used to evaluate measure.**
   a. KPI 1 & 10 Annual reports
   b. Department’s Annual Reports
   c. Other activity documents such as internship documents, records of competition participation, records of attendance or participation in discipline-related or co-curricular activities

2) **Target**
   a. At least 70% of department students will participate in academic or extra-curricular activities each year.

3) **Findings**
   a. Met, not met, partially met, not reported this cycle
   b. Supporting findings/results (describe the results achieved on the instrument).

4) **Action Plans based on findings**
   a. Action Plan based on findings (describe a way to improve the results or modify the target/measure or objective)

**2018-2019 Findings: Target met? – Partially Met.**

1) Twenty-eight (28) students got their internships in companies such as JP Morgan and Chase, Deloitte, Barclays, HP, FBI, and USDA.

2) Thirty-two (32) students participated in experiential learning such as Case Competition in DSU COB DEEP Day, Business Challenge at Hewlett Packard (HP) HBCU Business Challenge, Conference Participation at DE SHRM Conference, and National Diversity Business Case Competition. A few examples were as follows:
   a. Four (4) students attended the National Diversity Case Competition 2019 by Indiana University, Bloomington.
   b. Four (4) students attended the Hewlett Packard HBCU Business Challenge.

3) Many students started to participate in club activities by the strong recommendations from instructors of MGMT-100 and MGMT-191 with extra credit points.
4) The clubs in the Department include Marketing Club, American Marketing Association Student Chapter, MIS Club, SHRM (Society for Human Resource Management) Student Chapter, such as night shifts, STOMPP workshops, and night shift workshops & speaker series organized/ran by department clubs.

5) A student (Aubrey Bechdel, D10624635) received a 'Student-Faculty Diversity Pipeline Award' at the 74th Annual AAPOR Conference in Toronto, Ontario, Canada in May 2019.

2018-2019 Action Plans: The Department encourages students to participate in more student activities such as Night Shifts (workshops) that were offered by the COB Student Clubs starting from Fall 2019. Students will be encouraged to participate in at least two clubs as a member through MGMT-100 and MGMT-191 courses and to take part in social and leadership roles. The Department will continue to encourage students to get Internships and experiential learnings such as national and local business competitions and academic challenges.
Hospitality & Tourism BS

Mission / Purpose

The mission of the Hospitality and Tourism Management Program (HTM) is to prepare students to become leaders and management professionals, who possess the hospitality, entrepreneurial and managerial skills and competencies necessary to make positive contributions to the hospitality industry, in a global society.

This includes enhancing operational efficiency and effectiveness-and the financial viability-of organizations in the industry. Students must: (1) demonstrate knowledge and application, as well as oral and written communications of specific functional areas of specialization of management; (2) demonstrate requisite skills of a common body of knowledge in Hospitality and Tourism Management; (3) demonstrate Knowledge and applications to solve managerial and business problems, quantitative reasoning related to all sectors of the industry, in a diverse society; (4) Develop management, leadership and decision-making skills; and (5) assess data gathering, problem solving and information literacy related to HTM.

The Hospitality and Tourism Management (HTM) mission is congruent with the mission of the University, in that it prepares students for a meaningful and relevant education that emphasizes both the liberal and professional aspects of higher education. The Hospitality and Tourism Management Program embraces diversity and provides a broad range of interactive instruction, service, and research, so that graduates will become competent, productive and contributing citizens in a global, diverse society.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

G 1: Student Learning Goals

Hospitality & Tourism Student learning goals.

SLO 1: SLG - Demonstrate HTM knowledge and skills to the application of decisions

Demonstrate knowledge and application, as well as oral and written communications of specific functional areas of specialization within Hospitality and Tourism Management.

Relevant Associations:

- DSU Learning Goal Associations:
  - DSU-UG-SLO1: Competent Communicators.
  - DSU-UG-SLO2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
  - DSU-UG-SLO4: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 1: Senior Assessment Competency Test

1. HTM students are assessed using several methods. During the junior year and the beginning of the senior year.
a. All HTM students are required to complete an 89-item exam that encompasses all aspects of Hospitality and Tourism Management.

b. Students are assessed on the core subjects in the College of Business (COB) through a Senior Assessment Test (given through a business core class - Strategic Planning) that includes questions related to the 12 subjects included in the core areas.

**Senior Assessment Competency Test – Breakdown**

- DSU-UG-SLO1: Competent Communicators.

  Written communication competencies – is assessed using questions 7, 10, 26, 88, 89. All HTM classes’ assignments include written and oral presentations assigned throughout each semester. The students are evaluated and provided with peer and teacher evaluations using the oral and written communications rubric.

- DSU-UG-SLO2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

  Critical thinking, knowledge and application, and problem solving are assessed using questions 1-4, 5, 9, 14, 15, 19, 22, 25, 31, 34, 40, 42, 46, 48, 50, 54, 58, 59, 60, 61, 62, 63, 64, 67, 74, 76, 77, 80, 83, 84, 86, 87-89.

  The questions provide students with the ability to analyze, evaluate, and solve managerial problems that utilize quantitative reasoning concepts and critical thinking in all sectors of the hospitality and tourism industry in a global, cultural, and diverse society.

- DSU-UG-SLO4: Independent learners able to integrate knowledge and technology to achieve personal and professional success

  Based on the student ability to integrate knowledge and technology to achieve personal and professional success, the following questions are applied to assess those skills and abilities (20, 53, 74, 87, 88, 89).

  **Target:** All students are required to score a minimum grade of 80% on the Senior Assessment Competency Test.

**Findings (2018-2019) - Target: Not Met**

The Hospitality and Tourism Management assessment test included the basic level of KSAs needed as a hospitality graduate. The target of 80 is being evaluated to determine whether the target number should be raised. In previous years, students who did not score 80 or above were given additional questions including a writing assignment if the writing component was the problem.

For the academic year, 2018 – 2019, nine (9) students completed the competency exam. The exam consists of eighty-nine (89) items including two (2) essay type questions. The results indicated that two (1) students scored below the eighty (80%) percentile mark. One student
scored sixty-four percent (64%) and one (1) student scored seventy-four (74%), while the other seven (7) students scored at the (80%) eighty percentile and above (80 – 90 percent). The results for the 2018 – 2019 cycle indicated that seventy-eight (78%) percent of the students met the minimum level of knowledge required.

Specifically, students that achieved 80% or above in the 2018-2019 cycle, completed most or all of the question, while the students that achieved less than 80% did not complete most or all of the questions, especially the essay-type questions.

Even though most students responded to the essay questions, which indicated that they were proficient in writing a response to issues and questions posed, a few students did not respond fully to the essay questions, hence, it was difficult to determine whether these students were proficient in writing a response to issues and questions posed.

**Action Plan 2018-2019**

The program will continue revisions to questions where most students answered incorrectly, and such questions will be evaluated and modified.

We will continue to post the competency exam at least two (2) semesters prior to graduation: This will give students enough time to fully complete the exam including the essay questions and not have to rush through the exam. This was accomplished for the 2018 – 2019 academic year.

Also, emphasis will be placed on the matter regarding the completion of the essay questions. As a result, students will be informed via e-mail of the importance of completing the essay questions, as well as they will be required to do so.

**SLO 2: SLG Requisite Skills of Hospitality and Tourism Management**

Demonstrate requisite skills through the use of technology and other venues of the common body of knowledge related to Hospitality and Tourism Management.

**Relevant Associations:**

**Related to - DSU Learning Goal Associations:**

DSU-UG - SLO4: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**M 1: Food Production Assignment**

In the Food Production Management Course (HTM 311), students use Microsoft Applications to design and produce a Food Industry Newspaper as a part of a class project while learning the history of food production.

**Target:**

All students will achieve 75% or above on the assignment.
**Findings (2018-2019) - Target: Met**

Results indicated that there were thirteen (13) students in the class. All the students worked in a group that they were assigned to. Students achieved grades ranging from 78% to 95% on this assignment which exceeded the minimum level of knowledge required.

2018 - 2019 Action Plan: In the future, split the students into at least two smaller groups to better gauge individual student achievement. This was accomplished in the 2018 – 2019 academic year as students were place in smaller groups as indicated above.

**M 2: Internship Portfolio – Modified based on 2017 – 2018 action plan**

Students complete a detailed portfolio of varying activities related to internship 1 (HTM 214) and II (HTM 314) and serving in supervisory roles. The activities are started with internship 1 (6 activities) and expanded in Internship II (6 activities). Activities were increased for 2018 – 2019 academic year based on 2017 – 2018 action plan.

This information is assessed using the writing in the major rubric, set criteria, and written guidelines. The students are provided with feedback, which is given back to students for personal marketing and displaying HTM competencies.

**The six (6) activities for Internship I (HTM 214) include:**

a. Application completion from the internship program guidelines, policy and procedures package.

b. Write a job description for the internship position at the site.

c. Assess and write the solution for a minimum of two (2) critical incidents experienced while working as an intern.

d. Conduct interviews with a manager/supervisor/director and ask specific questions included in the Hospitality and Tourism Management Internship guide.

e. Write the Hospitality and Tourism Management Final Report to include place of employment, description of operation, and human resources functions and procedures.

f. Complete the Blackboard Assignment: - the blackboard assignment is based on writing a Company Report or a Learning and Reflection Paper.

The assignments are posted and detailed on Blackboard. Students are asked to choose between a reflective piece or a report on the internship site/location. A brief description of the assignments is listed below:
1. The purpose of the company report assignment is to help the student to gain a greater knowledge and a better understanding of the internship provider and be able to prepare for work in the future.

2. The purpose of the reflection paper is to help the student reflect and put into perspective what was learnt throughout the internship and the various activities engaged in.

Additionally, each student has to conduct their own self-evaluation and a performance evaluation conducted by their immediate supervisor. The students also have to show the number of hours completed at the internship site, awards received, and whether they participated in any voluntary activities.

The maximum total points = 500, which includes the score for the report/reflective essay on blackboard.

**Action Plan**

The action is to continue to assess and modify the internship portfolio and assignments requirements to reflect the needs of the hospitality and tourism industry.

**Findings: Internship 1**

In fall of 2018 and spring of 2019, two (2) and five (5) students respectively were enrolled in the internship 1 course.

In fall of 2018, one student received a grade of A while the other student received a grade of B. Grades were allotted based on students’ ability to complete the internship I related assignments.

In spring of 2019, one student received a grade of B while the other students were given an incomplete (I) in order to complete the outstanding internship requirements including the required hours.

In most cases, the students would always complete the internship hours. The challenge was having them complete the related assignments on time.

**Internship II**

Based on the modification, five (5) activities are required for HTM 314, Internship II. They include:

1. Application completion from the internship program guidelines, policy and procedures package.

2. Job Position, Descriptions, and Responsibilities – students will provide and describe their job position, its description, and their role and responsibilities.
3. A mini-management project - Complete an assessment of an issue that may be occurring at the site, a process that needs improvement or an identified need that the supervisor directs the intern to complete and write a plan for improvement.

4. Journalizing - detailed portfolio of each day's activities, which helps the intern to learn about him/herself as a future manager.

5. Personal assessment - The personal assessment is a chance for the student to answer the question, “So what?” We see this as a critical learning experience, because it provides a reflection of what and where the student was.

6. Final report, which includes detailed description of:
   a. Place of employment
   b. Description of operation
   c. Human resources elements, which includes payroll form and number of hours completed

7. Complete writing assignment on Blackboard: The assignment is posted and detailed on Blackboard. Students are asked to read the book entitled, “FISH – A Remarkable way to Boost Morale and Improve Results”. A brief description of the assignment is listed below:

   The story in the book is based on a management dilemma, students are asked to:
   - Read the content of the book
   - Respond to the associated questions

Source of Evidence: The Portfolio, showing skill development or best work

Findings: (2018 - 2019) Internship II

In the fall of 2018 and the spring of 2019, twenty-nine (29) (2018) and two (2) (2019) students respectively were registered for the internship II class.

In the fall of 2018, 26 of the 29 (90%) students enrolled in the internship II course were from Korea and France. The students were in the US for the DSU/Korea and France internship program. These students are also required to complete the assignments. However, some of them may not need the credit for graduation, hence, they are reluctant to complete the coursework.

In fall of 2018, all 29 students received an Incomplete (I) grade. This meant that the students did not complete the required hours for the Internship II class and was given time to do so.

In spring of 2019, of the 2 students who enrolled in the Internship II course, one (1) student earned a grade of A while the other student earned a grade of B.

Target: All students must score a grade of C or above, which is 70% in order to successfully complete the class. If there is missing information or the student was not able to complete the internship hours during the semester, time is provided, or the
student is given an Incomplete grade. This provides time for students to complete the assignments or hours in order to meet the required grade of 70% or above.

**Target: Met**

Although the target was not met during the fall semester, students who completed the internship II course during the following semester scored 70 or above on the required assignments. The students (100%) have earned above the required hours needed for each internship. Many of the students continue to work with the establishment after completing the internship hours.

It must also be noted that during the fall semester, it can be difficult for student to complete 360 hours of internship while carrying a full load of coursework.

**Action Plan:**

Since the additional assignments were added, no changes are currently needed to the current internship assignments. However, both the internship I and II documents were thoroughly read and edited to ensure the assignments are practical, applicable and appropriate to the course requirements and expected outcome.

As mentioned previously, the timing to submit the portfolio needs to be extended to four weeks after the end of the internship. This time can be difficult to extend for students who completes the internship within the semester of graduation.

Therefore, the new plans going forward is for the students to complete the Internship II course prior to the final semester. This will ensure that the student have enough time to complete the internship hours as well as all assignments within the following semester if they would need additional time to do so.

**SLO 3: SLG - Hospitality and Tourism Managerial Problem Solving**

Apply knowledge and applications of Hospitality and Tourism Management to solve managerial and business problems, quantitative reasoning related to all sectors of the hospitality industry, in a global, cultural and diverse society.

The lodging Operations Course (HTM-355) will be used to enhanced students’ ability to apply and solve managerial and business problems, quantitative reasoning related to all sectors of the hospitality industry, in a global, cultural and diverse society.

**Measure:**

HTM students will be assessed on the foundations of lodging management, its history and performance, structure and functional area as well as accounting and safety and security.

Students will visit different properties (full-service, limited service), shadow key managers, and employees to gain first-hand experience of the specific department. Students will write a paper on the difference between full and limited service hotel operations.
Students will also be introduced to the Certified Hospitality Industry Analytics Certification (CHIA), which is a certification that provides evidence of a thorough knowledge of the foundational metrics, definitions, formulas, and methodologies that are used by the hotel industry to determine occupancy percentage, revenue per available room/hotel property, and gross profit among other quantitative measures.

The entire certification training content is organized as follows:
1. Hotel Industry Foundations
2. Hotel Math Fundamentals, the Metrics used by the Hotel Industry
3. Property Level Benchmarking with the STAR Reports
4. Hotel Industry Performance Reports

**Target - Met**

All students must score a C grade or above, which is 70% or higher in order to successfully complete the class.

**Based on the Suggestions\Action Plan for 2018/2019:**

1. More resources were added so that students were able to have examples of making recommendations with the rationale that is workable and sustainable
2. Students were able to visit different types of hotel operations/shadow managers and write a comparative report/analysis on:
   a. The differences and similarities between full and limited service operations

**SLO 5: Assess information literacy:- Assess information literacy related to HTM.**

**DSU Learning Goal Associations:**

DSU-UG-SLO2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
DSU-UG-SLO4: Independent learners able to integrate knowledge and technology to achieve personal and professional success.

**Related Measures: Please rubric attached as Appendix A**

**M 1: Across the Curriculum**

The course used to assess and measure the DSU-UG-SLO 2 and 4 is the HTM 417 (Hospitality Law).

1. Students are assessed using the "Across the Curriculum" rubrics required by the university. The rubric which is a qualitative measurement is used to determine a major piece of assignment for the Hospitality Law Course. Based on the rubric, students were assessed based on their ability to: Identifying problems and main objectives. The criteria used are:
   a. **Exemplary** (4 – 5)
   b. **Good** (2 – 3)
   c. **Needs Improvement** (0 – 1)
2. Management and leadership skills are assessed through course activities and participation in professional and honors organizations.

3. The results of each assessment are evaluated, and adjustments are made through HTM course activities to improve the competencies noted to be below the required standard.

**Source of Evidence:** Completing written assignments and writing exam to assure certain proficiency level

**Measure 2:**

This measure consists of an assigned research topic completed through the Hospitality and Tourism Law class. Students are assigned to research laws related to the operation of hotels, and other lodging facilities as well as food and beverage service operations to find out the following:

a. Laws of operation for a specific state (Qualitative data)
b. Code and regulations to own or rent properties (research and data gathering)
c. Recent legislation and the changes made that impact hospitality operations
d. Assessment of how the student would change laws to make the operations more profitable (quantitative data).
e. Recommendation to lawmakers and rationale for each recommendation (critical thinking).

**Findings (2018 - 2019)**
Hospitality Laws were assessed and evaluated for specific issues of the state. An analysis of the state laws matched with actual interpretation was presented in a document format with reflections related to findings.

**Results of Assessment:**
Students: 7 students were in the class:
All of the students were able to research the specific codes for their state and each was able to identify legislation and the impact of the changes. Each student was able to assess the pitfalls, but many had shallow recommendations for lawmakers and the concrete rationale for their recommendations.

**Target: Met**
All students earned a minimum grade of "70" based on the rubric. All students met the satisfactory requirement, and some were ranked as proficient.

**SLO 4: SLG - Management, leadership and decision-making skills**

Develop management, leadership, and decision-making skills.
Relevant Associations:

DSU Learning Goal Associations:

DSU-UG-SLO2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

Related Measures:

M 1: Management assignment in the Food Production Management class.

Students enrolled the Food Production (HTM 311) and Restaurant Management Courses (HTM 345) are exposed to assignments/activities that promote effective inquiry, critical thinking, problem-solving, and able to use appropriate quantitative and qualitative information. The content learnt in the course is used to design and develop a five (5) course menu and understand its concepts, such as costing the menu items, developing a shopping list, conducting food and other supplies inventory from the kitchen, and food cost percentages. The professor (Dr. Clarke) will buy the heavier items while students will buy fruits and vegetables in order to learn cost effectiveness. In addition, each student is given the opportunity to perform as the manager in charge of the food lab (kitchen) and the dining room for a week.

Based on the course requirements, students will manage and supervise a list of activities that are needed in the kitchen in order to successfully complete the course. They will perform different tasks such as:
   a. Design, develop and execute a five-course menu, which will be served in the University Club (restaurant)
   b. Computation of recipe conversion, costing, and food cost percentages
   c. Breakdown the Sysco food invoice and use it to complete a food cost analysis
   d. Complete a profit analysis as well as possible action plan
   e. Apply marketing principles and concepts
   f. Supervision of food preparation and service
   g. Supervision of dining room set-up and breakdown activities
   h. Supervision of safety and sanitation procedures and practices (including the handling and cleaning of food items, utensils, and equipment).
   i. Manage the overall cleaning of the kitchen including equipment and utensils and put away cleaned items.
   j. Evaluate and assess management skills after each week’s activities
   k. Students practice being on time, appropriately dressed and presented for class (appropriate lab uniform and hair covering)

Evaluation is completed by the instructor for each student. Each student completes a portfolio of the different activities that are completed. Students are rated on these activities based on a list of criteria developed. Additionally, after each food lab class, a round-table discussion is conducted with the entire class. During this round table, each student is given the opportunity to provide feedback on the student that performed as manager for that week abilities to complete and execute his/her managerial roles and
responsibilities in an efficient and effective manner. The student in question is also allowed to conduct a self-evaluation on his/her performance.

Target: Based on the criteria, students must score a satisfactory rating of 75% or above to successfully complete the course. Students are not given the opportunity to fail the class as the instructor provides continuous evaluation and feedback throughout the course. However, some students may show weakness in some areas.

Target: Minimum requirement of management skills in
1. Planning -- assignment score of 80 or above
2. Organizing -- assignment score of 70 or above
3. Leading -- assignment score of 70 or above
4. Decision Making -- assignment score of 80 or above
5. Cost Control -- assignment score of 80 or above

2018-2019 Findings:

The weaknesses shown are related to recipe and meal costing. To help in strengthening this area, students take the food cost control class (HTM-305) within the same semester they take the food production class (HTM 311). As a result, the information they learn in both classes reinforces the required concepts. However, this does not apply to all students in the class as the nutrition students are not required to take the HTM-305 class.

Also, during the following semester, which is the spring semester, the restaurant management class (HTM 345) is further used to practice and reinforce these concepts.

Action Plan

Customers are sometimes given the opportunity to leave comments based on the students' performance. This includes, the product served (quality, temperature, appearance); Server (courtesy, promptness, accuracy); experience (cleanliness, greet by hostess/cashier, table area); the price of the product, and recommendation based on overall experience.

This activity is not frequently done, especially when the restaurant is busy. Additionally, this activity takes place in the restaurant exactly after the customer eats and is about to depart the restaurant. This could possibly impact their responses in a negative way, especially if the individual is in a hurry.

Possible action plan is to send the survey via e-mail to the customers to electronically gather this data. This approach could make the data more authentic as the customer will not be forced to hurriedly fill out the survey without thinking about each response in detail.

As a result, based on the analysis of the data, students will also be able to use this data to see how well they are doing in the different areas.

SLO 5: Assess information literacy
Assess information literacy related to HTM.

Relevant Associations:

DSU Learning Goal Associations:
- DSU-UG-SLO2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
- DSU-UG-SLO4: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Related Measures:

M 3: Information Literacy Rubric and ServSafe Exam

The information literacy rubric is used in the safety and sanitation class (HTM 207) to assess students' competency in information literacy related to Sanitation and Safety in the hospitality Industry/foodservice operations. Students are required to complete all course work and quizzes with a 70% pass range and the ServSafe exam at a 75% pass range.

Target: Minimum Requirement

Students must score a grade of satisfactory (70%) or above in the coursework and 75% (60 questions correct of total 80) or above on the ServSafe manager exam in order to satisfactorily passed the course. If students score the 75% or above on the ServSafe exam, they also become ServSafe certified and receive a ServSafe certificate that is valid for five (5) years. If the grade falls below satisfactory, students will have to retake the course.

Findings: 2018-2019

In the fall semester of 2018, fourteen (14) students enrolled and took the safety and sanitation class. One (1) student withdrew from the class after realizing that the class was not a requirement. All the remaining thirteen (13) students successfully passed the ServSafe manager exam with a range of 76 - 93. The final exam contains eighty (80) items. The exam items is determined by the National Restaurant Association. However, one student was not successful in completing the coursework. As a result, the student will retake the course during the fall 2019 semester.

Action Plan 2018-2019

Prior, students were allowed to take the ServSafe exam without completing the coursework. Students will no longer be able to take the ServSafe manager exam unless the coursework is successfully completed.

Appendix A
Qualitative Rubric/Hospitality Law

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Good</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying problem and main objective</td>
<td>(4 – 5)</td>
<td>(2 – 3)</td>
<td>(0 – 1)</td>
</tr>
<tr>
<td>Content Research conducted for a specific state to identify laws related to hospitality entities and compared with the State of Delaware laws.</td>
<td>Specific data is identified and summarized and compared with the State of DE. - Content is comprehensive, accurate, and addresses the assignment. - Ideas and concepts are presented in a clear and understandable manner. - Major points are stated clearly and are well supported. - Research is adequate, timely and addresses primary concepts. - Content and purpose of the writing are clear.</td>
<td>Some data is found related to hospitality but is not inclusive of all laws related to hospitality. - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. (Topic sentences present but not supported). -Concepts are somewhat defined but unclear. - Research is inadequate or does not address primary concepts.</td>
<td>Data is not identified and there is no comparison of laws related to the State of DE. Content is incomplete. - Major points are not clear and /or persuasive. - Unclear if writer understands purpose (assignment).</td>
</tr>
<tr>
<td>Knows the problem and research needed.</td>
<td>Clearly defines the laws to be researched and outlines necessary objectives to make comparisons.</td>
<td>Problem statement has some ambiguity or misses some important issues.</td>
<td>Problem is defined incorrectly or too narrowly. Key information is missing or incorrect.</td>
</tr>
<tr>
<td>Researching and Seeking information</td>
<td>Identifies sources of information secures the correct data.</td>
<td>Identifies limited sources of data and lacks information for comparison.</td>
<td>Not clear as to what is needed. Has not researched information sources.</td>
</tr>
<tr>
<td>Structure</td>
<td>- Structure of the writer's paragraphs is clear and easy to follow. - Paragraphs built of good supporting sentences that speak to a clear topic sentence in</td>
<td>- Structure of the paragraphs are not easy to follow. - Paragraph transitions need improvement. -Sentences need more attention to</td>
<td>- Organization and lack of structure detract from the message of the writer. - Paragraphs disjointed and lack an awareness of transition of</td>
</tr>
</tbody>
</table>

O 8: Engage students in activities/opportunities (i.e. co-curricular, service learning, volunteer activities)
Relevant Associations:

**Strategic Plan Associations:** PRIDE 2020 Goal 1: INTELLECTUAL CLIMATE AND CULTURE - Create an exceptional learning environment that promotes challenging, high-quality curricular and co-curricular programs, engaged student learning, and local and global citizenship.

**PRIDE 2020 Goal 4:** OUTREACH AND ENGAGEMENT (Service Beyond Self) - Strengthen and expand our outreach, engagement and economic development programs to benefit the people of Delaware, the nation, and the world.

**National Society of Minorities in Hospitality (NSMH)**

**Mission of NSMH**
The mission of the NSMH is to educate in order to aid in the recruitment, retention, support, and advancement of minority students in the hospitality industry. Build and maintain relationships between hospitality professionals and minority students in ways that encourage lifelong commitment to the organization.

**Vision**
NSMH will be nationally recognized as the premier professional organization for developing exceptional minority student talent and leadership.

**Measure:** Number of activities/opportunities in which students were engaged.

**Target:**
All students should be involved in 2 co-curricular or service-learning activities per semester.

**Action Plan:**
Students could utilize their food service skills to help others by preparing meals for the homeless as well as volunteer in the food pantry. Develop a student recognition program of the month (award achievement). The awards criteria will be structured to reflect the HTM program mission, goals, and objectives and will be based on academics, service to community, and scholarship awards.

**Findings 2018 - 2019:**
Six (6) students attended the NSMH conference in Atlanta, Georgia in 2018 - 2019. At the conference, the students attended professional development activities including workshops, leadership seminars, resume writing workshops and career fairs that includes interviews with on the spot job offers and internship opportunities. They also participate in social activities (cocktail receptions, networking events, formal dinner). During the NSMH Conference of 2019 (February), the Chapter Delegates were - Sienna Gooch-Hughes and Janeeka Turner.

Also, two students from The National Society of Minorities in Hospitality (NSMH) were scholarship recipients.
During the academic year, the group conducted fundraising activities and participated in HTM student recruitment.
Management BS

Mission:
Our mission is to provide a student-centered learning environment to develop accounting, economics, and finance professionals with a national and global perspective. We emphasize the development of technical competencies through academic excellence, innovation, integrity in teaching, professional development, applied and instructional research, preparation for advanced studies, and outreach.

Type of Unit: Undergraduate Program

Vision: N/A

GOAL 1: STUDENT LEARNING IN KNOWLEDGE & SKILLS RELATED TO MANAGEMENT PROGRAM

Provide students quality learning specified in the standards of the accreditation body (AACSB) of the Management program.

Student Learning Outcome 1: Legal & Ethical Awareness
Students will recognize the legal and ethical issues and the various stakeholders' positions and interests that exist in the practice of business.

Relevant Associations:
DSU Learning Goal Associations:
  3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:
Measure: Ethical and Legal Awareness Rubric
The Ethical Decision Making rubric developed by the college AACSB AOL committee will be used to assess legal and ethical awareness. This assessment should be measured by the AACSB 2016-2021 AOL Assessment Time Table (Appendix: Attachment 1).

Written assignment(s), scored by a rubric, measured in ACCT 302 Business Law. The data will be shared with the Chair of AACSB AOL Committee and department faculties.

Connected Documents
  • Ethical & Legal Awareness Rubric (Appendix: Attachment 2)

Target:
The minimum target set by the program was 70% or higher on all items of the rubric.

Findings (2018-2019) – Target met?: Partially Met
94.44% of the students who had taken the Business Law II course in AY 2018-2019 have met the target (70%) of the rubric “student identifies ethical issues.” 61.11% of the students have identified stakeholders’ positions and interests, which is slightly lower than the target (70%). However, only 38.89% of the students who had taken the course applied the ethical decision-making models well and only 21.72% of the students recommended solutions that were informed by ethical reasoning well. (Appendix: Attachment 3-1).

One of the reasons why students performed badly in the latter two rubrics is the course where the measure was taken. Instead of measuring the rubric in Business Law I that was used in other academic years, the rubric was measured in Business Law II this time. The expectation over the students in the advanced course might be much higher than the students in the course Business Law I.

<table>
<thead>
<tr>
<th>Rubric element</th>
<th>Percent of students rated acceptable or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student identifies ethical issues</td>
<td>94.44%</td>
</tr>
<tr>
<td>Student identifies stakeholders position and interests</td>
<td>61.11%</td>
</tr>
<tr>
<td>Apply the ethical decision-making models</td>
<td>38.89%</td>
</tr>
<tr>
<td>Recommends solutions that are informed by ethical reasoning</td>
<td>21.72%</td>
</tr>
</tbody>
</table>

**Action Plans (2018-2019):**
The rubric is supposed to measure in Fall 2020 in Business Law I again by the AACSB AOL Assessment Time Table (Appendix: Attachment 1) the program is following. The program will review the result of measurement on the rubric one more time to compare with the result of the previous year (2017-2018). If the result still scores low, then the student learning goal rubric should be applied to more courses across the program.

**SLO 2: Data Gathering and Critical Thinking Skills**
Students will analyze and solve business problems with related qualitative and quantitative data using critical thinking skills to solve business problems.

**Relevant Associations:**

**DSU Learning Goal Associations:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Related Measures:**

**Measure: Data Gathering and Critical Thinking Skills Rubric**
The Data Gathering, Problem Solving and Critical Thinking rubric developed by the college AACSB AOL committee will be used to assess data gathering and critical thinking skills. This assessment should be measured by the AACSB 2016-2021 AOL Assessment Time Table (Appendix: Attachment 1).
Written assignment(s), usually scored by a rubric, measured in MGMT 306 Operations Management. The data will be shared with the Chair of AACSB AOL Committee and department faculties.

**Connected Documents**
- *Data Gathering & Critical Thinking Rubrics* (Appendix: Attachment 4)

**Target:**
The minimum target set by the program was 70% or higher on all items of the rubric.

**Findings (2018-2019):** Not measured – **Target met?** N/A

**Action Plans (2018-2019):**
N/A

**SLO 3: Information Technology Skills**
Students will Interpret and solve business problems using information technology tools.

**Relevant Associations:**

**DSU Learning Goal Associations:**
- 4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Related Measures:**

**Measure: Information Technology Rubric**
The Information Technology rubric developed by the college AACSB AOL committee will be used to assess Information Technology skill usage. This assessment should be measured by the AACSB 2016-2021 AOL Assessment Time Table (Appendix: Attachment 1).

A project, either individual or group, is usually scored by a rubric, measured in MIS 305 Management Information Systems. The data will be shared with the Chair of AACSB AOL Committee and department faculties.

**Connected Documents**
- *Information Technology Rubrics* (Appendix: Attachment 6)

**Target:**
The minimum target set by the program was 70% or higher on all items of the rubric.

**Findings (2018-2019):** – **Target met?:** Partially Met
The target has been partially met. The “Information Technology Skills” student learning goal tries to figure out students’ ability to use productive software and IT network technology. 68% of students revealed the ability to use productivity software. It is lower than the target (70%), but very close to the target 70%. It was discussed in the department meeting and the recommendations to the Microcomputer Application (MCA) course were: (1) find out how to make sure students get their textbook, computer, and Pearson MyLab from the beginning of the semester, (2) Extend learning for the freshman students who are lack of basic productive software skills, and (3) revamp to make sure that students get Excel skills. However, 90% of students showed the ability to use IT network technology that is way over the target of 70%. (Appendix: Attachment 7-1).

<table>
<thead>
<tr>
<th>Rubric Element</th>
<th>Percent of students rated acceptable or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is able to use productivity software, e.g., spreadsheet, database, and presentation software.</td>
<td>68%</td>
</tr>
<tr>
<td>Student is able to use networks i.e., Internet resources and library databases, to obtain reliable information on the assigned topic, download, and document necessary files.</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Action Plan (2018-2019):**
A few action plans were discussed and recommended: (1) utilize Follett book adoption practice for students to get their textbook and Pearson MyLab from the beginning of the semester, (2) Extend productive software workshops especially with Excel during the Summer session and/or Night Shifts that COB has in the semesters, and (3) MCA Instructors announce the hardware device required for the Microcomputer Application from the early stage of a semester.

**SLO 4: Global and Cultural Diversity**
Students will demonstrate global and cultural diversity awareness in business transactions.

**Relevant Associations:**

**DSU Learning Goal Associations:**
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Related Measures:**

**Measure: Global and Cultural Diversity Rubric**
The Global and Cultural Diversity Rubric developed by the college AACSB AOL committee will be used to assess Information Technology skill usage. This assessment should be measured by the AACSB 2016-2021 AOL Assessment Time Table (Appendix: Attachment 1).
A project, either individual or group, is usually scored by a rubric, measured in MGMT 440 International Management. The data will be shared with the Chair of AACSB AOL Committee and department faculties.

**Connected Documents**
- Global and Cultural Diversity Rubrics (Appendix: Attachment 8)

**Target:**
The minimum target set by the program was 70% or higher on all items of the rubric.

**Findings (2018-2019):** Not measured – **Target met?** N/A

**Action Plans (2018-2019):**
N/A

**SLO 5: Leadership and Teamwork**
Students will demonstrate effective leadership and team-building capabilities.

**Relevant Associations:**
DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators.
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

**Related Measures:**

**Measure: Leadership and Teamwork Rubric**
The Leadership and Teamwork rubric developed by the college AACSB AOL committee will be used to assess Leadership and Teamwork skill. This assessment should be measured by the AACSB 2016-2021 AOL Assessment Time Table (Appendix: Attachment 1).

A project, either individual or group, usually scored by a rubric, measured in MGMT 325 Organizational Behavior and MKT 300 Principles of Marketing. The data will be shared with the Chair of AACSB AOL Committee and department faculties.

**Connected Documents**
- Leadership and Teamwork Rubrics (Appendix: Attachment 10)

**Target:**
The minimum target set by the program was 70% or higher on all items of the rubric.

**Findings (2018-2019) –** Target met?: **Met**
The student learning goal – “Leadership and Teamwork” was evaluated in two courses: MGMT-325, Organizational Behavior, and MKT-300, Principles of Marketing. The assessment result showed that very high percentages of students are in the range of ‘Acceptable’ and ‘Exceed Standard’ that was very similar to the result of last year. The result from MGMT-325 Organizational Behavior showed higher than 91% of students were met the target (70%) on all objectives (rubric elements) and the result from MKT-300 Principles of Marketing showed very similar results with higher than 84% of students meeting the target. Students successfully identify effective leadership and the characteristics of it. Students also effectively function in teams and successfully identify the characteristics of it (Appendix: Attachment 11-1).

<table>
<thead>
<tr>
<th>Rubric Element</th>
<th>Effectively formulate their personal leadership philosophy</th>
<th>Successfully identify effective leadership behaviors</th>
<th>Successfully identify characteristics of effective leadership</th>
<th>Successfully identify characteristics of effective teams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students rated acceptable or higher MGMT-325</td>
<td>91.1%</td>
<td>91.2%</td>
<td>91.2%</td>
<td>91.1%</td>
</tr>
<tr>
<td>Percent of students rated acceptable or higher MKT-300</td>
<td>90.9%</td>
<td>84.84%</td>
<td>84.84%</td>
<td>90.91%</td>
</tr>
</tbody>
</table>

**Action Plans:**
No action plans.

**GOAL II: STUDENT LEARNING IN KNOWLEDGE & SKILLS UNIQUE TO MANAGEMENT PROGRAM**
Ensure a quality learning environment that encourages the students to connect the concepts with practice and to use differing perspectives by engaging themselves in critical thinking, creative pursuits, and collaborative problem solving relating to local and global contemporary issues.

**SLO 6: Senior Assessment General Business Knowledge**
Students will demonstrate an understanding of business knowledge to successfully work in a business/management environment. Students will display general knowledge in the management areas and/or overall business field.

**Relevant Associations:**

**DSU Learning Goal Associations:**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success
Related Measures:

**Measure: Senior Assessment Exam by ETS**

The General Business Knowledge will be measured by the Senior Assessment exam using ETS. The Senior Assessment General Business Knowledge should be measured every semester by the AACSB 2016-2021 AOL Assessment Time Table (Appendix: Attachment 1).

ETS test score was assessed in MGMT 445 Strategic Management. The data will be shared with the Chair of AACSB AOL Committee and department faculties.

**Connected Documents**
- *ETS Test Result*

**Target:**
Program seniors will score (+/-) 10% range of the national senior samples of the ETS standardized exam in the Management disciplines.

**Findings (2018-2019) - Target: Met**

The ETS exams in Spring 2019 were taken in two Strategic Management courses and showed the result as below. The overall mean score of the College of Business was 146 and the mean score of the Management program was 143 (Participants=45). The mean score of the institutions nationwide was 149.5 (Number of institutions=496). The Management program score (143) was within the (+/-) 10% of the mean score of all the institutions participated nationwide (149.5) (Appendix: Attachment 12-1).

**Action Plan (2018-2019):**

No action plans.

Appendix: Attachment

### 2016-2021

**AOL Assessment Time Table**

<table>
<thead>
<tr>
<th>Common General Knowledge &amp; Skills Between Programs</th>
<th>Common General Knowledge &amp; Skills unique to Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Written (1a) and Oral Communication (1b) (GEC Written and Oral Comm. Rubric)</td>
<td>5. Global, Cultural Diversity (GEC Rubric.)</td>
</tr>
<tr>
<td>2. Legal &amp; Ethical Awareness (AOL Rubric)</td>
<td>6. Leadership &amp; Teamwork (AOL Rubric)</td>
</tr>
<tr>
<td>3. Data Gathering and Critical Thinking Skills (AOL Rubric)</td>
<td>7. ETS</td>
</tr>
<tr>
<td>4. Information Technology Skills (AOL Rubric)</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Principles of Accounting I | 3 |  |
| Principles of Accounting II | 3 |  |
| Macroeconomics | 1a,1b | 1a,1b |
| Microeconomics | 3 |  |
| Managerial Communications | 1a,1b | 1a,1b |
| Introduction to Business |  |  |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Behavior</td>
<td>6</td>
</tr>
<tr>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>4</td>
</tr>
<tr>
<td>Managerial Finance</td>
<td>6</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>6</td>
</tr>
<tr>
<td>Business Law</td>
<td>2</td>
</tr>
<tr>
<td>International Management</td>
<td>5</td>
</tr>
<tr>
<td>Strategic Management</td>
<td>7</td>
</tr>
</tbody>
</table>

Revised 11/08/2017
Appendix: Attachment

**RUBRICS**
Legal & Ethical Awareness
Rubrics
Student ID: ____________________

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student identifies ethical issues</strong></td>
<td>Fails to identify ethical issues</td>
<td>Identifies facts and issues</td>
<td>Identifies interdependencies between issues</td>
</tr>
<tr>
<td><strong>Student identifies stakeholders position and interests</strong></td>
<td>Fails to identify appropriate stakeholders and their positions/interest</td>
<td>Identifies the stakeholders issues</td>
<td>Identify stakeholders’ issues beyond the case.</td>
</tr>
<tr>
<td><strong>Apply the ethical decision making models</strong></td>
<td>Misapplies or misunderstands the model</td>
<td>Applies structured reasoning</td>
<td>Accurately applies known models</td>
</tr>
<tr>
<td><strong>Recommends solutions that are informed by ethical reasoning</strong></td>
<td>No recommendation or inappropriate recommendation</td>
<td>Applies ethical reasoning in the recommendation</td>
<td>Systematically evaluates recommendation in light of ethical issues</td>
</tr>
</tbody>
</table>

Created by AOL Committee May 3, 2010
## Assessment Summary

**Date:** ______________________

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds Standard</th>
<th>Percentage Meeting Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student identifies ethical issues</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>____</td>
</tr>
<tr>
<td>Student identifies stakeholders position and interests</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>____</td>
</tr>
<tr>
<td>Apply the ethical decision making models</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>____</td>
</tr>
<tr>
<td>Recommends solutions that are informed by ethical reasoning</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>____</td>
</tr>
</tbody>
</table>

**Assessment Tool (Example)**

The Data Gathering, problem solving, and critical thinking rubric was measured in the Operations Management MGMT 306 (Spring 2017) through a Problem Focused Evaluation Exam and Homework Assignment on the topic of Project Management, Critical Path Method (CPM), and Project Evaluation Review Technique (PERT).
## RUBRICS

### Data Gathering & Critical Thinking Skills

**Rubrics**

**Student ID:** _____________________

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student identifies relevant quantitative and qualitative information for the problems a logical manner</td>
<td>Fails to identify some of the relevant information</td>
<td>Identifies most of the qualitative or quantitative relevant information.</td>
<td>Identifies all relevant information to solve the problem</td>
</tr>
<tr>
<td>2. Student applies the appropriate concept/techniques for elements identified</td>
<td>Fails to use appropriate concept/techniques</td>
<td>Applies appropriate concept/techniques but not correctly</td>
<td>Applies concept/techniques correctly</td>
</tr>
<tr>
<td>3. Student solves the problem correctly</td>
<td>The solution is incorrect</td>
<td>Most of the solution is correct to a given problem</td>
<td>Arrives at the correct solution to a given problem</td>
</tr>
<tr>
<td>4. Student interprets the results and draws the most appropriate conclusion</td>
<td>Misinterprets the results and presents an illogical conclusion</td>
<td>Interprets the results correctly but presents an illogical conclusion</td>
<td>Interprets the results correctly and presents the most logical conclusion</td>
</tr>
</tbody>
</table>

10/09
## Assessment Summary

**Date:** __________________

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds Standard</th>
<th>Percentage Meeting Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student identifies relevant quantitative and qualitative information for the problems a logical manner</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>100%</td>
</tr>
<tr>
<td>2. Student applies the appropriate concept/techniques for elements identified</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>100%</td>
</tr>
<tr>
<td>3. Student solves the problem correctly</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>100%</td>
</tr>
<tr>
<td>4. Student interprets the results and draws the most appropriate conclusion</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Assessment Tool**

(Example)

The Data Gathering, problem solving, and critical thinking rubric was measured in the Operations Management MGMT 306 (Spring 2017) through a Problem Focused Evaluation Exam and Homework Assignment on the topic of Project Management, Critical Path Method (CPM), and Project Evaluation Review Technique (PERT).
## RUBRICS

### Information Technology Skills Rubrics

**Student ID: _____________________**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is able to use productivity software, e.g., spreadsheet, database, and</td>
<td>Exhibits limited knowledge of productivity software, and requires remediation</td>
<td>Uses productivity software to perform basic tasks.</td>
<td>Demonstrates advanced competency in his/her use of productivity software.</td>
</tr>
<tr>
<td>presentation software.</td>
<td>to perform basic tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is able to use networks i.e., Internet resources and library databases, to</td>
<td>Exhibits limited search engine skills and requires remediation to perform</td>
<td>Performs basic search engine skills, using just a few sources.</td>
<td>Demonstrates advanced competency in search engine skills, and uses several or various reliable sources.</td>
</tr>
<tr>
<td>obtain reliable information on assigned topic, download, and document necessary files.</td>
<td>basic tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Assessment Summary

**Learning Objectives**

<table>
<thead>
<tr>
<th>Unacceptable (U)</th>
<th>Acceptable (A)</th>
<th>Exceeds Standard (E)</th>
<th>Percentage Meeting Target (A+E)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is able to use productivity software, e.g., spreadsheet, database, and presentation software.</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>________</td>
</tr>
<tr>
<td>Student is able to use networks i.e., Internet resources and library databases, to obtain reliable information on assigned topic, download, and document necessary files.</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>________</td>
</tr>
</tbody>
</table>

**Assessment Tool**

(Example)
The Data Gathering, problem solving, and critical thinking rubric was measured in the Operations Management MGMT 306 (Spring 2017) through a Problem Focused Evaluation Exam and Homework Assignment on the topic of Project Management, Critical Path Method (CPM), and Project Evaluation Review Technique (PERT).
## RUBRICS

### Global and Cultural Diversity

**Rubrics**

**Student ID:** _____________________

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates awareness of cultural diversity and global issues.</td>
<td>Fails to identify some of the relevant information</td>
<td>Identifies most of the qualitative or quantitative relevant information.</td>
<td>Identifies all relevant information to solve the problem.</td>
</tr>
<tr>
<td>Student demonstrates awareness of the differences in socioeconomic status, race, gender and culture.</td>
<td>Fails to use appropriate concept/techniques</td>
<td>Applies appropriate concept/techniques but not correctly</td>
<td>Applies concept/techniques correctly</td>
</tr>
<tr>
<td>Student demonstrates how socioeconomic status, race, gender, and culture influence internal, external and global organizations.</td>
<td>The solution is incorrect</td>
<td>Most of the solution is correct to a given problem</td>
<td>Arrives at the correct solution to a given problem</td>
</tr>
</tbody>
</table>

Created and Reviewed by the AOL Committee May 3, 2010, and February 23, 2011
### Assessment Summary

**Date:** ________________

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds Standard</th>
<th>Percentage Meeting Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates awareness of cultural diversity and global issues.</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>__________</td>
</tr>
<tr>
<td>Student demonstrates awareness of the differences in socioeconomic status, race, gender and culture.</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>__________</td>
</tr>
<tr>
<td>Student demonstrates how socioeconomic status, race, gender, and culture influence internal, external and global organizations.</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>__________</td>
</tr>
</tbody>
</table>

**Assessment Tool**

*(Example)*
The Data Gathering, problem solving, and critical thinking rubric was measured in the Operations Management MGMT 306 (Spring 2017) through a Problem Focused Evaluation Exam and Homework Assignment on the topic of Project Management, Critical Path Method (CPM), and Project Evaluation Review Technique (PERT).
# Leadership and Teamwork Skills Rubrics

**Student ID:** __________________________

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effectively formulate their personal leadership philosophy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Successfully identify effective leadership behaviors.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Successfully identify characteristics of effective leadership.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Effectively function in teams.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Successfully identify characteristics of effective teams.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Created by AOL Committee May 3, 2010
<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exceeds Standard</th>
<th>Percentage Meeting Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effectively formulate their personal leadership philosophy.</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>________</td>
</tr>
<tr>
<td>2. Successfully identify effective leadership behaviors.</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>________</td>
</tr>
<tr>
<td>3. Successfully identify characteristics of effective leadership.</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>________</td>
</tr>
<tr>
<td>4. Effectively function in teams.</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>________</td>
</tr>
<tr>
<td>5. Successfully identify characteristics of effective teams.</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>Student number (Percentage of students in this category)</td>
<td>________</td>
</tr>
</tbody>
</table>

Assessment Tool (Example)
The Data Gathering, problem solving, and critical thinking rubric was measured in the Operations Management MGMT 306 (Spring 2017) through a Problem Focused Evaluation Exam and Homework Assignment on the topic of Project Management, Critical Path Method (CPM), and Project Evaluation Review Technique (PERT).
Goal 1 – Student Learning Outcomes of the Sport Management Program
(On average you should have 4 to 7 Student Learning Outcomes addressing what the student should be able to accomplish with this specific program degree, plus an optional student experiential learning outcome and a mandatory service learning outcome. Consider including outcomes needed for program accreditation if applicable. The program’s service learning outcome should be part of a particular class while the student experiential learning outcome would occur as part of the overall program.)

A. Outcome 1
Demonstrate an understanding of the foundational knowledge based on the common professional component (CPC)* of sport management specified by COSMA.

Association to DSU Student Learning Goal
• Independent learners able to integrate knowledge and technology to achieve personal and professional success.

1. Measure and Target
   a. Comprehensive Examination Assessment (senior students)
The comprehensive examination is designed to measure student learning outcomes of general knowledge based on the Common Professional Component (CPC). The first portion of this examination contains 30 multiple choice questions (2 points for each x 30 questions = 60 points total). These questions are generated from content in the professional sport management courses. The second portion of the examination includes ten comprehensive essay questions, in which each question represents a particular area of CPC of sport management. Students are required to answer four out of the ten essay questions. The examination tests students’ general CPC knowledge (multiple choice, 60% of total) and provides an opportunity for the students to demonstrate their strengths/interests in their selected areas (essay questions, 40%). The total test score is worth 100 points (60 +40 = 100). The multiple choice and essay questions are provided by faculty members in their respective areas of teaching expertise. The test questions are organized into Form A and Form B with the same level of difficulty to ensure academic integrity. Using a combination of correct multiple choice questions and essay evaluation rubrics, a student must score a minimum of 70 points to meet the target. For inter-rater reliability, the essays will be graded by two qualified faculty members in the program using an average score of the two raters as the final result. The examination mainly measures SLO-1 (Knowledge based on Common Professional Component). The
examination is administered in the course of SPSC-475, Senior Seminar of Sport Management in the Fall Semester.

**Target:** 80% or more students scoring satisfactory or better on Comprehensive Exam and Capstone Project.

Findings 2018-2019: _19 out of 26 (73%) of the students met the target

Target met? ____No

Action Plan: _Assess area(s) of deficiency and target specific courses to ensure the material is adequately covered.

b. **Direct Measure: Comprehensive Capstone Project (senior students)**

The senior capstone project is used to measure students’ general knowledge based on CPC, information literacy, written communication, and ability to understand diversity. The Comprehensive Capstone Project rubric measures SLO 1, 2, 4, and 5 (Professional Knowledge, Diversity Awareness, Communication, and Information Technology). The project is completed in the Sport Management Senior Seminar (SPSC-475) during the fall semester.

**Target:** 80% or more students scoring satisfactory or better on Comprehensive Exam and Capstone Project.

Findings 2018-2019: _20 of 26 students (77%) met the target

Target met? ____No

Action Plan: Assess area(s) of deficiency and target specific courses to ensure the material is adequately covered.

c. **Indirect Measure: Senior Exit Interview (senior students)**

The Senior Exit Interview is used as an indirect measure for the following student learning outcomes: (a) SLO-1, professional knowledge; (b) SLO-2, diversity awareness; (c) SLO-3, intellectual competence, and (d) SLO-6, integrative experience. Students are expected to respond to the questions given by two faculty evaluators. The score is an average of two rates given. The interview is administered at end of Senior Seminar of Sport Management (SPSC-475) offered during the fall semester.

**Target:** 90% of graduates scoring satisfactory or better on Senior Exit Interview.

Findings 2018-2019: _19 of 26 students (73%) met the target
Target met? _No

Action Plan: Assess area(s) of deficiency and target specific courses to ensure the material is adequately covered.

B. Outcome 2
Demonstrate legal, ethical, global, cultural and diversity awareness as related to sport management profession.

Association to DSU Student Learning Goal
- Ethical, collaborative, and productive citizens of a complex, diverse world;

1. Measure and Target
   a. Direct Measure: Comprehensive Capstone Project (senior students)
   The senior capstone project is used to measure students’ general knowledge based on CPC, information literacy, written communication, and ability to understand diversity. The Comprehensive Capstone Project rubric measures SLO 1, 2, 4, and 5 (Professional Knowledge, Diversity Awareness, Communication, and Information Technology). The project is completed in the Sport Management Senior Seminar (SPSC-475) during the fall semester.

   **Target:** To have 80% or more students scoring satisfactory or better on Comprehensive Exam and Capstone Project.

   Findings 2018-2019: _20 of 26 students (77%) met the target

   Target met? _No

   Action Plan: Assess area(s) of deficiency and target specific courses to ensure the material is adequately covered.

   b. Indirect Measure: Senior Exit Interview (senior students)
   The Senior Exit Interview is used as an indirect measure for the following student learning outcomes: (a) SLO-1, professional knowledge; (b) SLO-2, diversity awareness; (c) SLO-3, intellectual competence, and (d) SLO-6, integrative experience. Students are expected to respond to the questions given by two faculty evaluators. The score is an average of two rates given. The interview is administered at end of Senior Seminar of Sport Management (SPSC-475) offered during the fall semester.

   **Target:** To have 90% of graduates scoring satisfactory or better on Senior Exit Interview.

   Findings 2018-2019: _19 of 26 students (73%) met the target

   Target met? _No
Action Plan: Assess area(s) of deficiency and target specific courses to ensure the material is adequately covered.

C. **Outcome 3**

Employ critical thinking, decision making, and problem solving skills to analyze current issues in sport related industries.

**Association to DSU Student Learning Goal**
- Effective inquirers, critical thinkers, and problem-solvers able to use appropriate; quantitative and qualitative information;

1. **Measure and Target**
   a. **Direct Measure: Intellectual Case Study (junior or senior students)**
      The Intellectual Case Study is designed to measure critical thinking, problem solving and decision making skills. The associated rubric addresses SLO-4 and is administered in two courses: Marketing in Sport (SPSC-374) and Leadership and Ethics in Sport (SPSC-372).
      **Target:** 80% or more students scoring satisfactory or better on Intellectual Case Study.
      Findings 2018-2019: 31 out of 37 students (84%) met target
      Target met? Yes

      Action Plan: None at this time

   b. **Indirect Measure: Senior Exit Interview (senior students)**
      The Senior Exit Interview is used as an indirect measure for the following student learning outcomes: (a) SLO-1, professional knowledge; (b) SLO-2, diversity awareness; (c) SLO-3, intellectual competence, and (d) SLO-6, integrative experience. Students are expected to respond to the questions given by two faculty evaluators. The score is an average of two rates given. The interview is administered at end of Senior Seminar of Sport Management (SPSC-475) offered during the fall semester.
      **Target:** To have 90% graduates scoring the satisfactory or better on Senior Exit Interview.
      Findings 2018-2019: 19 of 26 students (73%) met the target

      Target met? No

      Action Plan: Assess area(s) of deficiency and target specific courses to ensure the material is adequately covered.

D. **Outcome 4** Communicate effectively through oral and written communication forms in the sport management profession.

**Association to DSU Student Learning Goal**
- Competent communicators;
1. **Measure and Target**

**Direct Measure: Comprehensive Capstone Project (senior students)**
The senior capstone project is used to measure students’ general knowledge based on CPC, information literacy, written communication, and ability to understand diversity. The Comprehensive Capstone Project rubric measures SLO 1, 2, 4, and 5 (Professional Knowledge, Diversity Awareness, Communication, and Information Technology). The project is completed in Internship in Sport, SPSC 476.

**Target:** To have 80% or more students scoring satisfactory or better on Comprehensive Exam and Capstone Project.

Findings 2018-2019: 20 of 26 students (77%) met the target

Target met? __No

Action Plan: Assess area(s) of deficiency and target specific courses to ensure the material is adequately covered.

**Direct Measure: Capstone Presentation (junior students)**
The Capstone Presentation rubric is an effective measure of students’ oral communication, and application of information literacy/technology skills. The measurement rubric are designed to evaluate SLO 3. This evaluation is conducted in the junior level course, Organizational Theory and Behavior in Sport (SPSC 373) offered during the fall semester.

**Target:** 80% or more students scoring satisfactory or better on Capstone Project and Capstone Presentation

Findings 2018-2019: 33 of 37 students (89%) met target

Target met? __Yes

Action Plan: _None at this time_

**Indirect Measure: Internship Supervisor Evaluation (senior students)**
Internship Supervisor Evaluation is designed to measure and report students’ performance and behaviors during the internship. The managerial practitioners who serve as the site supervisors will observe the students for practical applications in three areas: Information Technology, Communication Skills used in the internship, and Integrative Experience obtained during the internship. The evaluation indirectly measures student learning outcomes SLO-4, 5, and 6 at the end of senior internship in the Spring Semester or Summer.

**Target:** 80% graduates scoring the satisfactory or better on the evaluation

Findings 2018-2019: 4 of 5 students (75%) met target

Target met? __No

Action Plan: _Develop/modify a course to better prepare students at the freshman level for experiential learning opportunities and the Internship_
E. **Outcome 5** Demonstrate proficiency in utilizing technology (e.g., internet, MS word, PowerPoint, Excel, SPSS) to search for information, to retrieve and analyze data, and to compile/present sport related reports.

**Association to DSU Student Learning Goal**
- Independent learners able to integrate knowledge and technology to achieve personal and professional success.

**Measure and Target**

a. **Direct Measure: Comprehensive Capstone Project (senior students)**
The senior capstone project is used to measure students’ general knowledge based on CPC, information literacy, written communication, and ability to understand diversity. The Comprehensive Capstone Project rubric measures SLO 1, 2, 4, and 5 (Professional Knowledge, Diversity Awareness, Communication, and Information Technology). The project is completed in Internship in Sport, SPSC 476.  
**Target:** To have 80% or more students scoring satisfactory or better on Comprehensive Exam and Capstone Project.  
Findings 2018-2019: 20 of 26 students (77%) met the target  
Target met? No  
Action Plan: Assess area(s) of deficiency and target specific courses to ensure the material is adequately covered.

b. **Direct Measure: Capstone Presentation (junior students)**
The Capstone Presentation rubric is an effective measure of students’ oral communication, and application of information literacy/technology skills. The measurement rubric are designed to evaluate SLO 3. This evaluation is conducted in the junior level course, Organizational Theory and Behavior in Sport (SPSC 373) offered during the fall semester.  
**Target:** To have 80% or more students scoring satisfactory or better on Capstone Project and Capstone Presentation  
Findings 2018-2019: 33 of 37 students (89%) met target  
Target met? Yes  
Action Plan: None at this time

c. **Indirect Measure: Internship Supervisor Evaluation (senior students)**
Internship Supervisor Evaluation is designed to measure and report students’ performance and behaviors during the internship. The managerial practitioners who serve as the site supervisors will observe the students for practical applications in three areas: Information Technology, Communication Skills used in the internship, and Integrative Experience obtained during the internship. The evaluation indirectly measures student
learning outcomes SLO-4, 5, and 6 at the end of senior internship in the Spring Semester or Summer.  
**Target:** To have 80% graduates scoring the satisfactory or better on the evaluation  
Findings 2018-2019: __4 of 5 students (75%) met target

Target met? _No_

Action Plan: _Develop/modify a course to better prepare students at the freshman level for experiential learning opportunities and the Internship_

F. **Outcome 6** Apply knowledge and skills in practical settings and acquire leadership and integrative experience through professional activities and a structured internship.  

**Association to DSU Student Learning Goal**  
**Student Experiential Activity**  
- Effective inquirers, critical thinkers, and problem-solvers able to use appropriate; quantitative and qualitative information;  
- Independent learners able to integrate knowledge and technology to achieve personal and professional success.

1. **Measure and Target**  
   a. **Direct Measure: Position Paper of Integrative Experience (senior students)**  
      The Position Paper of Integrative Experience is required for all senior students. The paper serves as a direct measure of Student Learning Outcome – 6 with related rubric. The students should demonstrate integrative experience in the aspects of (1) Knowledge Applied, (2) Practical Experience, (3) Enhanced Understanding, and (4) Expectation Awareness. The Paper must be submitted and evaluated at end of a 400-hour internship experience.  
      **Target:** 80% graduates scoring the satisfactory or better on the Position Paper  
      Findings 2018-2019: __3 of 4 students (75%) met target

      Target met? _No_

      Action Plan: _Investigate the low number of students submitting their Position Paper._

   b. **Indirect Measure: Senior Exit Interview (senior students)**  
      The Senior Exit Interview is used as an indirect measure for the following student learning outcomes: (a) SLO-1, professional knowledge; (b) SLO-2, diversity awareness; (c) SLO-3, intellectual competence, and (d) SLO-6, integrative experience. Students are expected to respond to the questions given by two faculty evaluators. The score is an average of two
rates given. The interview is administered at end of Senior Seminar of Sport Management (SPSC-475) offered during the fall semester. **Target:** 90% graduates scoring the satisfactory or better on Senior Exit Interview.

Findings 2018-2019: 19 of 26 students (73%) met the target.

Target met? No

Action Plan: Assess area(s) of deficiency and target specific courses to ensure the material is adequately covered.

c. **Indirect Measure: Internship Supervisor Evaluation (senior students)**

   Internship Supervisor Evaluation is designed to measure and report students’ performance and behaviors during the internship. The managerial practitioners who serve as the site supervisors will observe the students for practical applications in three areas: Information Technology, Communication Skills used in the internship, and Integrative Experience obtained during the internship. The evaluation indirectly measures student learning outcomes SLO-4, 5, and 6 at the end of senior internship in the Spring Semester or Summer. **Target:** 80% graduates scoring the satisfactory or better on the evaluation

Findings 2018-2019: 4 of 5 students (75%) met target

Target met? No

Action Plan: Develop/modify a course to better prepare students at the freshman level for experiential learning opportunities and the Internship

**Sport Administration MSA**

I. **Goal 1 – Student Learning Outcomes of the Sport Administration Program**

A. **Outcome 1**

   Apply sport industry principles and practices in the following areas: leadership, management, financial, legal, and marketing

1. **Measure and Target**

   Measure 1.1: Direct Measure used is the Comprehensive Project.

   Target: 90% or more students scoring 80% or better on Comprehensive Project

   Findings 2018-2019: 14 out of 15 students (93%) met target
Target met? _Yes_  
Action Plan: __None at this time

Measure 1.2: Indirect Measure used is the Exit Survey. 
Target: 90% or more students scoring the relevant components of SLO-1 at the “Proficient Level” or better on the Exit Survey. 
Findings 2018-2019: 

Target met? 
Action Plan: 

B. **Outcome 2** 
Conduct an effective inquiry and analysis of sport from an ethical, economical, legal, political, and/or social perspective and formulate strategies for change as needed. 

1. **Measure and Target** 
Measure 2.1: Direct Measure used is the Project from the Current Trends and Issues in Sport course. 
Target: The target is 90% - 95% of students will score 80% or higher on the SPSC 675, Current Trends and Issues in Sport project. 
Findings 2018-2019: ___13 of 14 students (93%) met target 

Target met? __Yes_ 
Action Plan: __None at this time

Measure 2.2: Indirect Measure used is the Exit Survey. 
Target: The target is 90% or more students scoring the relevant components of SLO-2 at the “Proficient Level” or better on the Exit Survey. 
Findings 2018-2019: ____15 of 15 students (100%) met target 

Target met? _Yes_ 
Action Plan: __None at this time

C. **Outcome 3** 
Utilize appropriate technologies to conduct research as well as evaluate, analyze, and communicate information related to current trends within the sport industry.
1. **Measure and Target**

   Measure 3.1: Direct Measure used is Intro to Research Methods & Statistics course Research Project.

   Target: The target is 80% - 95% of students will score 80% or higher on the Research Project in SPSC 625 Intro to Research Methods & Stats.

   Findings 2018-2019: 16 of 20 students (80%) met target

   Target met? Yes

   Action Plan: None at this time

Measure 3.2: Indirect Measure is the Exit Survey.

Target: 90% or more students scoring the relevant components of SLO-3 at the “Proficient Level” or better on the Exit Survey.

Findings 2018-2019: 14 of 14 students (100%) met target

Target met? Yes

Action Plan: None at this time

D. **Outcome 4**

   Demonstrate professional competencies and dispositions in a sport organization.

1. **Measure and Target**

   Measure 4.1: Direct Measure used is the Internship Site Supervisor Evaluation.

   Target: 80% - 95% of students will score 80% or higher on the Internship Site Supervisor Evaluation.

   Findings 2018-2019: 15 out of 15 students (100%) met target

   Target met? Yes

   Action Plan: None at this time

Measure 4.1: Indirect Measure is the Internship Bi-Weekly Log.

Target: 90% or more students scoring 80% or better on the Internship Bi-Weekly Report

Findings 2018-2019: 15 of 15 students (100%) met target

Target met? Yes
Action Plan: None at this time
College of Health and Behavioral Sciences (CHBS)

Nursing Department – MISSING

Mission: The mission of the baccalaureate program aligns with the mission and core values of Delaware State University as well as the College of Health and Behavioral Sciences. The nursing program provides exceptional educational opportunities for students of diverse backgrounds and prepares entry-level nurses to practice competently and safely in a variety of healthcare settings including preparation for future specialization and/or graduate study. Baccalaureate nursing graduates are prepared professionally to provide compassionate and culturally competent evidence-based healthcare to meet the current and future needs of individuals, families, and communities within the state of Delaware, the nation, and the international environment.

Nursing BS

OUTCOME 1 Plan, provide, and delegate client care and coordinated care that promotes safe and high quality outcomes.

ASSOCIATION TO DSU STUDENT LEARNING GOAL 1, 2 (SEE SEP)

Measure 1:
Review of ATI scores on the comprehensive final in areas related to patient centered care and safety.

Target for ATI measure: Students will achieve a minimum average score of 70% on these subscales of the ATI exit exam within 2 attempts prior to graduation

Findings 2017-2018:
Sp 2018:
ATI
RN Management of Care:
1st attempt 87.9%

Safety:
1st attempt 77.9%

FINDINGS 2018-2019
RN Management of Care:
04-09-19 1st attempt 85.6%
04-29-19 2nd attempt 81.9%
Safety:
04-09-19 1st attempt 79.4%
04-29-19 2nd attempt 79.4%
<table>
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<tr>
<th>MEASURES</th>
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<tr>
<td>ATI Standardized Predictor for Passing NCLEX-RN test and retest</td>
<td>Review ATI scores on the comprehensive exit exam in areas related to patient centered care and safety.</td>
<td>Spring 2019: ATI RN Management of Care: 04-09-19 1st attempt 85.6% 04-29-19 2nd attempt 81.9% Safety: 04-09-19 1st attempt 79.4% 04-29-19 2nd attempt 79.4%</td>
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<td>clinical evaluation form for seniors</td>
<td>Review clinical evaluation tools. 100% of all graduating seniors should achieve a minimum of 3.0 in areas related to 1.1 Theoretical Knowledge and 1.2 Clinical Competency.</td>
<td>Clinical Evaluations r/t knowledge and clinical competency. Spring 2019 (n=12): 100% Spring 2018 (n=8): 100%</td>
</tr>
<tr>
<td>clinical concept mapping for seniors</td>
<td>Clinical Concept Map NURS 400- 80% of students will achieve &gt; 80% within two attempts.</td>
<td></td>
</tr>
<tr>
<td>Final exam grades in NURS clinical courses</td>
<td>Eighty-percent (80%) of students will get an 80% or better on final exam grades in: NURS 307, NURS 309, NURS 311, NURS 316, NURS 400, NURS 405, NURS 409, and NURS 419.</td>
<td>Data collection for Clinical Concept Map NURS 400 Fall 2018: 84.6% (11/13)</td>
</tr>
<tr>
<td>Expected level of achievement (ELA) for Student Learning Outcome 1: Plan, provide, and delegate client care and coordinated</td>
<td></td>
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<tr>
<th>Course</th>
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<th>S 2019</th>
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<tbody>
<tr>
<td>NURS 307</td>
<td>100% (21/21)</td>
<td>n/a</td>
</tr>
<tr>
<td>NURS 309</td>
<td>81% (22/27)</td>
<td>n/a</td>
</tr>
<tr>
<td>NURS 311</td>
<td>n/a</td>
<td>95% (18/19)</td>
</tr>
<tr>
<td>NURS 316</td>
<td>n/a</td>
<td>100% (19/19)</td>
</tr>
<tr>
<td>NURS 400</td>
<td>92% (12/13)</td>
<td>n/a</td>
</tr>
<tr>
<td>NURS 408</td>
<td>83% (10/12)</td>
<td>n/a</td>
</tr>
<tr>
<td>NURS 409</td>
<td>n/a</td>
<td>83% (10/12)</td>
</tr>
<tr>
<td>NURS 419</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>
Action Plan

- Targets met. Continue to monitor.
- Revise End of Course Reports to assess course ability in clinical and theory, to evaluate end of program SLO’s by faculty and students via Likert Scale format and calculate correlation.

Measure 2: Review of clinical evaluation tools.
Target: 100% of all graduating seniors should achieve a minimum of 3.0 in areas related to 1.1 Theoretical Knowledge and 1.2 Clinical Competency.

Graduating seniors scored 3.0 or higher on the clinical evaluation tool in areas related to patient-centered care and safety.

Goal met; No action plan needed

Findings 2018-2019
Graduating seniors scored 3.0 or higher on the clinical evaluation tool in areas related to patient centered care and safety.
Spring 2019: ATI results were as follows:
<table>
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<td></td>
</tr>
<tr>
<td>Expected level of achievement (ELA) for Student Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 1:</strong> Plan, provide, and delegate client care and coordinated</td>
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<td>83% (10/12)</td>
</tr>
</tbody>
</table>
| NURS 419 | n/a | }
| care that promotes safe and high quality outcomes. | One-hundred percent (100%) of students in NURS clinical courses will meet the expected level of achievement for SLO #1 on the clinical form. | 100% of students in the clinical NURS courses met the ELA for SLO #1 on the clinical evaluation form. |

**Action Plan**

- Targets met. Continue to monitor.
- Revise End of Course Reports to assess course ability in clinical and theory, to evaluate end of program SLO’s by faculty and students via Likert Scale format and calculate correlation.

**OUTCOME 2** Engage in interdisciplinary communication effectively and employ patient care technologies, information systems, and communication device that support safe nursing practice.

**ASSOCIATION TO DSU STUDENT LEARNING GOAL 1, 4 (SEE SEP)**

**MEASURE AND TARGET**

**Measure 1:** Review of ATI scores on the comprehensive final in areas related to communication and informatics

**Target:** Students will achieve a minimum average score of 70% on these subscales of the ATI exit exam within 2 attempts prior to graduation

**Findings 2017-2018:**
Sp 2018:
ATI
Information Management and Application of Patient Care Technology-
1st attempt 96.9%

Informatics-
1st attempt 100%

**Findings 2018-2019**
Spring 2019: ATI

**Information Management and Application of Patient Care Technology**-

<table>
<thead>
<tr>
<th>Date</th>
<th>Attempt</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-09-19</td>
<td>1st</td>
<td>75%</td>
</tr>
<tr>
<td>04-29-19</td>
<td>2nd</td>
<td>75%</td>
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**Informatics**-
Action Plan

<table>
<thead>
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</table>
| ATI Standardized Predictor for Passing NCLEX-RN test and retest | A minimum average score of 70% on the following subscales of the ATI exit exam will be obtained by students within 2 attempts prior to graduation: “BSN Essentials, Information Management and Application of Patient Care Technology,” and “QSEN, Informatics” as described under the Outcomes heading of the ATI RN Comprehensive Predictor 2019 test result section | Spring 2019: ATI Information Management and Application of Patient Care Technology-  
04-09-19  1st attempt  
75%  
04-29-19  2nd attempt  
75%  
Informatics-  
04-09-19  1st attempt  
75%  
04-29-19  2nd attempt  
70.8% |
| clinical evaluation form for seniors | 100% of all graduating seniors should achieve a minimum of 3.0 in areas related to 2.1 Apply technologies and information systems to promote safe practice and 2.2 Integrate therapeutic communication skills to enable teamwork and collaboration. | Clinical evaluations r/t technologies and information systems, and therapeutic communication: Spring 2019 (n=12): 100% |
| Final exam grade in NURS 314 – Nursing Informatics | 80% of students will achieve ≥ 80% on final exam for NURS 314 | NURS 314 Final exam:  
Spring 2019: |
| Discussion forum in NURS405 Nursing Leadership | 90% of students will achieve ≥ 90% on discussion forum for NURS 405 | NURS 405 Discussion Forum:  
Fall 2019: (17/19) 89% achieved a score of 90% on the Discussion Forum. |
| Expected level of achievement (ELA) for Student Learning Outcome 2: Engage in interdisciplinary communication effectively and employ patient care technologies, information systems, and communication device that support safe nursing practice. | One-hundred percent (100%) of students in NURS clinical courses will meet the expected level of achievement for SLO #2 on the clinical form. | 100% of students in the clinical NURS courses met the ELA for SLO #2 on the clinical evaluation form. |
- Standardized tests and clinical evaluation targets met. Continue to monitor.
- NURS405 Discussion board: revise discussion board question, provide verbal and written instructions pertaining to rubric.
- Revise End of Course Reports to assess course ability in clinical and theory, to evaluate end of program SLO’s by faculty and students via Likert Scale format and calculate correlation.

**Measure 2:** Review of clinical evaluation tools.

**Target:** 100% of all graduating seniors should achieve a minimum of 3.0 in areas related to:
2.1 Apply technologies and information systems to promote safe practice and 2.2 Integrate therapeutic communication skills to enable teamwork and collaboration.

**Findings 2017-2018:**
Graduating seniors scored a ≥3.0 or higher on the clinical evaluation tool in areas related to communication and informatics.

Goal met; No action plan needed

**Findings 2018-2019:**
All students (12 = 100%) received 3 or higher on the clinical evaluation tool in areas of technologies and information systems, and therapeutic communication areas on the

**Action Plan:**

**Outcome 3** Synthesize leadership concepts, principles, and ethical reasoning in decision making to ensure quality outcomes in providing client care in a variety of setting.

**Association to DSU Student Learning Goal 1, 2, 3, 4 (SEE SEP)**

**Measure and Target**

**Measure 1:** ATI scores on the comprehensive final in areas related to leadership and ethical reasoning.

**Target:** Students will achieve a minimum average score of 70% on these subscales of the ATI exit exam within 2 attempts prior to graduation

**Findings 2017-2018:**
Sp 2018:

- ATI
  - Leadership- 1st attempt 85%

- Quality Improvement- 1st attempt 90.6%

- Basic Organization and Systems Leadership for Quality Care and Patient Safety 1st attempt 79.2%
Psychology Department

Mission (tied to the college mission)
The Department of Psychology recognizes and supports the overall mission of Delaware State University by providing students with the necessary education for entry level positions in human service related fields. More specifically, the psychology program is designed to empower and affirm undergraduate students through broad based training in the foundations of psychology, which emphasizes the need to understand human behavior through critical thinking and scientific endeavors. The department recognizes and supports the mission of the American Psychological Association (APA) which is "to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives.” Retrieved July 06, 2017 from http://www.apa.org/about/

Select Type of Unit: Academic Department

Vision (optional)

I. Goal 1 – Teaching
   A. Objective Strengthen curricula and course content in order to better equip students for diverse careers related to the psychology field.

Association to DSU Strategic Goal
Select the DSU strategic plan goal(s) this objective supports.

✓ PRIDE 2020 Goal 1: INTELLECTUAL CLIMATE AND CULTURE - Create an exceptional learning environment that promotes challenging, high-quality curricular and co-curricular programs, engaged student learning, and local and global citizenship.

✓ PRIDE 2020 Goal 2: STUDENT SUCCESS - Recruit, develop, retain, graduate and place outstanding students.

1. Measure: Program and curricula reviewed/revised for optimum student success in the program. Psychology skills emphasized in lecture or practicum.

   Target: At least one curricular or course content change will be made each year

Findings 2018-2019:
The Department of Psychology has incorporated a mandatory Practicum Course within the Curriculum. FY 2018 - 19, there were 77 students who participated in the Practicum Program. NOTE: The students work in various settings on campus, throughout the State of Delaware, and other states in a human service related capacity.

- The Practicum Course 435 A is a 3-credit course. Psychology students must earn 120 practicum hours in a semester. 100% of Psychology Majors complete a practicum prior to graduation. However, students are encouraged to participate in 435 B and 435 C to gain additional experiential learning. CADC students must earn 300 practicum hours.
Action Plan:
In order to provide graduate level preparation, the Psychology Program is planning to develop a Masters in Clinical and School Psychology by 2021. Development of the programs will begin in July of 2019. The Department Chair will identify a working taskforce that will meet regularly to discuss program development and implementation. At this juncture, the programs will be offered online.

Trauma certificate plans:

The DSU Trauma Institute will be providing ongoing training with CEUs surrounding trauma and plans to launch a certificate program related to treating traumatized individuals for practitioners, educators, and human-service workers. Dr. Scott-Jones established a working group to develop the classes and program content. The plan is to implement the program in January of 2020.

B. Objective 2: Engage in professional development opportunities to improve teaching and pedagogical skills.

Association to DSU Strategic Goal
Select the DSU strategic plan goal(s) this objective supports.

☑ PRIDE 2020 Goal 1: INTELLECTUAL CLIMATE AND CULTURE - Create an exceptional learning environment that promotes challenging, high-quality curricular and co-curricular programs, engaged student learning, and local and global citizenship.

☑ PRIDE 2020 Goal 2: STUDENT SUCCESS - Recruit, develop, retain, graduate and place outstanding students.

Measure: Number of faculty participating in professional development workshops or training related to teaching and learning.

Target:
At least 4 faculty members will participate in professional development workshops or training related to teaching/learning.

Findings 2018-2019:
One faculty member, Dr. Amy Rogers, participated in ACUE training in partnership with CTL. She has completed 75% of the training.

Dr. Brian Friel completed the Blackboard beginner, intermediate and advanced trainings held by CTL. He is currently utilizing the skills attained in courses by creating content and assessments in online statistics courses, using Collaborate Ultra for office hours in online statistics courses, and shifting paper-based homework assignments to those submitted through Blackboard’s assessment tools in traditional courses.
Other faculty who participated in CTL workshops/trainings include:

- All members of the department who attended iPad trainings during the past year

**Action Plan:**
During General Meetings, faculty should share information about workshops they attended and benefits received (i.e. what they are implementing in courses and how it is working).

**II. Goal 2 – Service and Research**

**A. Objective:** Faculty will participate in professional organizations, associations, and scholarly research.

**Association to DSU Strategic Goal:**

- PRIDE 2020 Goal 3: RESEARCH AND SCHOLARSHIP - Increase and sustain excellence in scholarly and creative research that addresses significant state, regional, national and global challenges
- PRIDE 2020 Goal 4: OUTREACH AND ENGAGEMENT (Service Beyond Self) - Strengthen and expand our outreach, engagement and economic development programs to benefit the people of Delaware, the nation and the world

**1. Measure and Target**

Number and types of professional organizations, associations, and scholarly research that department faculty participated in.

**Target:** Full-time faculty will participate in at least one research or professional activity/organization.

**Findings 2018-2019:**

- 9 full-time faculty out of a total of 9 full-time faculty participated in at least one scholarly or professional activity, yielding 100% participation.

- Trauma conference at DSU (February 14, 2019) - Shifting from Trauma Informed Care to an African Centered Healing Approach
  - **Keynote Speaker:** Dr. Aminifu R. Harvey
  - **Conference Overview:** This workshop was intended to address a gap in the way behavioral health care practitioners provide treatment to African Americans who have experienced trauma. The goal of this training is to educate behavioral health care practitioners about the limitations of traditional trauma-informed care as a therapeutic approach and why a healing-centered approach is more efficacious.
  - **2 on-campus trainings have occurred thus far.** In the first, which was held on February 14, 2019, a total of 457 individuals
participated. The second was held on May 1, 2019, in which 350 participated.

- A third off-campus training was facilitated by Dr. Scott-Jones for Brandywine Counseling staff \( n = 65 \) on June 21, 2019.

The Department of Psychology Partners with Delaware’s Center for Neuroscience Research with the COBRE Grant. In addition to this partnership, Drs. Jarid Goodman, Christine Charvet and Janeese Brownlow work closely with researchers from the University of Delaware and the ACCEL Program regarding neuropsychology/neuroscience research and grant opportunities.

- Dr. Padmini Banerjee partners with the Department of Women Studies Program and Department of History at DSU teach the Psychology of Women and Global Societies.

- Dr. Gwendolyn Scott-Jones collaborates with Sports Management Department at DSU to teach the Psychology of Coaching. A clinical psychologist is required to teach this course.

- Dr. Brian Friel serves as DSU’s IRB Chair and serves on the DSU Research Committee. This is a partnership with DSU’s Office of Sponsored Programs.

- Dr. Amy Rogers serves as a consultant for the National Science Foundation.

**Action Plan:**
- The DSU Trauma Institute plans to provide ongoing training with CEUs surrounding trauma and plans to launch a certificate program related to treating traumatized individuals for practitioners, educators, and human-service workers by fall of 2020.

**III. Goal 3 – Student Engagement**

**A. Objective (if applicable): Engage students in community service and/or global activities.**

**Association to DSU Strategic Goal**

*Select the DSU strategic plan goal(s) this objective supports.*

- PRIDE 2020 Goal 4: OUTREACH AND ENGAGEMENT (Service Beyond Self) - Strengthen and expand our outreach, engagement and economic development programs to benefit the people of Delaware, the nation and the world

**1. Measure:** Number and type of activities that students participated in, on campus or in the local/global community.

Target: Students will participate in at least 2 campus or community activities.
Findings 2018-2019:

Open House – Psychology students volunteered to assist with presentations for prospective students and campus tours.

Psychology Club activities -
The Psychology Club has been active on campus and in the community. Examples of volunteer activities include: (1) YWCA breakfast, (2) DSU’s Early College High School, (3) Missions shelter, (4) House of Pride Day, (5) Caesar Rodney Middle School, (6) Eastside Charter School, (7) Greater Works Family Life Ministries, (8) KISH Inc. Homes, (9) Community Workshop for Empowered on Purpose, and (10) serving platters to students who were unable to go home for Thanksgiving. Several club members also conducted workshops on mental health with students 18-25 and serve as peer counselors. They also hold Mental Health Mondays, during which students organize workshops on various aspects of mental health with the help of psychology professionals. Finally, students in Psychology Club recently adopted 2 families in need during the holiday season. Donations were solicited from students, staff, and faculty.

Several students are completing practicum for Community Counseling.

• The Department of Psychology had 2- study abroad students FY 2018-19.
• Samyah Myers did study abroad in Fall 2018-Semester at Sea with Academic Partner-Colorado University.
• Tiana Anderson will be participating in the Semester at Sea in Fall 2019.

Action Plan:

• Marcille Sewell continues to forge new partnerships with service providers in Delaware. It is anticipated that more opportunities for student internships will be available in the future.

IV. Goal 4 – Retention and Enrollment
A. Objective: Participate in activities to promote enrollment and retain students.

Association to DSU Strategic Goal
☑ PRIDE 2020 Goal 6: INSTITUTIONAL AND OPERATIONAL EFFECTIVENESS - Enhance, leverage and diversify our resources to fulfill the University's mission.

1. Measure: Number and type of recruitment, enrollment and retention activities that the department faculty/staff participated in or conducted.
**Target:** Department faculty/staff will participate in at least three recruitment and/or retention activities.

**Findings 2018-2019:** The Department’s Administrative Secretary contacted all non-returning students via e-mail. The data for the new freshman cohort indicates that there were 87 Psychology New Freshmen for Fall 2018 and 70 students have pre-registered for Fall 2019 as of May 6, 2019, which were 80.5% of the original 2018 New Freshmen Cohort.

Recruitment activities the department chair, faculty and staff participated in are:

1. Fall 2018 Open House
2. Spring 2019 Open House

The enrollment figures for 2018-2019 (total from fall and spring):

There were 308 students enrolled as Psychology majors in Fall 2018. This represents a 21% increase since Fall 2014.

Note that these data are from the annual report.

**Action Plan:**

The Department’s Administrative Secretary contacted all non-returning students via e-mail in accordance with Recruit Back efforts in Spring 2019. This helped to result in 80.5% of the original freshmen cohort registering for classes in Fall 2019. Recruit Back will continue in future semesters in light of this success.

**Psychology BS**

**Program Mission:**

The Department of Psychology recognizes and supports the overall mission of Delaware State University by providing students with the necessary education for entry level positions in human service related fields. More specifically, the psychology program is designed to empower and affirm undergraduate students through broad based training in the foundations of psychology, which emphasizes the need to understand human behavior through critical thinking and scientific endeavors. The department recognizes and supports the mission of the American Psychological Association (APA) which is "to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives.” Retrieved July 06, 2017 from [http://www.apa.org/about/](http://www.apa.org/about/)

**Goal 1 – Student Learning**

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.

*The Program has 6- Student Learning Outcomes:*
SLO 1: Knowledge Base of Psychology – students will characterize the nature of psychology as a discipline.

SLO 2: Content areas of Psychology- Students will demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:

1. Learning and cognition
2. Individual differences, psychometrics, personality and social processes, including those related to sociocultural and international dimensions.
3. Biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation and emotion.
4. Developmental changes in behavior and mental processes across the life span.

SLO 3: Major Perspectives of Psychology- Students will explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and sociocultural).

SLO 4: Relevant Ethical Issues in Psychology- Students will identify relevant ethical issues in psychology, including a general understanding of the American Psychological Association (APA) Code of Ethics.

SLO 5: Effective Strategies for Self-Management/Self-Improvement- Students will develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management/self-improvement.

SLO 6: Information Technology Competency-Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

SLO 1: Knowledge Base of Psychology - students will characterize the nature of psychology as a discipline.

Measure: Senior Research Seminar students apply the knowledge they have gained in earlier courses on a variety of projects. They are given a choice in terms of the track they wish to take. Most opt for collaborating on a research project led by the course instructor, which involves assistance with the creation of stimulus material along with data collection and analysis. Others develop their own proposals if they have a particular topic they wish to investigate. Students interested in academia assist the instructor with his/her course load (e.g., help grade objective portions of exams, create rubrics, take attendance, find resources to be used for teaching concepts for a particular class) to gain experience with aspects of teaching.

Everybody except the teaching assistant is given homework each week, which is designed to step them ever closer to a final project. They get 25% of their grade for attending and participating in discussions about that homework, 25% of their grade for the homeworks themselves, and then 50% of their grade for their final project. This project can take the form of a paper that represents
everything they have done, or a presentation which they deliver to the class. In any case, they also submit a binder that has all of the work they’ve done throughout the semester.

In the case of the assistant, the grade is entirely based on attendance and homework. Every time they are expected to be available (classes, meetings), they get attendance credit. Every task I give them is listed as a homework. They get a 50/50 split for those two things. Invariably, they get an A, because they are with me so frequently.

**Target:** missing

**Association to DSU Student Learning Goal: 4**

**Findings 2018-2019:** Only 1-2 students per semester have failed to complete the assignments in this course over the past year. Those who failed generally did so because they stopped completing the assignments and/or attending class meetings during the semester.

**Action Plan:** Success rate in this course is generally very high. There does not appear to be a need for adjustments. The varied options for students offers the flexibility necessary to cope with changing demands of careers in psychology. For next cycle, include more details in findings section about how well students did on senior research project (specific strengths and weaknesses of students). If rubric data are available, include summary of the results.

*NOTE: Test to be implemented FY 19-20 through Blackboard*

**SLO 2:** Content areas of Psychology- Students will demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:

1. Learning and cognition (Course Psychology of Learning).
2. Individual differences, psychometrics, personality and social processes, including those related to sociocultural and international dimensions. (Social Psychology).
3. Biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation and emotion. (Introduction to General Psychology).
4. Developmental changes in behavior and mental processes across the life span. (Developmental Psychology).

**Association to DSU Learning goal: 1, 2**

1. **Measure:** There will be a pre- and post-standardized test, constructed by the Department and implemented within the Course of University Seminar I or II. The pre/post-tests are used to sample the student’s understanding of specific content areas of psychology. University Seminar Courses will be the targeted course for the pre-tests, because all incoming majors must take the course. The post-test will be administered in Senior Research Seminar to each student and this will provide a means of comparison between different student cohorts or the same cohort over time. There will be 3-5 questions taken from 11 Major Courses (i.e., Introduction to General Psychology; Applied Psychology; Elementary Statistics; Advanced Statistics; Personality;
Developmental Psychology; Experimental Psychology; Abnormal Psychology; Psychology of Learning; Social Psychology; History and Systems).

Target: 70% of students will achieve 70% passing score or better on post test by senior year.

Association to DSU Student Learning Goal

*NOTE: Test to be implemented FY 19-20 through Blackboard.

Findings 2018-19:

The Psychology Program did not conduct a formal assessment of the program this academic year. The plan is for the Psychology Program to be assessed using pre- and post-tests for incoming freshmen and graduates. All incoming freshmen will take a 60-question test that will be comprised of test questions from the 14-core psychology courses.

Items from textbook test banks were supplied by instructors of the relevant courses. These will be used for the pool of items used to create the pre- and post-tests.

The formalized assessment will be administered in Spring of 2020 to all incoming freshmen and new transfer students. The pre and post tests will be administered through Blackboard. The Program Coordinator will be responsible for ensuring that the students take the test. Therefore, the program coordinator will work closely with the University Seminar Instructor to coordinate getting all incoming freshmen and new transfer students tested.

Action Plan:

SLO 3: Major Perspectives of Psychology- Students will explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and sociocultural).

1. **Measure and Target:** Students’ understanding of the major perspectives of psychology will be measured in the History and Systems Course through the instructor using content analysis and a performance-based assessment of daily course work (e.g., assignments, exams, course papers).

Rubric as attachment

**Association to DSU Student Learning Goal:** 1

Target: 65% of the students taking History and Systems will demonstrate that they understand the major perspectives of psychology.

*NOTE: Data from this Course is reported and analyzed through the University’s Assessment, Data, Collection System (ADCS). The course instructor will complete the assessment and summit to through ADCS.

Findings 2018-2019:
73.8% (48 of 65) students who completed the final research paper earned a C or better in the course.

**Action Plan**

Target was achieved. Assessments in the future will also include performance in Personality Psychology, a course that also covers the major perspectives of psychology.

**SLO 4: Relevant Ethical Issues in Psychology** - Students will identify relevant ethical issues in psychology, including a general understanding of the American Psychological Association (APA) Code of Ethics.

Association to DSU Learning goal: 2, 3

**Measure:** Experimental Psychology Exam 1

Experimental Psychology assignment or tests/quizzes.

**Target:** 65% of students talking Experimental Psychology will demonstrate that they can identify relevant ethical issues in psychology.

**Findings 2018-2019:** 36 of 40 (90%) passed the exam on Ethics in Dr. Goodman’s class.

**Action Plan:** Assessments of ethical awareness should be expanded into additional courses, particularly those relating to counseling, as those issues are less likely to be covered in Experimental Psychology.

**SLO 5: Effective Strategies for Self-Management/Self-Improvement** - Students will develop insight into their own and others’ behavior and mental processes and apply effective strategies for self-management/self-improvement.

Association to DSU Learning goal: 4

**Measure:**

Data are collected through a spreadsheet that is managed by DSU’s Institutional Research, Planning, and Analytics Department. Outcomes are measured qualitatively. Students enrolled in Practica in Applied Psychology (PSYC 435) comprise the bulk of these outcomes. These students undergo a site evaluation, coordinator evaluation, weekly journal submission, and complete a final Internship course paper.

**Target:**

We plan to target all majors, but can specifically look at juniors and seniors.

**Findings 2018-2019:**

- 27 students were involved in service learning projects (e.g., volunteering at Food Bank of Delaware)
62 students were involved in research, either in the context of creating their own projects or by assisting faculty with ongoing research.

95% of students in PSYC 435 successfully completed the course.

**Action Plan:**

Additional placement sites for our students will be identified, and we will determine if more experiential or service learning is required. Collaborate with internship course coordinator to acquire additional direct assessment data.

**SLO 6:** Information Technology Competency—Students will demonstrate information competence and the ability to use computers and other technology for many purposes.

Association to DSU Learning goal: 1, 4

**Measure 1:**

SPSS T-Test with SPSS Assignment in Elementary Statistics course.

There are four assignments in this course and students complete assignments with datasets. This demonstrates that students can do carry out the analysis steps for research and utilizing SPSS (Statistical Program for Social Sciences). Students complete inferential tests (t-tests) in the last assignment.

**Target:**

70% of students will complete assignment correctly.

Findings 2018-2019: In total, 56 of the 78 students (71.8%) who took Elementary Statistics successfully completed the SPSS assignment and interpreted the output correctly. One concerning result was that the majority of the failures came from the online courses (only 9 of 23 online students completed the assignment correctly).

**Action Plan:** Many of the students in the online courses reported issues with installing the SPSS program onto their own computers. (Students who take the course on campus have access to the program via the classroom computers.) Some cited issues with hardware (e.g., insufficient memory), but most seemed to have unspecified difficulty with the installation instructions and license activation. Instructions posted on Blackboard have been updated to emphasize the steps involved in the activation process and to include minimum hardware requirements.

**Measure 2:** Advanced Statistics Exam items. The exam includes inferential statistics with SPSS, such as ANOVA, regression, correlation, and ordinal rank order tests.

**Target:** 70% of students will earn a passing grade (70%) on the SPSS portion of the Exams.

**Findings 2018-2019:** On each of the 3 Exams given, more than 70% passed the SPSS portion: 93.9% (31 of 33) on Test 1, 84.8% (28 of 33) on Test 2, 93.8% (30 of 32) on Test 3.
**Action Plan:** Assessments suggest that students are learning how to use SPSS effectively, but there remains confusion among some about interpreting results in terms of statistical significance. Future lessons will emphasize more strongly how the use of p-values differs from the use of critical values for interpreting statistical significance (the latter is used in this course when conducting the analyses by hand).

**A. Student Experiential Activity Outcome**

Participate in a Practicum, which is an experiential learning activity.

**Association to DSU Student Learning Goal: 2, 4**

1. **Measure and Target:**
   KPIs are collected at the end of each year for students in the Practicum and Applied Psychology Courses. Students are assessed through a site evaluation, coordinator evaluation, weekly journal submissions, and a final internship course paper.
   
   **Target:** 70% of students will successfully pass the course

   **Findings 2018-2019:** 95% percent of students passed the course.

   **Action Plan 2018-2019:** Expansion of the number of cooperating sites to broaden student experiential learning opportunities. Our Practicum Coordinator, Marcille Sewell, has also held discussions with existing partners about increasing the number of students working at a given site.

**B. Service Learning Outcome**

Participate in service learning activities on campus or in the local community.

**Association to DSU Student Learning Goal: 3**

1. **Measure and Target:**
   Student participation in service activities organized by the Psychology Club.
   
   **Target:** At least 3 activities per year

   **Findings 2018-2019:**
   The Psychology Club has been active on campus and in the community. Examples of volunteer activities include: (1) YWCA breakfast, (2) DSU’s Early College High School, (3) Missions shelter, (4) House of Pride Day, (5) Caesar Rodney Middle School, (6) Eastside Charter School, (7) Greater Works Family Life Ministries, (8) KISH Inc. Homes, (9) Community Workshop for Empowered on Purpose, and (10) serving platters to students who were unable to go home for Thanksgiving. Several club members also conducted workshops on mental health with students 18-25 and serve as peer counselors. They also hold Mental Health Mondays, during which students organize workshops on various aspects of mental health with the help of psychology professionals. Finally, students in Psychology Club recently adopted 2 families in need during the holiday season. Donations were solicited from students, staff, and faculty.
**Action Plan:** The Psychology Club has remained active over the past year. The challenge has been sustaining that activity from year-to-year as students graduate from the program. Faculty advisors may implement a peer mentoring plan, in which senior-level officers mentor younger members on how to run a successful, active club.
Public and Allied Health Sciences Department

Mission: To prepare professionals, scholars, researchers, and leaders in Kinesiology and Public Health regionally, nationally, and globally by engaging students through effective, research-based instruction, experiential learning, and service

Vision: A department that is nationally recognized for contributing to and advancing the fields of Kinesiology and Public Health.

Teaching

I. **Goal 1:** Complete the implementation of Kinesiology curricula guided by and aligned with nationally recognized gold standard professional organizations.
   a. **Objective:** Fully transition all students within the major (formerly Movement Science) to the new Kinesiology curriculum by Spring 2020
      i. **Measure:** Senior audits will be performed each semester to assess the number of students who remain as Movement Science (MVSC) majors and have not yet graduated.
         a) *Findings - During the Fall 2018 semester there were 101 Movement Science majors. A total of 71 are expected to graduate this academic year leaving 30 remaining Movement Science majors.*
      ii. **Action Plan:** Phase out course offerings of MVSC courses. Create contingency plans and/or substitutions as needed for students on the 2011 curricula
      iii. **Target:** 100 percent of seniors will be audited using the 2017 Kinesiology curriculum during the Spring 2020 semester.

Findings 2018-2019:
   - A total of 81 Movement Science (MVSC) majors graduated during 2018-19 leaving 20 MVSC majors enrolled during at the start of the 2019-2020 academic year.
   - Approximately 80% of seniors were audited using the 2017 Kinesiology curriculum during Spring 2019.
   Target met? No

   Action Plan 2018-2019: Continue to graduate remaining (20) MVSC majors

II. **Goal 2:** Prepare students to be competitive for graduate and professional schools and for the job market in the Public Health and Kinesiology related fields.
   a. **Objective:** Identify the graduate school and/or professional goals of incoming Kinesiology and Public Health freshman.
i. **Measure:** The curriculum committee will design a form to capture the professional goals of the incoming freshman.

ii. **Action Plan:** Freshman students will complete a minimum of two mentoring sessions with a faculty or staff member of the PAHS Department. During the first meeting, students will identify their graduate school and/or professional goals.

iii. **Target:** A minimum of 80 percent of freshman in the PAHS Department will have documented professional goals posted in the *data management system issued by the University.*

* If a data management system is unavailable, the document will reside inside the student’s folder.

Findings 2018-2019:

- Curriculum Committee drafted a Professional Goals Form to be housed in the advising file of each student.
- A professional mentorship program was created which consists of student groups for Athletic Training, Occupational Therapy, Physical Therapy, and Strength & Conditioning. Student responses on the Professional Goals Form were used to guide students to the appropriate mentorship group.

Target met?

- No; did not achieve 100% participation from faculty advisors in disseminating the Professional Goals Form to students.

Action Plan 2018-2019:

- Continue to train faculty on the utilization and benefits of the Professional Goals Form. This will occur at PAHS faculty department meetings.

### III. **Goal 3:** Continue to grow the Public Health major and supply the course offerings to students who transfer into the department.

a. **Objective:** Develop online courses to meet the needs of the Public Health students.

i. **Measure:** Frequency count of online courses developed and implemented in Spring of 2019 and each semester going forward

ii. **Action Plan:** Two Introduction to Public Health courses will be launched in Spring of 2019; continue the development of online courses for the Public Health degree program

iii. **Target:** Offer the entire Public Health curriculum and degree program online by Fall 2020
Findings 2018-2019:

- A total (5) PUBH courses were developed in an online format including PUBH 105 Intro to Public Health, PUBH 220 Public Health Informatics, PUBH 205 Foundations of Public Health Education, PUBH 236 Substance Use and Abuse, and PUBH 234 Global Health

Target met? No

Action Plan 2018-2019:

- Build and offer online versions of courses that remain available only in the traditional, face-to-face format.

**Student Engagement**

IV. **Goal 1:** Engage PAHS students in career-specific mentoring programs

a. **Objective:** Identify the graduate school and/or professional goals of PAHS students and refer them to the appropriate mentorship program.

i. **Measure:** Track number of meetings per semester and attendance at each mentoring group meeting (PT, OT, AT currently).

ii. **Action Plan:** Create promotional material prior to each meeting and send out via BB and email to all PAHS students. Record attendance and attendees of each meeting.

iii. **Target:** Each group should meet a minimum of twice a semester.

Findings 2018-2019:

- Each group met approximately 3 times per semester with adequate student attendance at each meeting.

Target met? Yes

Action Plan 2018-2019:

- Increase impact of mentorship groups by increasing experiential learning opportunities provided by the mentorship program

b. **Objective:** Increase number of mentoring programs offered to cover other career-specific concentrations

i. **Measure:** Starting of new mentoring groups with different career-specific concentrations than what is already offered (PT, OT, AT).

ii. **Action Plan:** Identify mentoring program leaders who would be willing to meet with students twice a semester.
iii. **Target:** Add two new mentoring groups to our current offerings.

Findings 2018-2019:
- An additional mentoring group for Personal Training was created and implemented.
  
  Target met? No

**Action Plan 2018-2019:**
- Improve polling of students’ professional goals in order to better understand what careers paths and mentorship groups are most appealing to our students.

V. **Goal 2:** Engage PAHS students in departmental co-curricular activities

a. **Objective:** Identify the level of participation of PAHS students in co-curricular activities including PAHO, PEK, EIM-OC, PHFLD, Active Minds, and health promotion events

i. **Measure:** Tracking of (via a newly created form) participant attendance at each event and report to assessment committee at the end of each semester.

ii. **Action Plan:** Create promotional material prior to each event and send out via BB and email to all PAHS students.

iii. **Target:** 50% of student engagement in more than one activity.

Findings 2018-2019:
- Tracking was not performed although a considerable number of students did participate in departmental co-curricular activities.
  
  Target met? No

**Action Plan 2018-2019:**
- Create a ticketing mechanism for each event in order to capture attendance in real time

VI. **Goal 3:** Engage PAHS students in research, scholarly presentations, and professional conferences

a. **Objective:** Identify PAHS students who participate in research, scholarly presentations, and professional conferences
i. **Measure:** Tracking of student participation and report to assessment committee at the end of each semester

ii. **Action Plan:** Speak with students at each advisement meeting about opportunities to become engaged in research, scholarly presentations, and professional conferences. Additionally, faculty members must share opportunities with each other to allow information to be passed along to each student.

iii. **Target:** At least 20 students will be involved in research, scholarly presentations, and/or professional conferences each semester.

Findings 2018-2019:

- The undergraduate research portfolio for Kinesiology expanded considerably. The Exercise Physiology Lab was rebranded as the Exercise & Rehabilitation Lab under the direction of Prof. Von Homer.
- Five undergraduate lab assistants were hired to work in our Biomechanics and Exercise & Rehabilitation Labs.
- These (5) lab assistants presented their work at conferences including the American College of Sports Medicine Mid-Atlantic Regional Conference and the Delaware Neuroscience Research Symposium.

Target met? No

Action Plan 2018-2019:

- Recruit a new group of undergraduate lab assistants for 2019-2020

Service

**VII. Goal 1:** Provide opportunities for students to be engaged in professional and community service.

a. **Objective:** Obtain a $90,000 grant to support a Heart Smart Initiative and create opportunities for students to be of service

i. **Measure:** Track undergraduate student participation in work related to the Heart Smart grant

ii. **Action Plan:** Invite students to administer questionnaires and collect data from participants.

iii. **Target:** 10 students involved each semester over the next two years
Findings 2018-2019:

- A total of (4) undergraduate students volunteered to work on the Heart Smart grant.
- One student was paid through grant funding

Target met? No

Action Plan 2018-2019:

- Utilize additional recruitment strategies for undergraduate researchers to work on the Heart Smart grant

Research

VIII. **Goal 1:** Continue to cultivate the department undergraduate research program while also increasing the research production of the faculty.

a. **Objective:** Increase utilization of both the Biomechanics Lab and Exercise & Rehabilitation Lab for research-based instruction, data collection, and synthesis of new student and faculty projects.

i. **Measure:** Tracking of the number of students who elect to take research intensive courses with required time spent in the laboratory. Faculty participation in their own research agenda will be evaluated by the Department Chair.

ii. **Action Plan:** Infuse research-based themes into all courses offered to PAHS students; Showcase the work of our current undergraduate researchers and lab assistants; Mentor junior faculty or those needing more research experience

iii. **Target:** Conduct at least 1 lab open house/demonstration per semester for students and faculty members within the Department and College to learn about the projects being synthesized and executed in the Biomechanics and Exercise & Rehabilitation labs. Ideally, at least 30 students should be taking research-based laboratory courses per academic year and all faculty should constantly be engaged in some component of the research process for an existing or new project.

Findings 2018-2019:

- Approximately 35 students took lab-based courses, worked as lab assistants, or assisted with research

Target met? Yes

Action Plan 2018-2019:

- Create process to increase faculty research production and to streamline laboratory processes
Kinesiology BS

The program mission should align to the University’s, their College’s and their Department’s mission. Each program should have a general student learning outcomes goal. That goal should have on average 4 to 7 program related student learning outcomes, plus an optional Student Experiential Learning outcome and a mandatory Service Learning outcome. If the program is subject to an accreditation then include outcomes related to the accreditation. Your program may have numerous outcomes, but remember someone has to measure those outcomes and you may not always be that someone.

For each measure describe the instrument used and attach a sample.

Data for each measure should be collected annually even if it is not analyzed in that year. Your department should develop a rotation for when the measures are analyzed along with a narrative as to what is done with the results (closing the loop). Include a copy of your rotational plan with this outline. When you analyze the measure on its rotation be sure to evaluate all the data since the last time you reviewed that measure. If a measure is always met, it may be too easy and you need to raise the bar.

Goal 1 – Student Learning Outcomes of the Kinesiology Program

Demonstrate the DSU Core values of scholarship and diversity by educating the student on the impact of physical activity on health, wellness, and quality of life.

Kinesiology students will be able to:

C. **Outcome 1:** Design and evaluate physical activity programs that promote health and improve quality of life across various populations in accordance with ACSM guidelines and recommendations.

**Association to DSU Learning Goal(s): (DSU Learning Goal #2)**

1. **Measure and Target:**
   *Final Writing Project for KINE 364 Exercise Testing & Prescription*

   KINE Exercise Testing & Prescription culminates with a final project that requires students to synthesize and prescribe safe and effective individualized cardiorespiratory, musculoskeletal, and weight management programs to a spectrum of populations including children, older adults, athletes, and individuals with disabilities or injuries. This major writing assignment is weighted at 10%-15% of the final course grade and requires students to comprehensively apply key concepts related to fitness assessment and the design of appropriate exercise programs. As this course is offered during both the Fall and Spring semesters, it will be analyzed twice per academic year. The program intends to achieve a first-time pass rate of 90% on this final project annually. The instructors for KINE 364 Exercise Testing & Prescription will report this data to the department Curriculum & Assessment Committee on an annual basis.
Target: The program intends to achieve a first-time pass rate of 90% on this final project annually.

Findings 2018-2019:

- Students traditionally perform well when applying concepts founded in exercise physiology to clinical and rehabilitative environments.
- This was demonstrated with the overwhelmingly positive performance of KINE students on the final project in Exercise Testing & Prescription.
- Only 2% of students required remediation after submitting their first attempt at the final project/writing assignment for KINE 364 Exercise Testing & Prescription.

Target met? Yes

Action Plan 2018-2019:

- Instructors will effectively emphasize, teach, and assess key course topics throughout the semester which include the following:
  - Physical Activity, Health, and Chronic Disease
  - Preliminary Health Screening and Risk Classification
  - General Guidelines for Exercise Testing and Exercise Prescription
  - Assessing Cardiorespiratory Fitness
  - Designing Cardiorespiratory Exercise Programs
  - Assessing Muscular Fitness
  - Designing Resistance Training Programs
  - Assessing Body Composition
  - Designing Weight Management and Body Composition Programs
  - Assessing Flexibility
  - Designing Programs for Flexibility and Low Back Care
  - Clinical Exercise Testing and Interpretation

D. Outcome 2: Critically analyze and conduct research related to physical activity and its impact on health and chronic disease across various populations.

Association to DSU Learning Goal(s): (DSU Learning Goals #1, 2, and 4)

1. Measure:
   a. Emergence of scholarly products from students enrolled in KINE 370 Research Experience, KINE 481 Senior Seminar Research I, and KINE 482 Senior Seminar I

Increased enrollment in the above listed courses will equate to increased use of both, our Exercise Rehabilitation and Biomechanics Labs as well as engagement by our students in the scientific research process as it relates to the field of human movement. This will be measured annually by the Department Chair and it will be the expectation of the program to achieve
a combined enrollment of 50 students per year engaged in meaningful Kinesiology-based research. It is also expected that these students will produce at least (1) scholarly product in the form of a research article, abstract, or professional presentation.

**Target:** A combined enrollment of 50 students per year engaged in meaningful Kinesiology-based research.

**Findings 2018-2019:**

- A total of 30 students were enrolled in lab-based courses and participated in related research.
- Contributions from students enrolled in these courses resulted in publications and presentations at local and international conferences. See KPI report(s)

**Target met? Yes**

**Action Plan 2018-2019:**

- Action Plan based on findings will be to infuse research-based themes into all courses offered to PAHS students; Showcase the work of our current undergraduate researchers and lab assistants; Mentor junior faculty or those needing more research experience

**E. Outcome 3:** Apply physiological and kinematic concepts related to skillful movement patterns, motor development and biomechanics.

**Association to DSU Learning Goal(s): (DSU Learning Goals #1 and #3)**

1. **Measure:**

   An annual internal assessment of the Kinesiology curriculum to reflect alignment with governing bodies such as the American College of Sports Medicine and the American Kinesiology Association. This assessment will be conducted by the department Curriculum & Assessment Committee and a report will be submitted to the Department Chair annually.

   **Target:** An 80% first time pass rate is desired by the program for KINE 470 and KINE 319.

   Action Plan based on findings will be to engage students in more innovative and technology-based techniques of movement analysis

**Findings 2018-2019:**

- KINE 470 Motor Development was developed, implemented, and offered for first time in Fall 2018, laboratory component was added to KINE 319 Biomechanics
An 85% first time pass rate was achieved for KINE 470 Motor Development and along with an 80% first time pass rate for KINE 319 Biomechanics
Target met? Yes

Action Plan 2018-2019:

- Deepen experiential learning component of KINE 470 to include use of technology to better understand neurological influence of movement.
- Continue to create new lab content for KINE 319.

D. **Outcome 4:** Demonstrate effective professional communication, promote cultural awareness and demonstrate the ability to network within and outside Delaware State University.

**Association to DSU Learning Goal(s): (DSU Learning Goals #1 and #3)**

1. **Measure:**

   **Quality Assessment of KINE 483 and KINE 484 Senior Seminar Internship**

   An internal assessment of the quality and effectiveness of the current internship requirement/experience of Kinesiology students shall be conducted. This will be done to expand our internship sites, deepen the student experience, and better market our students for permanent placement. The department Curriculum and Assessment Committee will perform this assessment along with the instructors of KINE 483 & 484.

   **Target:** A 90% first time pass rate for KINE 483 & KINE 484 is desired.

Findings 2018-2019:

- Dr. Knolan Rawlins was appointed PAHS Internship & Practicum Coordinator
- A 95% combined first-time pass rate was achieved for KINE 483/KINE 484

   Target met? Yes

Action Plan 2018-2019:

- Expand community partnerships for internship placement.

II. **Student Experiential Activity Outcome:**

Student will engage in experiential internships at physical therapy clinics, hospitals, sports performance facilities, and research laboratories to acquire practical experience.
Measure:
DSU student learning goals are emphasized in KINE 369 Kinesiology Observation, KINE 483 Senior Seminar Internship I, and KINE 484 Senior Seminar 484. Students in these courses are expected to improve skills in the areas of communication, critical thinking, problem-solving, and professional collaboration. Students are required to attain an internship and perform 60-200 observation and/or clinical application hours. Students are then assessed their internship site supervisor on competencies related to their ability to:

- adhere to workplace regulations
- work cooperatively with a team
- communicate effectively
- demonstrate punctuality and professionalism
- produce quality work

Target: 100% of students will achieve a minimum score of 40 (out of a possible 50) on their Competency Assessment indicating adequate proficiency in the skills listed above.

Findings 2018-2019:

- A concerning number of students received unfavorable scores from their internship site supervisor on competency assessments
- The exact percentage of these students was not calculated.

Target met? No

Action Plan 2018-2019:

- Implement professional development training into the experiential learning courses.

Public Health BS

Goal 1 – Student Learning Outcomes of the Public Health Program

Public Health majors will be trained and recognized as informed, attuned, and responsible public health scholars and professionals.

Public Health students will be able to:

2. **Outcome 1**: Comprehend the basics of infectious and chronic diseases and how these diseases affect both individual and population health.

Association to DSU Learning Goal(s): DSU Student Learning Goal #2

Measure:

*PUBH 333 Infectious Disease & Injury Prevention Final Project*
The purpose of the course is to accomplish a student’s understanding of epidemiological patterns, etiology, and risk factors of selected infectious disease from a population-based perspective. It culminates with a final project that requires the development of a community campaign related to an infectious disease. Students will then give an informative presentation on their disease and campaign. This major assignment is weighted at 10%-15% of the final course grade. As this course is offered during the semester only, it will be analyzed once per academic year. The program intends to achieve a first-time pass rate of 90% on this final project annually. The instructors for PUBH 333 will report this data to the department Curriculum & Assessment Committee on an annual basis.

**Target:** The program intends to achieve a first-time pass rate of 90% on this final project annually.

a. **Findings and Action Plans**
   - Not reported this cycle
   - Action Plan: Instructors will effectively:
     - Describe the major epidemiological patterns of infectious disease and emerging infectious diseases affecting human populations by person, time and place. KSA 2.1; SLO 1b
     - Identify the major risk factors for selected infectious diseases. KSA 1.2
     - Describe and discuss the public health significance of the selected major infectious disease in terms of morbidity, mortality, socioeconomic impact as well as the impact on health care systems and identify the potential benefits that would be obtained from controlling or eradicating a specific disease. KSA 2.5
     - Discuss and apply the type of responses to carry out by the health department personnel during an outbreak and to answer calls for information and action when a case of an infectious disease of a public health importance is reported. KSA 1.4; SLO 1b
     - Describe the specifics of etiology, life cycles of infectious agents, chain of infection, vectors and non-biological factors involved in the transmission and development of diseases, which are important in the United States. KSA 2.5; KSA 1.2
     - Describe the public health approach to violence and injury prevention along with their consequences in the United States. KSA 2.5; KSA 1.2

**Findings 2018-2019:**
- PUBH 333 was offered in Fall 2018 and had 22 students enrolled
- 100% of these students passed the final project the first time.

**Target met? Yes**

**Action Plan 2018-2019:**
- Instructors of this course will continue to follow the previous action plan

F. **Outcome 2: Identify credible public health data, including tools of informatics, and other information for assessing the wellbeing of a community.**

Association to DSU Learning Goal(s): DSU Student Learning Goal #3

1. **Measure:**

   *First time pass rate for the course grade in PUBH 220 Public Health Informatics & Communication*

   **Target:** Program expects a first time pass rate of 90% for this sophomore level course.

   - *Not reported this cycle*
   - Action Plan based on findings will be to reduce the number of course substitutions for this course for students who have changed their major to Public Health

   Findings 2018-2019:
   
   o PUBH 220 was offered during the Fall 2018 term and enrolled 17 students.
   o Unfortunately, this metric was not tracked.

   Target met? N/A

   Action Plan 2018-2019:
   
   o Develop online version of PUBH 220

G. **Outcome 3: Demonstrate competence in assessing needs and planning for health education in diverse settings and diverse populations.**

Association to DSU Learning Goal(s): UG Goal 3: Students will need to be ethical, collaborative, and productive citizens of a complex, diverse world. (DSU Student Learning Goal #3)

1. **Measure:**

   Faculty and student participation in community-based research in the areas of food insecurity and heart health

   **Target:** Establish initiatives in each of the above areas by procuring at least (1) research grant or (1) MOU to advance the PUBH research portfolio.

   Findings 2018-2019:

   - Articulation agreement signed with Delaware Council on Farm & Food Policy and Environmental Protection Agency that will allow students to participate in food equity research.
   - Highmark Heart Health research project allowed for paid student researcher positions to be filled

   Target met? Yes
Action Plan 2018-2019:

- Engage students in more innovative and technology-based techniques for Public Health research.

D. **Outcome 4: Demonstrate effective professional communication, promote cultural awareness and demonstrate the ability to network within and outside Delaware State University.**

**Association to DSU Learning Goal(s):** UG Goal 1 and 3: This outcome will require competent communication, networking within a diverse world, and collaborative skills.

**Measure:**

*Quality Assessment of PUBH 432 Health Practicum*

An internal assessment of the quality and effectiveness of the current internship requirement/experience of Public Health students shall be conducted. This will be done to expand our internship sites, deepen the student experience, and better market our students for permanent placement. The department Curriculum and Assessment Committee will perform this assessment along with the instructors of PUBH 432. Students are required to attain an internship and perform 400 practicum hours. Students will then be assessed by their internship site supervisor on competencies related to their ability to:

- adhere to workplace regulations
- work cooperatively with a team
- communicate effectively
- demonstrate punctuality and professionalism
- produce quality work

**Target:** A 90% first time pass rate for PUBH 432 is desired.

Findings 2018-2019:

- A total of 15 students were enrolled in PUBH 432 Health Practicum in Spring 2019
- All (15) students successfully completed the course with a “C” or better on their first attempt.

Target met? Yes

Action Plan 2018-2019:

- Designate a faculty member to coordinate the student internship process.
• This individual will increase our community partnerships, refine professional competencies, and increase professional development of students.

III. Student Experiential Activity Outcome:

Students will engage in meaningful practical internships with community partners including the DE Division of Public Health, Delaware Food Bank, local healthcare systems, etc.

A. Measure and Target:

100% of students will achieve a minimum score of 40 (out of a possible 50) on their Competency Assessment indicating adequate proficiency in the skills listed above. Not reported this cycle

Findings 2018-2019:

• A concerning amount of feedback on the professional competence of our PUBH interns was reported by their site supervisors.
• Specific statistics were not tracked.

Target met? No

Action Plan 2018-2019:

• Improve tracking of target measure

III. Service Learning Outcome

Funding to support community-based projects and research will be procured to provide students with increased opportunities to participated in service learning.

A. Measure and Target:

The Public Health degree program expects to achieve at least 1 funded research study or major project per year. This project will be largely contributed to by undergraduate students.

Findings 2018-2019:

• Highmark Heart Health Grant ($90,000 over 2 years) was awarded to the Department.

Target met? Yes

Action Plan 2018-2019:

• Continue to submit applications for external funding to support PUBH research initiatives
Social Work BSW

Goal- Student Learning Outcomes of the BSW Program

RELATED ITEM LEVEL 1
SLO1: Demonstrate ethical and professional behavior
Association to DSU student learning outcomes:
DSU-UG-SLO3: Ethical, collaborative, and productive citizens of a complex, diverse world.

RELATED ITEM LEVEL 2
M1.A: Field Performance Evaluation Competency 1 & Course Embedded Assignment
Measure Details:

Competency 1 addresses ethical and professional behavior and is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given time point.

The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: satisfactory, 3: proficient, 4: advanced, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency.

If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #1: Demonstrate Ethical and Professional Behavior</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
<td></td>
</tr>
<tr>
<td>b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td></td>
</tr>
<tr>
<td>c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
<td></td>
</tr>
<tr>
<td>d. Use technology ethically and appropriately to facilitate practice outcomes.</td>
<td></td>
</tr>
<tr>
<td>e. Use supervision and consultation to guide professional judgment and behavior.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Course embedded assignment. Each competency is measured by a pre-determined assignment across courses in the program (as decided by the program director and the department chair). Students in those courses are rated on a 1-4 scale (1: unsatisfactory, 2: satisfactory, 3: proficient, or 4: advanced) on the assignment assigned to that course, with regard to the respective competency.

Faculty and adjuncts are expected to assess students on their competency separately from their grade on the assignment, as their proficiency with regard to their competency may be different than their overall grade on the assignment.

At the end of each semester the data is turned into the program director who monitors completion across the program, and then the data is submitted to the Office Manager who analyzes, summarizes, and disseminates the data. This data is used for CSWE accreditation reports, and annual assessment reports.

Target Description:
For the BSW program, the goal is for 80% of students to have an average score of 2.0 (satisfactory) or higher in each competency by the end of the semester.

RELATED ITEM LEVEL 3
Findings & Action Plan A1
Findings/Results - Details:

The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year.

Target Met?:
Not reported this cycle

Action Plan Details: At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

Action Plan Status:
Planned

Start:
7/1/2017

End:
6/30/2018
Findings 2018-2019:
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results were 94.09% based on 508 data points (approximately 160 students in both locations).
Target met? Yes

Action Plan: All targets were easily achieved by our well-equipped students. Therefore, the program faculty will increase the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.

--------------------------------------
SLO2: Engage diversity and difference in practice
Association to DSU student learning outcomes:
DSU-UG-SLO3: Ethical, collaborative, and productive citizens of a complex, diverse world.,DSU-UG-SLO4: Independent learners able to integrate knowledge and technology to achieve personal and professional success.

RELATED ITEM LEVEL 2
M2.A: Field Performance Evaluation Competency 2
Measure Details:
Competency 2 addresses diversity and difference in practice and is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint.

The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: adequate, 3: good, 4: very good, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency.

If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #2: Engage Diversity and Difference in Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
<td></td>
</tr>
</tbody>
</table>
b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.

c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Target Description:
For the BSW program, the goal is for 80% of students to have an average score of 2.0 (satisfactory) or higher in each competency by the end of the semester.

RELATED ITEM LEVEL 3
Findings & Action Plan B1
Findings/Results - Details:

The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

Target Met?:
Not reported this cycle

Start:
7/1/2017

End:
6/30/2018

Findings 2018-2019:
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results were 99.18% based on 508 data points (approximately 160 students in both locations).
Target met? Yes
Action Plan: All targets were easily achieved by our well-equipped students. Therefore, the program faculty will increase the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

-----------------------------------------------
RELATED ITEM LEVEL 1
SLO3: Advance human rights and social, economic and environmental justice
Association to DSU student learning outcomes:
DSU-UG-SLO3: Ethical, collaborative, and productive citizens of a complex, diverse world., DSU-UG-SLO4: Independent learners able to integrate knowledge and technology to achieve personal and professional success.

RELATED ITEM LEVEL 2
M3.A: Field Performance Evaluation Competency 3
Measure Details:
Competency 3 addresses human rights and social, economic, and environmental justice and is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint.

The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: adequate, 3: good, 4: very good, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency.

If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
<td></td>
</tr>
<tr>
<td>b. Engage in practices that advance social, economic, and environmental justice.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Tot</td>
</tr>
</tbody>
</table>

Target Description:
For the BSW program, the goal is for 80% of students to have an average score of 2.0 (satisfactory) or higher in each competency by the end of the semester.
The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**Target Met?:**
Not reported this cycle

**Start:**
7/1/2017

**End:**
6/30/2018

**Findings 2018-2019:**
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results were 100% based on 508 data points (approximately 160 students in both locations). Students in both groups scored 100% on this rating. Students are doing very well in this competency of (Advance Human Rights and Social, Economic, and Environmental Justice), which is directly related to our mission of serving underserved populations)

Target met? Yes

**Action Plan:** All targets were easily achieved by our well-equipped students. Therefore, the program faculty will increase the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

**RELATED ITEM LEVEL 1**

**SLO4: Engage in practice-informed research and research-informed practice**

**Association to DSU student learning outcomes:**

DSU-UG-SLO2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.
Competency 4 addresses practice-informed research and research-informed practice and is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint.

The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: adequate, 3: good, 4: very good, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency.

If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #4: Engage In Practice-informed Research and Research-informed Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use practice experience and theory to inform scientific inquiry and research.</td>
<td></td>
</tr>
<tr>
<td>b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td></td>
</tr>
<tr>
<td>c. Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td></td>
</tr>
</tbody>
</table>

**Target Description:**
For the BSW program, the goal is for 80% of students to have an average score of 2.0 (satisfactory) or higher in each competency by the end of the semester.

**RELATED ITEM LEVEL 3**
**Findings & Action Plan D1**
**Findings/Results - Details:**

The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**Target Met?:**
Not reported this cycle
Findings 2018-2019:
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results were 99.18% based on 508 data points (approximately 160 students in both locations).
Target met? Yes

Action Plan: All targets were easily achieved by our well-equipped students. Therefore, the program faculty will increase the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

-----------------------------------------------
RELATED ITEM LEVEL 1
SLO5: Engage in policy practice
Association to DSU student learning outcomes:
DSU-UG-SLO4: Independent learners able to integrate knowledge and technology to achieve personal and professional success.

RELATED ITEM LEVEL 2
M5.A: Field Performance Evaluation Competency 5
Measure Details:
Competency 5 addresses engaging in policy practice and is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint.

The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: adequate, 3: good, 4: very good, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency.

If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.
<table>
<thead>
<tr>
<th>Competency #5: Engage in Policy Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
<td></td>
</tr>
<tr>
<td>b. Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td></td>
</tr>
<tr>
<td>c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>Tot</td>
</tr>
</tbody>
</table>

**Target Description:**
For the BSW program, the goal is for 80% of students to have an average score of 32.0 (satisfactory) or higher in each competency by the end of the semester.

**RELATED ITEM LEVEL 3**
**Findings & Action Plan E1**
**Findings/Results - Details:**

The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**Target Met?:**
Not reported this cycle

**Start:**
7/1/2017

**End:**
6/30/2018

Findings 2018-2019:
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results were 97.40% based on 508 data points (approximately 160 students in both locations).

Target met? Yes
Action Plan: All targets were easily achieved by our well-equipped students. Therefore, the program faculty will increase the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

RELATED ITEM LEVEL 1
SLO6: Engage with individuals, families, groups, organizations, and communities
Association to DSU student learning outcomes:

RELATED ITEM LEVEL 2
M6.A: Field Performance Evaluation Competency 6
Measure Details:

Competency 6 addresses engaging with individuals, families, groups, organizations, and communities and is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint.

The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: adequate, 3: good, 4: very good, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency.

If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>al</td>
<td>Tot</td>
</tr>
</tbody>
</table>
For the BSW program, the goal is for 80% of students to have an average score of 32.0 (satisfactory) or higher in each competency by the end of the semester.

**RELATED ITEM LEVEL 3**

**Findings & Action Plan F1**

**Findings/Results - Details:**

The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**Start:**
7/1/2017

**End:**
6/30/2018

**Findings 2018-2019:**
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results were 97.86% based on 508 data points (approximately 160 students in both locations).

Target met? Yes

Action Plan: All targets were easily achieved by our well-equipped students. Therefore, the program faculty will increase the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

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**RELATED ITEM LEVEL 1**

**SLO7: Assess individuals, families, groups, organizations, and communities**

**Association to DSU student learning outcomes:**

DSU-UG-SLO2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information. DSU-UG-SLO4: Independent learners able to integrate knowledge and technology to achieve personal and professional success.

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**RELATED ITEM LEVEL 2**

**M7.A: Field Performance Evaluation Competency 7**

**Measure Details:**
Competency 7 addresses each competency is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint.

The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: adequate, 3: good, 4: very good, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency.

If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>d. Elect appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

**Target Description:**
For the BSW program, the goal is for 80% of students to have an average score of 3.0 or higher in each competency by the end of the semester.

**RELATED ITEM LEVEL 3**
Findings & Action Plan G1
Findings/Results - Details:

The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts,
directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**Target Met?:**
Not reported this cycle

**Start:**
7/1/2017

**End:**
6/30/2018

Findings 2018-2019:
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results were 96.25% based on 508 data points (approximately 160 students in both locations).

**Target met?** Yes

**Action Plan:** All targets were easily achieved by our well-equipped students. Therefore, the program faculty will increase the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

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

**SLO8: Intervene with individuals, families, groups, organizations, and communities**

Association to DSU student learning outcomes:

DSU-UG-SLO2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information,

DSU-UG-SLO4: Independent learners able to integrate knowledge and technology to achieve personal and professional success.

**RELATED ITEM LEVEL 2**

**M8.A: Field Performance Evaluation**

**Measure Details:**

each competency is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint.
The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: adequate, 3: good, 4: very good, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency.

If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</td>
<td></td>
</tr>
<tr>
<td>d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>e. Facilitate effective transitions and endings that advance mutually agreed-on goals.</td>
<td></td>
</tr>
<tr>
<td>al</td>
<td>Tot</td>
</tr>
</tbody>
</table>

**Target Description:**
For the BSW program, the goal is for 80% of students to have an average score of 2.0 (satisfactory) or higher in each competency by the end of the semester.

**RELATED ITEM LEVEL 3**
**Findings & Action Plan H1**
**Findings/Results - Details:**

The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**Target Met?:**
Not reported this cycle

**Start:**
7/1/2017
Findings 2018-2019:
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results were 98.59% based on 508 data points (approximately 160 students in both locations).
Target met? Yes

Action Plan: All targets were easily achieved by our well-equipped students. Therefore, the program faculty will increase the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

SLO9: Evaluate practice with individuals, families, groups, organizations, and communities
Association to DSU student learning outcomes:
DSU-UG-SLO2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

RELATED ITEM LEVEL 2
Measure Details:
Each competency is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint.

The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: adequate, 3: good, 4: very good, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency.

If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Select and use appropriate methods for evaluation of outcomes.</td>
<td></td>
</tr>
</tbody>
</table>
b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Target Description:
For the BSW program, the goal is for 80% of students to have an average score of 2.0 (satisfactory) or higher in each competency by the end of the semester.

RELATED ITEM LEVEL 3
Findings & Action Plan I1
Findings/Results - Details:

The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

Target Met?:
Not reported this cycle

Start:
7/1/2017

End:
6/30/2018

Findings 2018-2019:
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results were 100% based on 508 data points (approximately 160 students in both locations).

Target met? Yes
Action Plan: All targets were easily achieved by our well-equipped students. Therefore, the program faculty will increase the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

**Social Work MSN**

**Type of Unit:** Graduate

**Goal 1 – Student Learning Outcomes of the MSW Program**

G. **Demonstrate ethical and professional behavior**

1. **Measure 1: Field Performance Evaluation Competency 1 & Course Embedded Assignment** - Each competency is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint.

   The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: **satisfactory**, 3: proficient, 4: advanced, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency.

   If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

   For the MSW program, the goal is for 80% of students to have an average score of 3.5 or higher in each competency by the end of the semester.

<table>
<thead>
<tr>
<th>Competency #1: Demonstrate Ethical and Professional Behavior</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</td>
<td></td>
</tr>
<tr>
<td>b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</td>
<td></td>
</tr>
<tr>
<td>c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</td>
<td></td>
</tr>
<tr>
<td>d. Use technology ethically and appropriately to facilitate practice outcomes.</td>
<td></td>
</tr>
<tr>
<td>e. Use supervision and consultation to guide professional judgment and behavior.</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
</tr>
</tbody>
</table>

A. **Course Assignment Assessment** - Each competency is measured by a pre-determined assignment across courses in the program (as decided by the program director and the department chair). Students in those courses are rated on a 1-4 scale (1: unsatisfactory, 2: satisfactory, 3: proficient, or 4: advanced)
on the assignment assigned to that course, with regard to the respective competency.
Faculty and adjuncts are expected to assess students on their competency separately from their grade on the assignment, as their proficiency with regard to their competency may be different than their overall grade on the assignment.

At the end of each semester the data is turned into the program director who monitors completion across the program, and then the data is submitted to the Office Manager who analyzes, summarizes, and disseminates the data. This data is used for CSWE accreditation reports, and annual assessment reports.

i. 2017-2018 Findings and Action Plans
   - Not reported this cycle
   - The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

B. Measure 2: Course Embedded Assignment - Each competency is measured by a pre-determined assignment across courses in the program (as decided by the program director and the department chair). Students in those courses are rated on a 1-4 scale (1: unsatisfactory, 2: satisfactory, 3: proficient, or 4: advanced) on the assignment assigned to that course, with regard to the respective competency.
Faculty and adjuncts are expected to assess students on their competency separately from their grade on the assignment, as their proficiency with regard to their competency may be different than their overall grade on the assignment.

At the end of each semester the data is turned into the program director who monitors completion across the program, and then the data is submitted to the Office Manager who analyzes, summarizes, and disseminates the data. This data is used for CSWE accreditation reports, and annual assessment reports.

**Target:**
For the MSW program the goal is that at least 80% of students being assessed on any given competency will receive a score of 2.0 or higher.

i. 2017-2018 Findings and Action Plans
   - Not reported this cycle
   - The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure
Findings 2018-2019:
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results for MSW Year 1 were 82.71% based on 275 data points (approximately 51 students in both locations). Results for MSW Year 2 were 91.19% based on 252 data points (approximately 100 students in both locations). The achieved results were slightly below target for Year 1 but Year 2 target was met.

Target met? Partially met

Action Plan: Program faculty will decrease the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

i.  
ii.  

2. Engage diversity and difference in practice
   A. Measure 1: Field Performance Evaluation Competency 2 & Course Embedded Assignment –
   B. Each competency is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint. The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2 satisfactory, 3: proficient, 4: advanced, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency. If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #2: Engage Diversity and Difference in Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
<td></td>
</tr>
<tr>
<td>b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.</td>
<td></td>
</tr>
<tr>
<td>c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td></td>
</tr>
</tbody>
</table>
C. **Measure 2: Course Embedded Assignment** — Each competency is measured by a pre-determined assignment across courses in the program (as decided by the program director and the department chair). Students in those courses are rated on a 1-4 scale (1: unsatisfactory, 2: satisfactory, 3: proficient, or 4: advanced) on the assignment assigned to that course, with regard to the respective competency.

Faculty and adjuncts are expected to assess students on their competency separately from their grade on the assignment, as their proficiency with regard to their competency may be different than their overall grade on the assignment.

At the end of each semester the data is turned into the program director who monitors completion across the program, and then the data is submitted to the Office Manager who analyzes, summarizes, and disseminates the data. This data is used for CSWE accreditation reports, and annual assessment reports.

**Target:**
For the MSW program the goal is that at least 80% of students being assessed on any given competency will receive a score of 2.0 or higher.

i. **2017-2018 Findings and Action Plans**
- Not reported this cycle
- The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**Findings 2018-2019:**
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results for MSW Year 1 were 100% for competency 1 but the course embedded assignment data were not available. Comp. 1 is based on 275 data points (approximately 51 students in both locations). Results for MSW Year 2 were 95.79% based on 252 data points (approximately 100 students in both locations). The achieved results were slightly below target for Year 1 but Year 2 target was met.

**Target met?** Partially met

**Action Plan:** Program faculty will decrease the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”
1. Advance human rights and social, economic and environmental justice

A. Measure 1: Field Performance Evaluation Competency 3 & Course Embedded Assignment – Each competency is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint. The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: satisfactory, 3: proficient, 4: advanced, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency. If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
<td></td>
</tr>
<tr>
<td>b. Engage in practices that advance social, economic, and environmental justice.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

Target:
For the MSW program, the goal is for 80% of students to have an average score of 2.0 or higher in each competency by the end of the semester.

i. 2017-2018 Findings and Action Plans
- Not reported this cycle
- The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

B. Measure 2: Course Embedded Assignment - Each competency is measured by a pre-determined assignment across courses in the program (as decided by the program director and the department chair). Students in those courses are rated on a 1-4 scale (1: unsatisfactory, 2: satisfactory, 3: proficient, or 4:
advanced) on the assignment assigned to that course, with regard to the respective competency. Faculty and adjuncts are expected to assess students on their competency separately from their grade on the assignment, as their proficiency with regard to their competency may be different than their overall grade on the assignment. At the end of each semester the data is turned into the program director who monitors completion across the program, and then the data is submitted to the Office Manager who analyzes, summarizes, and disseminates the data. This data is used for CSWE accreditation reports, and annual assessment reports.

**Target:**
For the MSW program the goal is that at least 80% of students being assessed on any given competency will receive a score of 2.0 or higher.

1. **2017-2018 Findings and Action Plans**
   - Not reported this cycle
   - The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**Findings 2018-2019:**
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results for MSW Year 1 were 82.71% based on 275 data points (approximately 51 students in both locations). Results for MSW Year 2 were 96.08% based on 252 data points (approximately 100 students in both locations). The achieved results were slightly below target for Year 1 but Year 2 target was met.

**Target met?** Partially met

**Action Plan:** Program faculty will decrease the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

1. **Engage in practice-informed research and research-informed practice**
   A. **Measure 1: Field Performance Evaluation Competency 4 & Course Embedded Assignment** - Each competency is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint.
The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: satisfactory, 3: proficient 4: advanced, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency.

If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #4: Engage In Practice-informed Research and Research-informed Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Use practice experience and theory to inform scientific inquiry and research.</td>
<td></td>
</tr>
<tr>
<td>b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
<td></td>
</tr>
<tr>
<td>c. Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

**Target:**
For the MSW program, the goal is for 80% of students to have an average score of 2.0 or higher in each competency by the end of the semester.

**i. 2017-2018 Findings and Action Plans**
- Not reported this cycle
- The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**B. Measure 2: Course Embedded Assignment** - Each competency is measured by a pre-determined assignment across courses in the program (as decided by the program director and the department chair). Students in those courses are rated on a 1-4 scale (1: unsatisfactory, 2: satisfactory, 3: proficient, or 4: advanced) on the assignment assigned to that course, with regard to the respective competency.

Faculty and adjuncts are expected to assess students on their competency separately from their grade on the assignment, as their proficiency with regard to their competency may be different than their overall grade on the assignment.
At the end of each semester the data is turned into the program director who monitors completion across the program, and then the data is submitted to the Office Manager who analyzes, summarizes, and disseminates the data. This data is used for CSWE accreditation reports, and annual assessment reports.

**Target:**
For the MSW program the goal is that at least 80% of students being assessed on any given competency will receive a score of 2.0 or higher.

i. **2017-2018 Findings and Action Plans**
   - Not reported this cycle
   - The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**Findings 2018-2019:**
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results for MSW Year 1 were 82.71% based on 275 data points (approximately 51 students in both locations). Results for MSW Year 2 were 94.14% based on 252 data points (approximately 100 students in both locations). The achieved results were slightly below target for Year 1 but Year 2 target was met.

**Target met?** Partially met

**Action Plan:** Program faculty will decrease the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

i. B.

2. **Engage in policy practice**
   A. **Measure 1: Field Performance Evaluation Competency 5 & Course Embedded Assignment**- Each competency is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint.

   The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: satisfaction, 3: proficient, 4: advanced, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency.
If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #5: Engage in Policy Practice</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</td>
<td></td>
</tr>
<tr>
<td>b. Assess how social welfare and economic policies impact the delivery of and access to social services.</td>
<td></td>
</tr>
<tr>
<td>c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

**Target:**
For the MSW program, the goal is for 80% of students to have an average score of 2.0 or higher in each competency by the end of the semester.

**i. 2017-2018 Findings and Action Plans**
- Not reported this cycle
- The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**B. Measure 2: Course Embedded Assignment** - Each competency is measured by a pre-determined assignment across courses in the program (as decided by the program director and the department chair). Students in those courses are rated on a 1-4 scale (1: unsatisfactory, 2: satisfactory, 3: proficient, or 4: advanced) on the assignment assigned to that course, with regard to the respective competency.

Faculty and adjuncts are expected to assess students on their competency separately from their grade on the assignment, as their proficiency with regard to their competency may be different than their overall grade on the assignment.

At the end of each semester the data is turned into the program director who monitors completion across the program, and then the data is submitted to the Office Manager who analyzes, summarizes, and disseminates the data. This data is used for CSWE accreditation reports, and annual assessment reports.

**Target:**
For the MSW program the goal is that at least 80% of students being assessed on any given competency will receive a score of 2.0 or higher.

i. 2017-2018 Findings and Action Plans
   - Not reported this cycle
   - The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

Findings 2018-2019:
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results for MSW Year 1 were 98.51% based on 275 data points (approximately 51 students in both locations). Results for MSW Year 2 were 98.89% based on 252 data points (approximately 100 students in both locations).

Target met? met

Action Plan: Program faculty will decrease the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”
   i.  
   2. Engage with individuals, families, groups, organizations, and communities
      A. Measure 1: Field Performance Evaluation Competency 6 & Course Embedded Assignment- Each competency is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint.
         The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: satisfactory , 3: proficient , 4: advanced or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency.
         If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities</th>
<th>Rating</th>
</tr>
</thead>
</table>
a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Target:
For the MSW program, the goal is for 80% of students to have an average score of 2.0 or higher in each competency by the end of the semester.

i. 2017-2018 Findings and Action Plans
- Not reported this cycle
- The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

B. Measure 2: Course Embedded Assignment - Each competency is measured by a pre-determined assignment across courses in the program (as decided by the program director and the department chair). Students in those courses are rated on a 1-4 scale (1: unsatisfactory, 2: satisfactory, 3: proficient, or 4: advanced) on the assignment assigned to that course, with regard to the respective competency. Faculty and adjuncts are expected to assess students on their competency separately from their grade on the assignment, as their proficiency with regard to their competency may be different than their overall grade on the assignment. At the end of each semester the data is turned into the program director who monitors completion across the program, and then the data is submitted to the Office Manager who analyzes, summarizes, and disseminates the data. This data is used for CSWE accreditation reports, and annual assessment reports.

Target:
For the MSW program the goal is that at least 80% of students being assessed on any given competency will receive a score of 23.0 or higher.

i. 2017-2018 Findings and Action Plans
- Not reported this cycle
- The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty,
adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**Findings 2018-2019:**
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results for MSW Year 1 were 82.71% based on 275 data points (approximately 51 students in both locations). Results for MSW Year 2 were 95.70% based on 252 data points (approximately 100 students in both locations). The achieved results were slightly below target for Year 1 but Year 2 target was met.

**Target met?** Partially met

**Action Plan:** Program faculty will decrease the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

i. 

2. **Assess individuals, families, groups, organizations, and communities**
   A. **Measure 1: Field Performance Evaluation Competency 7 & Course Embedded Assignment** - Each competency is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint. The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: satisfactory, 3: proficient, 4: advanced or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency. If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th>Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</td>
<td></td>
</tr>
</tbody>
</table>
d. Elect appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
</table>

**Target:**
For the MSW program, the goal is for 80% of students to have an average score of 2.0 or higher in each competency by the end of the semester.

**i. 2017-2018 Findings and Action Plans**

- Not reported this cycle
- The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors, and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**B. Measure 2: Course Embedded Assignment** - Each competency is measured by a pre-determined assignment across courses in the program (as decided by the program director and the department chair). Students in those courses are rated on a 1-4 scale (1: unsatisfactory, 2: satisfactory, 3: proficient, or 4: advanced) on the assignment assigned to that course, with regard to the respective competency. Faculty and adjuncts are expected to assess students on their competency separately from their grade on the assignment, as their proficiency with regard to their competency may be different than their overall grade on the assignment. At the end of each semester the data is turned into the program director who monitors completion across the program, and then the data is submitted to the Office Manager who analyzes, summarizes, and disseminates the data. This data is used for CSWE accreditation reports, and annual assessment reports.

**Target:**
For the MSW program the goal is that at least 80% of students being assessed on any given competency will receive a score of 2.0 or higher.

**i. 2017-2018 Findings and Action Plans**

- Not reported this cycle
- The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty,
adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

**Findings 2018-2019:**
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results for MSW Year 1 were 82.71% based on 275 data points (approximately 51 students in both locations). Results for MSW Year 2 were 94.92% based on 252 data points (approximately 100 students in both locations). The achieved results were slightly below target for Year 1 but Year 2 target was met.

**Target met?** Partially met

Action Plan: Program faculty will decrease the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

1. 

2. **Intervene with individuals, families, groups, organizations, and communities**
   A. **Measure 1: Field Performance Evaluation Competency 8 & Course Embedded Assignment** - Each competency is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint. The student is rated on a scale of 0-4 (0: Failing, 1: unsatisfactory, 2: satisfactory, 3: proficient, 4: advanced, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency. If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.

<table>
<thead>
<tr>
<th><strong>Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities</strong></th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</td>
<td></td>
</tr>
<tr>
<td>b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td></td>
</tr>
</tbody>
</table>
c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.

d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

Total

Target:
For the MSW program, the goal is for 80% of students to have an average score of 2.0 or higher in each competency by the end of the semester.

i. 2017-2018 Findings and Action Plans

- Not reported this cycle
- The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

B. Measure 2: Course Embedded Assignment - Each competency is measured by a pre-determined assignment across courses in the program (as decided by the program director and the department chair). Students in those courses are rated on a 1-4 scale (1: unsatisfactory, 2: satisfactory, 3: proficient, or 4: advanced) on the assignment assigned to that course, with regard to the respective competency. Faculty and adjuncts are expected to assess students on their competency separately from their grade on the assignment, as their proficiency with regard to their competency may be different than their overall grade on the assignment. At the end of each semester the data is turned into the program director who monitors completion across the program, and then the data is submitted to the Office Manager who analyzes, summarizes, and disseminates the data. This data is used for CSWE accreditation reports, and annual assessment reports.

Target:
For the MSW program the goal is that at least 80% of students being assessed on any given competency will receive a score of 2.0 or higher.

i. 2017-2018 Findings and Action Plans
The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

Findings 2018-2019:
Two competency measures were used. Average of student ratings on the behaviors of this competency were aggregated and averaged for both sites (Georgetown and Dover site). In addition, the averages of faculty-embedded assignment ratings were aggregated and averaged with the field assignment score. Results for MSW Year 1 were 82.71% based on 275 data points (approximately 51 students in both locations). Results for MSW Year 2 were 95.4% based on 252 data points (approximately 100 students in both locations). The achieved results were slightly below target for Year 1 but Year 2 target was met.

Target met? Partially met

Action Plan: Program faculty will decrease the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”

2. Evaluate practice with individuals, families, groups, organizations, and communities
   A. Measure 1: Field Performance Evaluation Competency 9 & Course Embedded Assignment- Each competency is assessed in the field performance evaluation in its own section with multiple components that are rated by the student’s field placement supervisor at the midpoint and end of each semester. These ratings are meant to assess the student’s strength within each competency at each given timepoint. The student is rated on a scale of 0-4 scale (0: Failing, 1: unsatisfactory, 2: satisfactory, 3: proficient  4: advanced, or NA: Not applicable as the student has not had the opportunity to demonstrate competence in this area yet) under each component of the competency. A total and average score is then calculated for each competency. If NA is used during the midterm, that competency must be directly addressed and opportunities for learning/growth must be given prior to the final assessment.
a. Select and use appropriate methods for evaluation of outcomes.

b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

D. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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<th>Total</th>
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**Target:**
For the MSW program, the goal is for 80% of students to have an average score of 2.0 or higher in each competency by the end of the semester.

i. **2017-2018 Findings and Action Plans**
   - Not reported this cycle
   - The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

B. **Measure 2: Course Embedded Assignment** - Each competency is measured by a pre-determined assignment across courses in the program (as decided by the program director and the department chair). Students in those courses are rated on a 1-4 scale (1: unsatisfactory, 2: satisfactory, 3: proficient, or 4: advanced) on the assignment assigned to that course, with regard to the respective competency. Faculty and adjuncts are expected to assess students on their competency separately from their grade on the assignment, as their proficiency with regard to their competency may be different than their overall grade on the assignment. At the end of each semester the data is turned into the program director who monitors completion across the program, and then the data is submitted to the Office Manager who analyzes, summarizes, and disseminates the data. This data is used for CSWE accreditation reports, and annual assessment reports.

**Target:**
For the MSW program the goal is that at least 80% of students being assessed on any given competency will receive a score of 2.0 or higher.
i. 2017-2018 Findings and Action Plans
   - Not reported this cycle
   - The SW department has had a great deal of administrative turnover and as a result does not have one full year of consistent, formal assessment data for the 2017-2018 academic year. Expectations have been set and guidelines produced to all respective faculty, adjuncts, directors and field placement supervisors to ensure compliance beginning in the 2018-2019 academic year. At the end of the 2019 Spring Semester, a full year of data will be collected and analyzed and goals will be evaluated/assessed from there.

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Target met? Partially met

Action Plan: Program faculty will decrease the target to, “75% of students will achieve average aggregate ratings of 3.0 or higher.”
College of Humanities, Education & Social Sciences (CHESS)

Education Department

Undergraduate Vision Statement:

The Delaware State University Education Department will prepare capable, caring, and culturally competent educators to be a leading force in teaching, research and service at the state, regional, national and international levels. Our university will be recognized as having THE program that best prepares educators who embrace and are skilled to create a new opportunity and learning trajectory for the students in our diverse P12+ educational settings.

Graduate Program Vision

The vision of the Delaware State University education graduate program is to prepare transformational educational leaders who are culturally responsive, social justice and equity champions. Program graduates are effective educational leaders who respect diversity and use cutting edge technology with data-driven decision practices to ensure the success of each student through collaboration, inclusion, and continuous improvement.

Undergraduate Mission Statement:

Delaware State University’s education department is committed to selecting and training the next generation of diverse educators who will: ◦ be highly skilled in both the art and science of learning; ◦ create positive learning environments; ◦ skillfully translate standards and curriculum into effective learning experiences for all students; ◦ advocate for equity, excellence and learning for all students; and ◦ be recognized as reflective practitioners committed to growing in their practice and navigating new approaches throughout their careers.

Graduate Programs Mission Statement

The mission of Education Graduate Programs is to recruit and train, through a culture of excellence in research, collaboration and instruction leadership, the next generation of transformational educational leaders who will be highly skilled in theory and practice, culturally responsive and discerning practitioners to serve diverse community and profession with equity, care, competence and commitment.
XIX. **Undergraduate GOAL ONE: Teaching**

D. Objective: Identify and address critical areas for professional development and programmatic improvements (assessment practices, classroom management).

DSU strategic Plan Association: Goal 2

2. Measure: 85% satisfaction rate of DSU students and their supervisors in the area of “assessment” on the EPP (Education Preparation Program) supervisor and completer survey. All institutions of higher ed. collaborated on this survey and it is administered by the Department of Education annually.

Target: The supervisor survey will have an overall rating of 85% or higher in the area of learners and learning/instructional design. The teacher survey will have an overall rating of 85% or higher in the area of learners and learning/instructional design.

**Findings 2018-2019**: The supervisor survey has an overall rating of 84% in the area of learners and learning/instructional design. The teacher survey has an overall rating of 89% in the area of learners and learning/instructional design.

Target Partially Met

1. Action Plan(s)

   2) Study the InTASC standards and PPAT assessment and ensure that the competencies are articulated with in the assessment course and throughout other relevant courses in the program.

   3) Provide professional development opportunities for faculty related to the area of assessment and the use of technology for timely, specific feedback and formative and interim assessment data.

3. Measure: 85% satisfaction rate of DSU students and their supervisors in the area of “classroom management” on the EPP (Education Preparation Program) supervisor and completer survey. All institutions of higher ed. collaborated on this survey and it is administered by the Department of Education annually.
Target: The supervisor survey will have an overall rating of 85% or higher in the area of classroom management. The teacher survey will have an overall rating of 90% or higher in the area of classroom management.

**Findings 2018-2019:** The supervisor survey has an overall rating of 87% in the area of classroom management. The teacher survey has an overall rating of 93% in the area of classroom management.

Target Met

1. **Action Plan(s)**
   2) Study the InTASC standards and PPAT assessment and ensure that the competencies are articulated with in the classroom management course and throughout other relevant courses in the program.
   3) Provide professional development opportunities for faculty related to the area of classroom management (establishing and maintaining relationships with students, creating a safe environment, managing classroom behavior).

**E. Objective:** Identify and address critical areas of need (PPAT and Praxis rates of proficiency)

**DSU strategic Plan Association:** Goal 2

2. **Measure:** % of students passing the Praxis 2 exam by 2nd attempt

Target:

2018-2019 Findings

1. **Action Plan(s)**
   2) Hire tutors to support students with Praxis II preparation.
   3) Provide online Praxis II support with the Mometrix library database.

3. **Measure:** % of students scoring 40 or better on Praxis Performance Assessment for Teachers (PPAT). The Delaware DOE has set a minimum cut score of 38 overall points on the PPAT.

Target: 60% of students scoring 40 or better on PPAT
2018-2019 Findings-86.5% of students scored 40 or better on PPAT

Target Met

1. Action Plan(s)
   2) Develop a series of trainings on the four PPAT tasks in order to have an awareness of what students must know and be able to do in order to pass the exam.

XX. Graduate GOAL ONE: Student Academic Competence:
   D. Objective: The graduate students demonstrate the knowledge, abilities, skills, and utilize technology to ensure: (i) the effective management of the organization, operations, and resources for an efficient, safe stimulating environment and (ii) effective decision making for developing instructional program conducive to student learning.

DSU Graduate Student Learning Goal Association: Delaware State University provides a wide range of experiences designed to prepare our graduates to be independent learners able to integrate knowledge and technology to achieve personal and professional success.

2. Measure: The students will complete the District Strategic Plan/Project (EDUC 808). To complete this project, the candidates will develop a District or Organizational Strategic Plan. They will analyze data for the assigned organization and use the data to perform a gap analysis as the basis for formulating the five-year strategic goals and objectives for the district or organization. They will develop the mission, vision, and core values, and prepare a strategic plan for the district/organization.

Target: 90% of students will achieve “Target” or “Acceptable” levels of rating on the scoring rubric of the District Strategic Plan/Project Assessment.

2018-2019 Findings: 100% of students who completed the District Strategic Plan/Project Assessment as a part of EDUC 808 in 2018-2019 achieved the “Target” or “Acceptable” scores on the assessment rubric.

Target Met

XXI. Undergraduate GOAL TWO: Service
D. Objective: Develop programs geared towards addressing the shortage of diverse male educators in Delaware schools

2. Measure: # of diverse males DSU students volunteering or having field experiences in DE schools (special emphasis in Grades K-8)

Target: N/A

2018-2019 Findings-waiting for Gov. approval

1. Action Plan(s)

2) Inspire approach: Connecting DSU education majors with elementary and middle schools throughout the state by strategic field experiences placement and to provide mentorship, speaking engagements, and support extracurricular activities in elementary and middle schools

3) Mentor approach: Engaging with high school students early and often on the rewards of a profession in education and raising a call to action to pay it forward and provide guidance to the next generation of young men in need to role models; a 3-part summer camp accompanied with small group mentoring throughout the school year for potential male teachers of color BY existing male educators of color and shadowing college students.

4) Recruit approach: Breaking down the financial barrier to college with InspirED scholarship offered to 10 Delaware high school graduates each year for three cohorts over a period of six years and providing mentorship and support throughout the four years with a dedicated male teacher of color serving as mentor and recognition ceremonies for the milestone reached each year in the program.

5) Retain approach: Providing ongoing support to graduates through a customized mentoring program that provides them support during their first four years in Delaware’s schools through a network of male educators of color that convene regularly to provide support beyond their professional mentor.

XXII. Graduate GOAL TWO: Research & Scholarly Activity

D. Objective: The candidates demonstrate the knowledge, skills, and intellectual creativity to think critically and analyze the information from different sources to
formulate the research-based assumptions and to undertake an analytical inquiry for developing a preliminary research proposal.

DSU Graduate Student Learning Goal Association: Delaware State University provides a wide range of experiences designed to prepare our graduates to be effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

2. Measure: Passing the Qualifying Examination by 2nd attempt. The purpose of the qualifying examination is to assess the extent to which each doctorate student has achieved mastery of the curricular content covered in their first two years, their research and problem-solving abilities, and the potential for scholarly writing. The rationale for this exam is to gauge students’ readiness for future doctoral study. Evidence of mastery enables the students to proceed with confidence to undertake analytical inquiry for their capstone research. The exam assesses the candidate’s breadth in the discipline and depth in areas of research interest.

Target: 90% of the students will be able to obtain a pass or higher score on the Qualifying Exam rubrics for Core Question and the Research Question

2018-2019 Findings:
• Core Question: 16 students of the 2017 Ed. D. cohort appeared in the Qualifying Exam in 2019 and 15 out of them (i.e. 94%) passed the exam on core question and one student (i.e. 6%) passed the exam with reservations. This student retook the exam and was declared successful. Thus, 100% of students who attempted the core question, passed the exam.
• Research Question: 16 students attempted the Research Question, but one of them could not complete the exam due to medical conditions and hence took the exam later on. All the students passed the exam in the first attempt and thus, 100% of students achieved the target.

Target Met

1. Action Plan:
   2) In the event of unsatisfactory performance in any or all the questions, the student will be provided comprehensive feedback and will be required to schedule a meeting with the course professor and Director of Graduate Programs.
3) He/she will be allowed a second chance to take the failed section(s). This second examination attempt will be provided to the student no earlier

XXIII. Undergraduate GOAL THREE: Student Engagement

D. Objective: Increase community service activities through Aspiring Educators Club.

DSU strategic Plan Association: Goal 2

2. Measure: % of Aspiring Educators Club members participating in community service activities. All education majors are default members of Aspiring Educators Club. Community service activities are centered around educating the community and building relationships with P-12 schools. Less than 20% of education majors are actively involved in Club activities.

Target: Increase community service participation by 5%.

Findings 2018-2019: Data not available

a. Action Plan:
   1) Solidify a strong Aspiring Educators Club Executive Board.
   2) Work with the DSEA Aspiring Educators Association to develop P-12 and community partnerships and to identify needs in the community.

XXIV. Graduate GOAL Three: Graduate Student Engagement

D. Objective: To provide high impact applied learning experiences that develop ethical, equity-focused, and culturally responsive educational leaders who are reflective practitioners and can transform the educational system and community to impact the student learning and their success.

DSU Graduate Student Learning Goal Association: Delaware State University provides a wide range of experiences designed to prepare our graduates to be:

- competent communicators.
• ethical, collaborative, and productive citizens of a complex, diverse world.
• independent learners who are able to integrate knowledge and technology to achieve personal and professional success.

Substantial Internship experience in Ed. D. in educational leadership is grounded in strong research and focus on activities designed to solve high leverage building/district level problems of practice. Designed as a Professional Growth Plan and Clinical Internship, this experience is intended to evaluate the candidates in the areas of leadership application, general operations, and resource management to determine the development of the candidate’s professional growth. The candidates are required to complete field-based activities and document their internship experiences in the shape of an internship portfolio.

Target: 90% of the students undertaking the internship/field experience will complete their internship to earn a grade of B or higher in internship courses EDUC 812 & EDUC 813.

Findings 2018-2019: 100% of students who had undertaken internship/field experience in 2018-2019 had earned the grade of B or above.

Target Met

1. Action Plan:
   2) To yield effective results, the internship activities are being spread over and linked with the appropriate courses.

XXV. Undergraduate GOAL FIVE: Strategic Programmatic Improvements and Recruitment
D. Objective: Increase the number of undergraduate students across programs by establishing partnerships with Teacher Academy/Pathways in DE high schools in order to obtain highly knowledgeable, top quality candidates (higher GPA/SAT) in the undergraduate programs

2. Measure: # of students enrolled in DSU undergraduate education majors coming from K12 and/or Early Learning education pathways. Education pathways are new for Delaware schools. The first cohort of students graduated 2019.

Target: TBD in October 2020
**2018-2019 Findings:** n/a

1. **Action Plan(s)**
   2) Sign MOU between districts – Delaware Department of Education - DSU
   3) Visit DE high schools’ teacher pathway programs and/or invite for campus visits to market DSU as the choice for them; promote dual enrollment and Inspire Scholarship
   4) Set up meeting with every district central office (HR, Director of Instruction and/or Assistant Superintendent) to discuss partnership opportunities with DSU

E. **Objective:** Increase the number of diverse male undergraduate students across programs with a special emphasis on elementary and middle level education

2. **Measure:** # of diverse males recruited to education programs

   Target: TBD in October

   **Findings 2018-2019:** n/a

3. **Measure:** # of diverse males in education programs graduating on time or early (4 or less years due to summer session credit accumulation and/or HS Pathways dual enrollment)

   Target: TBD in October 2020

VIII. **GOAL FIVE – Strategic Programmatic Improvement & Recruitment**

A. **Objective:** Increase the number of educators selecting Delaware State University for graduate needs.

   DSU Graduate Student Learning Goal Association: Delaware State University provides a wide range of experiences designed to prepare our graduates to be the effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

1. **Measure:** # of graduate students enrolled in the “K12” EdD program and MEd program in Leadership (administrator focused)

   Target: An increase of 10% in enrollment over the 2017-2018 enrollment
**2018-2019 Findings:** 8 Ed. D. students recruited in K-12 as compared to 5 students in AY 2017-2018, thus 100% meeting the target. 6 M. Ed. Students enrolled in 2018-2019 as compared to 4 in AY 2017-2018. Hence, a 100% increase in enrollment.

Target Met

a. **Action Plan(s):**
   1) Rebrand (rename) and market K12 EdD program with districts; focus on the transformational leadership of K12 systems and working in high needs settings
   2) Create a hybrid model for the Ed. D. & M. Ed. Programs.
   3) Considering current staff are at capacity, expand to hire new adjunct/full-time faculty who specialize in those areas and have administrative certification/experience in the field
   4) New partnership for expansion of the Programs

**B. Objective:** Co-construct program improvements to graduate programs through ongoing advisory group meetings in order to create or adjust our programs accordingly (become known for our responsiveness to the field)

1. **Measure:** Curricular alignment with professional standards, assessment improvement, and establishing a Quality Assurance System.

Target: Comprehensive alignment of curriculum and the assessments with the professional standards, revision of key assessments, and establishing their reliability and validity, and developing Quality Assurance Measure

**2018-2019 Findings:** Preliminary curricular alignment of all courses with NELP & CAEP Standards completed, assessments revised & their validity and reliability of key assessments established; Quality Assurance System developed and maintained.

Target Met

a. **Action Plan:** Planning for need-based curricular changes
   1) Revision of all the course descriptions
   2) Change in curricular sequence for smooth progression
   3) Spread over the Internship Activities
Early Childhood Education Birth-2 –BS

Vision: Vision Statement: The Early Childhood Program will prepare candidates to demonstrate the skills, competencies, and dispositions as articulated in the program standards of the National Association for the Education of Young Children (NAEYC).

Type of Unit: Early Childhood Program

Goal 1: Preparing candidates with content knowledge in order to serve the children of local, state and global communities.

SLO 1: Students will demonstrate content knowledge in child development and learning.

**Relevant Associations:**

DSU Student Learning Associations:

1. competent communicators;
2. effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information;

**Related Measures:**

**Completion of Child Development and Learning Binder**

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

In EDUC 205 Understanding Growth & Development of Young Children, candidates are assessed on the successful completion of three assignments,

(A) an observation addressing theories of child development, a personal reflection on candidate learning in the field experience, (B) a personal reflection on the learning environment (C) a presentation of developmentally appropriate toys and activities for infants and toddlers. These assignments create a comprehensive Growth & Development binder used to determine each candidate’s knowledge and understanding of child development.

Data for this assessment is collected once or twice a year, depending on the number of sections that are offered fall and spring. Data is submitted and stored in Taskstream. Data is analyzed by ECED faculty at annual Data Day meetings.

**Assessment:** Observation/Personal Reflection will include; documenting typical development of each age group observed, behavior intervention techniques noted, prevention strategies as well as individualized assessment of a child’s mastered skills and activities to enhance emerging skills (1a).

1. Candidates will demonstrate knowledge of the learning environment (learning centers, outside space, etc.). The candidate will complete a personal reflection section about the experience related to multiple influences on development and learning (1b) and the assigned Mentor Teacher will complete a scoring guide that rates the candidate’s performance (6c).
2. Description of at least 2 toys (homemade, picture or physical toy) or activities and provide at least 4 reasons why these toys help a child of this age develop emerging skills and how these toys meets his/her needs (1c, 4b, 4c).

**Target:**
Mastery level for all parts of the binder is 3 or better on each element of the rubrics with no criteria rating in the unacceptable range (see Child Development Observation rubric).

**Findings 2018-2019:**
Overall, at least 88% of students received ratings of 2 or higher on each of the 6 rubric criteria, with the highest rating of 3’s (78%) for Criteria 1 (knowing/understanding young children’s characteristics and needs).

Two percent of students received unacceptable ratings, 6-10% received rating of 1 and 18-42% received a rating of 2, while 48-78% received rating of 3.

The weakest criteria were criterion 2 (knowing and understanding multiple influences on development), 3 (engaging in learning), and 5 (using developmentally appropriate teaching/approaches).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criterion 1 1a: Knowing and understanding young children’s characteristics and needs</th>
<th>Criterion 2 1b: Knowing and understanding the multiple influences on development and learning</th>
<th>Criterion 3 6c: Engaging in continuous, collaborative learning to inform practice</th>
<th>Criterion 4 4b: Knowing and understanding effective strategies and tools for early education</th>
<th>Criterion 5 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches</th>
<th>Criterion 6 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentage with rating of 0 2%</td>
<td>Percentage with rating of 1 0%</td>
<td>Percentage with rating of 2 20%</td>
<td>Percentage with rating of 3 78%</td>
<td>Percentage with rating of 4 2%</td>
<td>Percentage with rating of 6 2%</td>
</tr>
<tr>
<td></td>
<td>Percentage with rating of 0 2%</td>
<td>Percentage with rating of 1 6%</td>
<td>Percentage with rating of 2 42%</td>
<td>Percentage with rating of 3 50%</td>
<td>Percentage with rating of 4 18%</td>
<td>Percentage with rating of 6 42%</td>
</tr>
<tr>
<td>2 or above</td>
<td>98%</td>
<td>92%</td>
<td>88%</td>
<td>90%</td>
<td>92%</td>
<td>90%</td>
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**Link Attachment:** 2018-19 Goal 1-SLO 1- Child Dev. Data

**Action Plan:** To improve performance on criterion # 2 the course (EDUC 205) will make the following changes:
a. Change in-class activities to include chapter reviews each day;
b. Add notebook assignments of content (aligned to the PRAXIS II exam);
c. Add tri-board presentations of content throughout the semester and require handouts to summarize major points).

SLO 2: Students will demonstrate content knowledge of building family and community relationships
Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.

Relevant Associations:
DSU Learning Goal Associations:
1. competent communicators
2. effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information;

Related Measures:
This assessment is a series of assignments designed to assess candidates’ understanding of the importance of fostering family and community relationships in order to fully support children and their families by showing their understanding of Standards for working with families, articulating the ways in which families are viewed in society through media, analyzing a sample parent newsletter, and analyzing the importance and usefulness of community resources.

Data for this assessment is collected once or twice a year, depending on the number of sections that are offered fall and spring. Data is submitted and stored in Taskstream. Data is analyzed by ECED faculty at annual Data Day meetings.

Family Assignments Assessment

Instructions and Guidelines for Family Assignments:

Demonstration of Understanding: National Standards for Family Involvement
Through this self-assessment candidates demonstrate knowledge of how to articulate ethical guidelines and standards for family engagement (5b).

• Instructions to Candidate:

1. Visit the Blackboard (EDUC 315) and review “National Standards” instructions
2. Or, Go to the NAEYC website and review the NAEYC “Code of Ethical Conduct”
3. Choose one of the three National Standards for beginning teachers (Birth-2nd grade, K-6 or K-12).
4. Examine the full description of the family engagement standard on the website.
5. Write a short reflective paper describing your strengths and weaknesses related to the standard.
6. Choose one goal and describe how you intend to reach that goal prior to graduation.

**Part 2. Families in the Media Journal**

Through this assessment, candidates demonstrate their knowledge of family and community characteristics and of the many influences on families and communities (2a).

**Instructions:** Select 4 TV shows that depict families. Note the following questions and answers about each TV show.

Television Show # X Title of TV Show

1. What are the relationships like among the different members of the TV family? 1b
2. What type of problems did this TV family have?
3. How did the family resolve problems? 1b
4. Do the children have more power than parents?
5. What was the structure of the family? 1b
6. Do you think this portrayal of a family is typical of real-life situations? Why or why not?
7. What does this TV show teach today’s children (if appropriate for viewing, if not, young adults) about families?
8. How have TV and other media shaped your perceptions of what “family” is?

**Part 3. Family Newsletter**

Candidates demonstrate their knowledge of a variety of communication skills to foster family and community relationships and involving families in many aspects of children’s development and learning (2c). Candidates also demonstrate a variety of culturally appropriate written communication skills and strategies, using linguistic and cultural diversity as a resource (2b).

**Instructions:** Collect one sample of a school or classroom newsletter. Identify the school level. Critique the format; readability, participation of students, teachers, administrators, parents; two-way communication strategies and other qualities. Give two suggestions of how you would improve the newsletter you reviewed. Draw a diagram or layout to show what an excellent newsletter might look like.

**Part 4. Community Resource File**

**Instructions to Candidates:** Using Table 13.2 in the text, collect 25 brochures, pamphlets or other informational sources that are available for children and families in the community. Categorize your resources (e.g. health, discipline, social services) and summarize how you will use this information to discuss challenges in the community. Use a three ring binder to hold and present your resources.

**Target:** Mastery level for all parts of the assignment is 3 or better on each element of the rubrics with no criteria rating in the unacceptable range.

**Findings 2018-2019: (attached)**

1. Overall, majority (89%) of the students received rating of 2 or higher on each criterion of the Families in Media Journal rubric. For this rubric, no students received an acceptable rating for any of the criteria. Students received highest rating of 3’s (64%) for Criterion 1 (knowledge/understanding of influences on early development/learning). Lowest ratings were received for Criterion 2 (knowledge of diverse family/community characteristics), with one student receiving rating of 1 and only 43% achieving rating of 3.
<table>
<thead>
<tr>
<th>Rating</th>
<th>Criterion 1</th>
<th>Criterion 2</th>
<th>Criterion 3</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>1b The candidate demonstrates knowledge and understanding of the multiple influences on early development and learning environments for young children</td>
<td>2a The candidate demonstrates knowledge about and an understanding of diverse family and community characteristics.</td>
<td>4a The candidate demonstrates an understanding of positive relationships and supportive interactions as the foundation of their work with young children.</td>
</tr>
<tr>
<td>Percentage with rating of 0</td>
<td>0%</td>
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<tr>
<td>Percentage with rating of 1</td>
<td>0%</td>
<td>4%</td>
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<tr>
<td>Percentage with rating of 2</td>
<td>25%</td>
<td>46%</td>
<td>39%</td>
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<tr>
<td>Percentage with rating of 3</td>
<td>64%</td>
<td>43%</td>
<td>50%</td>
</tr>
<tr>
<td>2 or above</td>
<td>89%</td>
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</tbody>
</table>

2. For the Family newsletter rubric, all students (100%) received rating of 2 or higher, with no student rated as unacceptable. Fifty-four percent (54%) to 71% received rating of 3.

3.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Criterion 1</th>
<th>Criterion 2</th>
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<tbody>
<tr>
<td></td>
<td>2b The candidate demonstrates Supporting and engaging families and communities through respectful, reciprocal relationships</td>
<td>2c: The candidate involves families and communities in young children’s development and learning</td>
</tr>
<tr>
<td>Rating of 0</td>
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<tr>
<td>Rating of 1</td>
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<tr>
<td>Rating of 2</td>
<td>29%</td>
<td>46%</td>
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<tr>
<td>Rating of 3</td>
<td>71%</td>
<td>54%</td>
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<tr>
<td>2 or above</td>
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</table>

4. All students received rating of 2 or higher for the Community Resource file assignment with 50-71% receiving rating of 3 or higher (highest for criterion 1 and lowest for criterion 2).
<table>
<thead>
<tr>
<th>Rating</th>
<th>Criterion 1</th>
<th>Criterion 2</th>
<th>Criterion 3</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>5a: The candidate demonstrates in their work with families an understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.</td>
<td>6e The candidate engages in informed advocacy for young children and the early childhood profession</td>
<td>1a The candidate knows and understands young children’s characteristics and needs, from birth through age,</td>
</tr>
<tr>
<td>Percentage with rating of 0</td>
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<td>Percentage with rating of 2</td>
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<td>Percentage with rating of 3</td>
<td>71%</td>
<td>50%</td>
<td>68%</td>
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<tr>
<td>2 or above</td>
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<td>Total</td>
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</table>

**Link Attachment:** 2018-19 Goal 1 SLO 2 Family Media Data  
**Link Attachment:** 2018-19 Goal 1 SLO 2 Family Media Data REV for findings  
**Link Attachment:** 2018-19 Goal 1 SLO 2 FamilyCommunity Data

**Action Plan:** To improve outcomes in criterion #2 the course (EDUC 315) will modify an assignment to model TASK 1 of the PPAT exam to include a greater emphasis on the demographics of the early childhood program.

**Goal 2:** Preparing candidates with the skills to serve the children of local, state and global communities.

**SLO 1:** Candidates will demonstrate knowledge and skills in observing, documenting, and assessing to support young children and families

**Relevant Associations:**
DSU Student Learning Associations

1. Competent Communicators;
2. Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3. Ethical, collaborative, and productive citizens of a complex, diverse world;

**Related Measures: Successful completion of the Directed Case Study**

The Directed Case Study is an assignment in required course EDUC 333, Methods in Teaching the Preschool Child with Exceptional Needs. This course has a K-2 field component within the Junior Practicum (40 hr.) or Student Teaching I (80 hr.) semester. The assignment requires that candidates,
during their field experience, select appropriate assessment tools for a child with observed developmental delays or disabilities, analyze the results, suggest referrals, and plan activities that would meet the needs of the child. The candidates also interview a parent and other members of an IEP team.

This course is offered in the spring semester and data for this assessment is collected once a year; Data is submitted and stored in Taskstream. Data is analyzed by ECED faculty at annual Data Day meetings.

a. Directed Case Study (see rubric)

Assignment

- Choose a child with observed special needs or developmental delays in your field site.
- With the help of your cooperating teacher, obtain consent from family to observe the child.
- Collect background information on the child. Include a parent interview, teacher interview, an interview with any other involved professionals, and any records available to you, etc.
- Choose a variety of appropriate assessment tools such as observations, developmental checklists for speech and language, cognitive, motor, social-emotional, behavior, and other domains that relate to the child that you are assessing. If appropriate, attend an IEP or IFSP meeting.
- Interpret assessment results based upon your knowledge of young children’s development and needs. Provide evidence for your interpretations using professional references and research. Identify strengths of the family and the child.
- Suggest appropriate referrals.
- Use the data to inform practice and make decisions by creating three classroom activities that will support the needs of your focal child. How will assistive technology be used (if not, please explain)?
- Construct a plan for a learning environment that challenges and stretches this particular child. Cite professional references and research that supports your decisions.

In addition, interview 2 members of an IEP or IFSP team (e.g., special educators, reading specialists, speech and hearing specialists, physical and occupational therapists, school psychologists) about their roles in the team. Write a page detailing these roles and discuss how each team member supports the child and the family.

- Reflection: Create a descriptive, reflective explanation of your action research project which includes the following:
  - Explain how your assessments connect with your goals, the curriculum, and your recommended teaching strategies.
  - Explain how your assessments demonstrate positive uses of assessment in relation to family support and child growth and development. Give an example.
  - How did your action research project support your understanding of the necessity for responsible assessment practices for children who are culturally and linguistically diverse and for children with developmental delays, disabilities, or other special characteristics?
  - Explain how you collaborated with your mentor teacher and other involved professionals during your project.
  - During this project, when did you find the Code of Ethical conduct to be useful? Explain.

- In your college classroom, share your findings with a group of your peers who will play the roles of IEP/IFSP team members, including parents.
Target:
Mastery level for all parts of the assignment is 3 or better on each element of the rubric with no criteria rating in the unacceptable range. (Directed Case Study rubric attached)

Findings 2018-2019:
Data will be collected and analyzed in Fall, 2019

Action Plan:
Program analysis will be completed during the data day in December, 2019 and an action plan will be developed.

SLO 2: Candidates will demonstrate skills in using developmentally effective approaches in their planning and teaching and use content knowledge to develop meaningful curriculum.

Relevant Associations:
DSU Student Learning Goals

1. competent communicators;
2. effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information;
3. independent learners able to integrate knowledge and technology to achieve personal and professional success.

Target:
Mastery level for all parts of the assignment is 3 or better on each element of the rubrics with no criteria rating in the unacceptable range. (See rubric)

Measure: Successful completion of the Preschool Integrated Unit Plan Assessment
During their placement, candidates will work with the cooperating teacher to plan an integrated mini-unit that will demonstrate candidates’ abilities to use demographic data of the community, families, and children in the classroom and state and national standards to plan developmentally appropriate learning environments and experiences for the preschool children in the class. Candidates also demonstrate their ability to create a positive learning environment and develop a variety of instructional strategies and assessments to create meaningful, challenging curriculum that promote positive outcomes.

This course is offered in the fall only and data is collected once a year. Data is submitted and stored in Taskstream. Data is analyzed by ECED faculty at annual Data Day meetings.

Preschool Integrated Unit Plan Assignment Assessment
The Preschool Integrated Unit Plan Assignment is a performance-based assessment for EDUC 337: Curriculum Integration in Early Care & Education/Practicum II. During this practicum placement, candidates work with a cooperating teacher to plan an integrated mini-unit that will demonstrate candidates’ abilities to use pre-assessments in conjunction with and state and national standards to plan developmentally appropriate learning environments and experiences for the preschool children in the class.

2. Unit Topic and Rationale
Identify the topic for your unit and describe the concept(s) – big ideas-that make up this topic (5b). Explain why this unit is appropriate for your class. Describe your general plan for approaching these concepts and give specific reasons why you are choosing to approach the topic this way (pay particular attention to student interest and needs). Discuss how you will integrate multiple content areas into your plan. Describe the early childhood curriculum model that best fits your instructional plan (5a).

3. Establishing Goals, Objectives

Based upon the background information of your students that you have collected in PPAT I and your unit topic, establish learning goals for the unit. Be sure that all domains and content areas are addressed. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should create challenging learning environments that construct learning environments that provide achievable and stretching experiences for each child (1c). Goals reflect a plan that considers knowledge of each child, the classroom and the community (3a). In addition, goals reflect a plan that addresses the needs of all children, including those with developmental delays or disabilities, or who are culturally or linguistically diverse. Give each goal a number for future reference.

Create a chart that demonstrates that the learning goals reflect all developmental domains and content areas and their alignment with local, state or national standards (5c). Content areas include language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies (5a).

4. Assessment Tools

Your unit should include goals and objectives, not only the content of the unit, but should also include goals and objectives for children’s growth and development in specific identified domains. For instance, your unit goals and objectives may come from an exploration of day and night and include some big ideas about what people and animals do during these times but your unit will also include identified developmental goals for the unit such as working on small motor development, particularly picking up small objects, following two step directions, and building writing skills by having students articulate an idea and then write about it developmental writing in their journals. Also, list any goals and objectives you may have for individual students. You will include all of these in your plans. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should create challenging learning environments that construct learning environments that provide achievable and stretching experiences for each child (1c). Goals reflect a plan that considers knowledge of each child, the classroom and the community (3a). In addition, goals reflect a plan that addresses the needs of all children, including those with developmental delays or disabilities, or who are culturally or linguistically diverse. Give each goal a number for future reference.

Create a chart that demonstrates how the learning goals reflect all developmental domains and content areas and their alignment with local, state or national standards (5c). Content areas include language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies (5a).

List your plans on how you will assess students on these goals and objectives before, during, and after the unit.

- How will you determine your students understanding about the topic at the beginning of the unit (pre-assessment)?
- What formative assessments will you use during the unit to determine student growth?
- What assessments will you use at the end of the unit to assess student growth and learning?
Your assessments should be multiple and varied and include observation and documentation (3b).
Create a chart that shows how these assessments align with the goals, standards, and objectives for this unit (5c)

5. Instructional Plan
Develop your plans using your knowledge of child development and learning, (1a) and your understanding of the broad repertoire of research based appropriate strategies and tools available to you (4c). Consider the following research-based teaching and learning approaches as you plan (4c):
• Fostering oral language and communication
• Making the most of the environment, schedule, and routines
• Setting up all aspects of the indoor and outdoor environment
• Linking children’s language and culture to the program
• Teaching through social interactions
• Creating support for play
• Supporting learning through technology

Demonstrate how you will integrate areas of content into this unit, including language and literacy, the arts, mathematics, science, physical activity, physical education, health and safety, and social studies (5a, 5b). Create a web showing this integration.
Finally, create an overall plan for the week that indicates place and time for specific activities. Align these activities with your goals and objectives and Early Learning Foundation Standards (5c).

6. Assessment Data and Analysis
Analyze your assessment data, including pre/post assessments and formative assessments to determine students’ progress related to the unit learning goals. Use an excel document and narrative to communicate the growth and development of your students as well as individuals (6c).

7. Reflection and Self Assessment
Using the data gathered in Part 6, discuss how the students in your class met the learning goals of the unit. Reflect on individual growth of your students. Also, describe your various forms of assessment, observation, documentation, etc., and describe the information you learned from each one (3b). Discuss how your planning supported children’s development and learning and describe at least two areas in which you would improve your plan the next time you teach it. In addition, tell of a time in your teaching when you did the following: Promoted in children a sense of security and self-regulation; Encouraged problem solving and thinking skills; and developmentally appropriate academic and social competence (5c)
Create at least two professional learning goals for yourself that emerged from your insights and experiences with teaching this unit. Identify two specific steps you will take to improve your performance in the areas you identified (4d)

Target: Mastery level for all parts of the assignment is 3 or better on each element of the rubric with no criteria rating in the unacceptable range.

Findings 2018-2019:

Data is being collected from this course in Fall, 2019.
Action Plan

Analyze data at the December, 2019 Data Day and develop an action plan.

Goal 3: Preparing candidates with professional dispositions to serve the children of local, state and global communities.

SLO 1: Students will demonstrate professional dispositions through a written philosophy of early childhood education.

In the Professional Philosophy assessment, candidates begin to develop a professional philosophy statement which includes their beliefs about how children learn, the necessary qualities and characteristics of an effective teacher, environments most conducive for teaching young children, a reflection of their role as a professional and advocate in the field of early childhood education and the role theories play in setting the stage for current beliefs about best practice.

This course is offered in the spring only and data is collected once a year. Data is submitted and stored in Taskstream. Data is analyzed by ECED faculty at annual Data Day meetings.

**Relevant Associations:**
DSU Learning Associations:
1. competent communicators;
2. effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information;
3. ethical, collaborative, and productive citizens of a complex, diverse world;
4. independent learners able to integrate knowledge and technology to achieve personal and professional success.

**Target:**
Mastery level for all parts of the assignment is 3 or better on each element of the rubric with no criteria rating in the unacceptable range.

**Measure: Successful completion of the Philosophy of Early Childhood Education Statement**

In this assignment, students will develop their professional philosophy statement which students will demonstrate their understanding of young children’s characteristics and needs (1a), using knowledge of development to create healthy, respectful, supportive, and challenging learning environments (1c), demonstration of knowledge about and upholding ethical standards and other early childhood professional guidelines (6b), and engaging in informed advocacy for young children and the early childhood profession (6e). This assignment is offered in EDUC 206 and assess using the Philosophy Statement rubric.

Professional philosophy statement **Assignment:**

In this assignment you will develop your professional philosophy statement which in which you will demonstrate your understanding of young children’s characteristics and needs (1a), using knowledge of development to create healthy, respectful, supportive, and challenging learning environments (1c), demonstration of knowledge about and upholding ethical standards and other early childhood professional guidelines (6b), and engaging in informed advocacy for young children and the early childhood profession (6e).
You will develop an ongoing personal philosophy statement which includes your beliefs about how children learn, the necessary qualities and characteristics of an effective teacher, environments most conducive for teaching young children, a reflection of your role as a professional and advocate in the field of early care and education and the role theories play in setting the stage for current beliefs about best practice. You will submit this twice, the first time to me as a hard copy at midterm and the second time you will upload it to Taskstream by the due date. If you earn an A on the first submission, you will not need to rewrite for the second date, just submit onto Taskstream.

Use these questions to guide your thinking.

- Children learn best when...(1a)...
- The curriculum of any classroom should include certain basic core strategies that contribute to children’s social, emotional, intellectual, and physical development. These basics are . . . (1c)
- Children learn best in an environment that promotes learning. Features of a good learning environment are..
- All children have certain needs that must be met if they are to grow and learn at their best. Some of these basic needs are . . . (1a)
- I would meet these needs by . . . (1b)
- Standards are necessary and important because . . . (6b).
- Early childhood teachers are advocates. This is true because . . . These are ways that teachers can and should be advocates for children and their families. (for more information, see #3 in the rubric) (6e)
- A teacher should have certain qualities. Important qualities for teaching are . . .

**Target: Ratings at the 3 point level on all criteria.**

**Findings 2018-2019:**

**Action Plan:** To improve outcomes on criteria 3 and 4 the course instructors will add current resources related to Ethics and Advocacy from the National Association for the Education of Young Children publications to course readings and assignments.

**Educational Leadership MEd**

**Mission Statement:**

The mission of Education Graduate Programs is to recruit and train the next generation of transformational educational leaders in an inclusive, dynamic, intellectual, and reflective academic environment. Through a culture of excellence in research, collaboration and instruction leadership, they will develop as culturally responsive, self-aware & ethical professionals. The candidates will emerge as highly skilled competent practitioners who will serve the profession and the diverse community with equity, care, and commitment.

**Type of Unit: Graduate Program**

**GOAL:**

Offer learning opportunities that support candidates' progress and promote achievement, academic excellence and prepare them as transformational and impactful building level leaders to contribute to a dynamic diverse society.
Student Learning Objectives:

**SLO 1:** Develop, articulate, implement and promote a vision of learning for educational institutions at building level.

**Relevant Associations:**

**DSU Graduate Student Learning Goal Associations:**

**To prepare the graduates:**
- who have the ability to think critically, analyze information and work collaboratively to address complex problems (Goal # 3), and
- for outreach and service (Goal # 5).

**Related Measure(s):**

**Measure:** Assessment # 4 - Internship/Field Experience

This experience is intended to evaluate the candidates in the areas of leadership application, general operations and resource management to determine the development of the candidate’s professional growth. The candidates are required to complete field-based activities and document their internship experiences in the shape of an internship portfolio.

**Target:**

90% of the students enrolled for internship will complete all the 16 internship activities and achieve Target or Acceptable scores as per the evaluation rubric of Assessment # 4.

**Findings (2018-2019)** - All candidates of 2017 cohort who enrolled for internship scored at the Target or Acceptable level on the Internship Rubric. These findings reflect the candidates’ ability to develop, articulate, implement and promote a vision of learning for educational institutions.

**Action Plan**

**SLO 2:** Develop high order analytical thinking and digital skills to effectively integrate emerging technology applications for planning and managing information from a practitioner's point of view.

**Relevant Associations:**

**DSU Graduate Student Learning Goal Associations:**

**To prepare our graduates** who have the ability to integrate knowledge and technology to ensure their professional and personal success.

**Related Measures:**

**Measure:** WebQuest Project (EDUC 683)

A WebQuest is an inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. The candidates will
prepare a completely self-contained and totally web based lesson. They may add any types of instructional materials you wish to this lesson such as Word documents, instructional videos, audio clips, links to websites, PowerPoint presentations, Excel spreadsheets etc.

**Target:**
90% of the students will obtain an acceptable or target level scores on the WebQuest Project rubric.

**Findings (2018-2019) – Not reported this cycle**

**Action Plan**
EDUC 683 will be offered in Summer 2020 and the data will be reported thereafter.

**SLO 3:**
Ensure the management of the organization, operations, and resources for a safe, efficient, and effective learning environment and utilize technology for effective decision making.

**Relevant Associations:**
DSU Graduate Student Learning Goal Associations:
To prepare our graduates:
- for outreach and service (Goal # 5).
- who have the ability to integrate knowledge and technology to ensure their professional and personal success (Goal # 3).

**Related Measures:**
**Measure:** Assessment # 6 – School-based Strategic Plan/Project (EDUC 682)
The candidates will develop a detailed report that documents school’s instructional and assessment practices, assessment practices to do so, they (1) identify current model of instruction and provide suggestion for effective models best suited for the school, (2) document current student achievement status and suggest approaches to improving the achievement, (3) review schools financial, technological, and other resource management practices and suggest better strategies for further advancement, and (4) discuss in detail the current school-community partnership status and suggest strategies for better involvement and engagement for supporting students learning.

**Target:**
90% students will achieve “Target” level rating on the scoring on the School-based Strategic Plan/Project assessment rubric as a part of EDUC 682.

**Findings (2018-2019) -** All the candidates completed the School-based Strategic Plan/Project and scored at either Target or Acceptable level. These findings evidence their ability to utilize technology for effective decision making to ensure the management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
**Action Plan**

**SLO 4:** Exhibit the knowledge, abilities and skills to analyze and act on issues of diversity, social justice, and equity, including attention to special population of students and the school community.

**Relevant Associations:**

**DSU Graduate Student Learning Goal Associations:**

To prepare the graduates:

- who understand the major ethical issues associated with their discipline and how these issues impact society at large (Goal # 1)
- who have the ability to think critically, analyze information and work collaboratively to address complex problems (Goal # 3).

**Related Measures:**

**Measure:** Assessment: Research Project/paper (EDUC 684)

The candidates will model ethical behavior that is respectful of all diverse student, staff and community individuals and groups even if it means subordinating one’s own interest in the good of the school community, accepts the consequences for upholding one’s principles and actions, and maintains using the influence of one’s office constructively and productively in the service of all students and their families.

**Target:**

90% students will achieve Acceptable or Target level of rating on the Research Project/paper rubric as a part of EDUC 684.

**Findings (2018-2019)** - All the candidates of 2018 M. Ed. cohort completed the Research Paper and scored at either Target or Acceptable level to exhibit their knowledge, abilities and skills to analyze and act on issues of diversity, social justice, and equity.

**Action Plan**

**SLO 5:** Candidates will solve problems through knowledge comprehension and analytical inquiry to demonstrate their intellectual creativity and research-based decision making.

**Relevant Associations:**

**DSU Graduate Student Learning Goal Associations:**

To prepare the graduates who will have the ability to:

- think critically, analyze information and work collaboratively to address complex problems (Goal # 3)
- integrate knowledge and technology to insure their professional and personal success (Goal # 4).
**Related Measures:**

**Measure: Comprehensive Examination**

The Comprehensive Exam is a capstone requirement designed to provide the students an opportunity to demonstrate their ability to conceptualize, critically analyze and present knowledge in an organized and cogent manner. It is a measure of a student's ability to think theoretically and analytically to articulate and implement a vision of learning. The responses of the students will be evaluated by the Comprehensive Exam Rubric.

**Target:**

90% of the students will be able to obtain pass or higher score on the Comprehensive Exam rubric.

**Findings (2018-2019)** – All the candidates (100%) who took the Comprehensive Exam in 2019 had obtained the passing scores on the Comp. Exam to showcase their intellectual creativity and research-based decision making.

**Action Plan**

**SLO 6:** Incorporate, ethical, legal and professional behaviors to increase equitable educational opportunities and academic achievement for diverse population of students.

**Relevant Associations:**

DSU Graduate Student Learning Goal Associations:

**To prepare our graduates** who understand the major ethical issues associated with their discipline and how these issues impact society at large (Goal # 1).

**Related Measures:**

**Measure: Graduate Programs Disposition Assessment (Old version)**

The Education Graduate program has identified professional dispositions as a central criterion for preparing candidates to be building level leaders. This disposition assessment is designed to be used by the program faculty in the course work, in the clinical internship in the field and by the candidates through self-evaluation. These dispositions promote candidates' personal and professional growth, respect for diversity, positive professional relationships, and community engagement. Note: The new version of this rubric has been adopted with effect from Fall 2019.

**Target:**

90% of the candidates will attain acceptable or target level on the Graduate Program Disposition Rubric

**Findings (2018-2019)** - All the students of 2018 M. Ed. cohort who completed EDUC 625 in Spring-2019 had obtained Acceptable or Target levels on the Graduate Professional Disposition Assessment. These findings document their ability to
increase equitable educational opportunities and academic achievement for diverse student population.

**Action Plan**

**SLO 7:** Demonstrate instructional leadership skills in working with school personnel on issues of instruction, curriculum, culture, and professional development within the school.

**Relevant Associations:**

**DSU Graduate Student Learning Goal Associations:**

To prepare our graduates have the ability to think critically, analyze information and work collaboratively to address complex problems (Goal # 3).

**Related Measures:**

**Measure:** Assessment # 3 – School Improvement Project (EDUC 680)

This assignment measures the candidates’ understandings and skills that relate to development and execution of a plan for positive school culture, highest learning expectations for all, a rigorous instructional program, instructional and leadership capacity building, and adoption of new media and technology for supporting learning. Candidates will assess the need for school utilizing data from one or many possible sources obtained through surveys, observations, interviews, etc. They complete an analysis of the status of the school before they develop the comprehensive school improvement plan. Candidates work on professional learning community settings and develop a plan that addresses all the needs that were identified.

**Target:**

90% of the students will attain acceptable or target level on the School Improvement Project rubric for this project.

**Findings (2018-2019)** – 100% candidates of 2018 M. Ed. cohort completed the School Improvement Project in Fall 2019 Block-I and scored at either Target or Acceptable level. These findings reflect their instructional leadership skills in working with school personnel on issues of instruction, curriculum, culture, and professional development.

**Educational Leadership EdD**

**Mission Statement:**

The mission of Education Graduate Programs is to recruit and train the next generation of transformational educational leaders in an inclusive, dynamic, intellectual, and reflective academic environment. Through a culture of excellence in research, collaboration and instruction leadership, they will develop as culturally responsive, self-aware & ethical professionals. The candidates will emerge as highly skilled competent
practitioners who will serve the profession and the diverse community with equity, care, and commitment.

Type of Unit: Graduate Program

GOAL:
Provide meaningful learning experiences that develop ethical, equity focused and culturally responsive educational leaders who are reflective practitioners and have the ability to transform educational systems to impact student learning and their success.

Student Learning Objectives:

SLO 1: Design and implement a district/organization mission, vision and process for continuous improvement that reflects a core set of values and priorities of the district/organization.

Relevant Associations:
DSU Graduate Student Learning Goal Associations:
To prepare our graduates
- who understand the major ethical issues associated with their discipline and how these issues impact society at large (Goal # 1);
- who have the ability to think critically, analyze information and work collaboratively to address complex problems (Goal # 3).

Related Measure(s):
Measure: District/Organization Strategic Plan/Project (EDUC 808)
To complete this assessment, the candidates will design the mission, vision and process that reflect the core set of values and priorities of the district/organization. They will develop district/organization strategic plan by analyzing the data for the assigned district/organization and use the data to perform a gap analysis to formulate the five-year strategic goals and objectives for the district/organization.

Target:
90% candidates will achieve “Target” level rating on the rubric of the District Strategic Plan/Project assessment rubric.

Findings (2018-2019) – 100% candidates of the 2017 cohort performed at the Target level on this assessment in Summer 2019 demonstrating their ability to design and implement a district/organization mission, vision, process and priorities for continuous improvement.

SLO 2: Synthesize and apply knowledge, skills and commitment to advocate for ethical decisions and cultivate professional norms.

Relevant Associations:
DSU Graduate Student Learning Goal Associations:
To prepare our graduates who understand the major ethical issues associated with their discipline and how these issues impact society at large (Goal # 1).
To prepare our graduates for outreach and service (Goal # 5).
Related Measures:

**Measure:** Assessment: Internship/Field Experience Portfolio Rubric

Internship/Field Experience in Ed. D. is grounded in strong research and focus on activities designed to solve high leverage district problems of practice. Designed as a Professional Growth Plan, this experience is intended to evaluate the candidates in the areas of leadership application, general operations and resource management to determine the development of the candidate’s professional growth. The candidates are required to complete the activities, collect the artifacts and document their internship/field experiences in the shape of an internship/field experience portfolio.

**Target:**

90% of the candidates enrolled for internship/field experience will be evaluated on their creative portfolio and achieve Target or Acceptable level on the portfolio assessment rubric.

**Findings (2018-2019)** - All candidates of 2017 cohort scored at the Target or Acceptable level, with the majority (75.00 %) scoring at the Target level on the Portfolio evaluation rubric. These findings reflect the candidates’ ability to synthesize and apply knowledge, skills and commitment to advocate for ethical decisions and cultivate professional norms.

SLO 3:

Integrate technology for data driven decision making to ensure the effective management of the institution/organization and its resources for a safe and efficient working environment.

**Relevant Associations:**

**DSU Graduate Student Learning Goal Associations:**

*To prepare our graduates* who have the ability to integrate knowledge and technology to insure their professional and personal success (Goal # 4).

**Related Measures:**

**Measure:** Data Driven Improvement Plan (EDUC 835)

To complete this assessment, the candidates will develop a data driven strategic plan for the improvement and the efficient use of the resources. It will ensure the better management of the organization/Institution/program to offer effective opportunities and safe working environment.

**Target:**

90% students will achieve Target or Acceptable level rating on the scoring rubric of the Data Driven Improvement Plan assessment.

**Findings (2018-2019)** - All the candidates (100%) of 2017 cohort had achieved Target or Acceptable level on this assessment in Spring-II 2019. This exhibited their ability to integrate technology for data driven decision making.

SLO 4:

Design, conduct and apply robust research to critical problems of practice.

**Relevant Associations:**

**DSU Graduate Student Learning Goal Associations:**
To prepare our graduates who will have the ability to think critically, analyze information and work collaboratively to address complex problems (Goal #3).

**Related Measures:**

**Measure:** Action Research Project - EDUC 888 (Design, collect and analyze data report findings and plan implementation)
Candidates use a variety of data to identify a learning or district/organizational culture need, engage district and organization staff and community in addressing this need and then plan and implement an intervention to measure the impact of the intervention with the goal of improving the district’s/organization’s culture.

**Target:**
90% of the students will attain Acceptable or Target level on the assessment rubric of the Action Research Project.

**Findings (2018-2019)** - All the candidates’ of 2018 cohort had attained Acceptable or Target level on this assessment evidencing their ability to design, conduct and apply robust research to critical problems of practice.

**Action Plan**

**SLO 5:**
Critically solve problems through knowledge comprehension and analytical inquiry to demonstrate intellectual creativity and research-based decision making.

**Relevant Associations:**

**DSU Graduate Student Learning Goal Associations:**
To prepare our graduates to have the ability to:
- think critically, analyze information and work collaboratively to address complex problems (Goal #3), and
- integrate knowledge and technology to insure their professional and personal success (Goal #4).

**Related Measures:**

**Measure:** Qualifying Examination
The main purpose of the qualifying examination is to assess the extent to which each doctorate student has achieved mastery of the curricular content covered in their first two years, their research abilities and the potential for scholarly writing. The rationale for this exam is to gauge students’ readiness for future doctoral study. Evidence of mastery enables the students to proceed with confidence to the next phase of their program. The exam assesses the candidate’s breadth in the discipline and depth in areas of interest; providing opportunity to determine academic promise and integrate content and application.

**Target:**
90% of the students will be able to obtain pass or higher score on the Qualifying Exam rubrics for Core Question and the Research Question.

**Findings (2018-2019)** – All the 17 candidates’ of 2017 cohort who had appeared in the Qualifying Exam in 2018 had passed the Exam as per the Qualifying Exam (Core Question and the Research Question) Rubrics to show case their intellectual creativity and research-based decision making.
SLO 6:
Incorporate ethical, legal and professional behaviors to increase equitable educational opportunities and academic achievement for diverse population of students.

**Relevant Associations:**
DSU Graduate Student Learning Goal Associations:
To prepare our graduates who understand the major ethical issues associated with their discipline and how these issues impact society at large (Goal 1);
To prepare our graduates for outreach and service (Goal # 5).

**Related Measures:**
**Measure:** Graduate Program Disposition Assessment (old version)
The Education Graduate program has identified professional dispositions as a central criterion for preparing candidates to be district level leaders. This disposition assessment is designed to be used by the program faculty in the course work, in the clinical internship in the field and by the candidates through self-evaluation. These dispositions promote candidates’ personal and professional growth, respect for diversity, positive professional relationships, and community engagement. **Note:** The new version of this rubric has been adopted with effect from Fall 2019.

**Target:**
90% of the candidates will attain acceptable or target level on the Graduate Program Disposition assessment rubric

**Findings (2018-2019)** – All the candidates of EDUC 801 (Fall 2018) had scored acceptable or target on this assessment demonstrating their ability to increase equitable educational opportunities and academic achievement for diverse student population.

**Action Plan**

SLO 7:
Strategic inquiry and research-based practices

**Relevant Associations:**
DSU Graduate Student Learning Goal Associations:
To prepare our graduates who:
- have the ability to integrate knowledge and technology to insure their professional and personal success (Goal # 4);
- can demonstrate a clear and concise written and oral communication (Goal # 2).

**Related Measures:**
**Measure:** Final Capstone Defense
The graduate students will be able to demonstrate their competence to conduct strategic inquiry and the application of data driven decision making through analytical review and scholarly writings to become lifelong learners. Doctoral students will demonstrate their written and oral communication skills, analytic inquiry, and information technological skills at the time of their final capstone defense.

**Target:**
90% of the candidates who schedule their final capstone defense will receive an
alternative of (a) or (b) by the Advisory Committee on the Graduate School’s Report of Doctoral Capstone Outcomes.

**Findings (2018-2019)** – All the candidates of who had scheduled their final capstone defense in AY 2018-2019 had received an alternative of (a) or (b) on the Graduate School’s Report of Doctoral Capstone Outcomes demonstrating their research competence and effective communication skills.

**Action Plan**

**Elementary Education K-6 -BS**

**Goal 1 – Student Learning Outcomes of the Elementary Education Program**
Students will develop comprehensive knowledge in the four major content areas required of elementary education teachers, using connections such as digital learning opportunities and other content areas such as the fine and performing arts. Related to Education Department Goal 1: To design recognized, comprehensive, innovative programs

H. **Outcome 1** The elementary education /special education candidate knows, understands, and applies the major concepts, principles, theories of learning to plan effective instruction for all students in safe, inclusive, culturally responsive environments.

1. **Association with DSU Student Learning Goals** -
   a. Goal 1 – Competent Communicator
   b. Goal 2 - effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
   c. Goal 3 - ethical, collaborative, and productive citizens of a complex, diverse world
   d. Goal 4 - independent learners able to integrate knowledge and technology to achieve personal and professional success.

2. **Measure and Target:** Common Unit Lesson Plan with ACEI Addendum
The Common Unit Lesson Plan is a document that is used by all programs in the PEU for planning lessons. For Elementary Education the content is incorporated into the lesson plan. The lesson plan has a total score is 44 points. For the purpose of program evaluation I focus on elements totaling 36 points. Lesson planning is where I initially begin to infuse targeted reflection into our students’ toolboxes. In other words, it is at the point when students reflect on lessons they have taught in live, authentic classrooms that they begin to purposefully apply reflection and understand the assessment/reflection/instruction cycle.

**Target:** 50% of students will score at acceptable or target range for each element of the lesson plan.

- **Findings 2018-2019:**
Outcome is met in that well over 50% of the students scored at the acceptable or target range for every element of the lesson plan. There are 16 elementary students in the
EDUC 335 class (which combines Elementary and Early Childhood). Scores for 14 of these students are available.

The strongest area of strength in lesson planning is Explicit Explanations which offers an explanation of which strategies will be taught or practiced and how these strategies will be implemented. No one scored in the unsatisfactory range. We have spent a great deal of time developing the professional language to articulate this section. Another area that I have stressed in classes was developing accommodations for diverse learners. Only one student developed unsatisfactory accommodations. Results for Summary and Closure also indicate successful performance by 93% of the class, which suggests students understand the structure of a lesson.

The primary area for concern is developing assessments, with student self-assessment in particular, and a lesser concern about objective writing because assessments and assessments must work hand in hand. Student self-assessment is a very important component of teaching but it is more difficult to master because it is important for students to be able to figure out for themselves how successful they have been in learning what has been taught. This type of assessment is always formative in nature. Developing activities that allow the students to evaluate their own learning require knowing how to balance knowledge of students, knowledge of learner development and content knowledge in a way that actually assesses learning. Having the skill to construct an effective student self-assessment will translate to developing much stronger assessments in general. This need will have to be addressed in elementary courses across the board.

Common Unit Lesson Plan Results Spring 2019

<table>
<thead>
<tr>
<th></th>
<th>Number at each score</th>
<th>Percent at Each Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Standards</td>
<td>0 1 6 7</td>
<td>0% 7% 43% 50%</td>
</tr>
<tr>
<td>Prior Knowledge</td>
<td>1 1 4 8</td>
<td>7% 7% 29% 57%</td>
</tr>
<tr>
<td>Objectives</td>
<td>0 3 8 3</td>
<td>0% 21% 57% 21%</td>
</tr>
<tr>
<td>Assessments</td>
<td>0 4 6 4</td>
<td>0% 29% 42% 29%</td>
</tr>
<tr>
<td>Accommodations</td>
<td>1 0 8 5</td>
<td>7% 0% 57% 36%</td>
</tr>
<tr>
<td>Warm-Ups</td>
<td>0 1 5 8</td>
<td>0% 7% 36% 57%</td>
</tr>
<tr>
<td>Explicit Explanations</td>
<td>0 0 10 4</td>
<td>0% 0% 71% 29%</td>
</tr>
<tr>
<td>Summary and Closure</td>
<td>1 0 5 8</td>
<td>7% 0% 36% 57%</td>
</tr>
<tr>
<td>Student Self-Assessment</td>
<td>1 3 5 5</td>
<td>7% 21% 36% 36%</td>
</tr>
</tbody>
</table>

N=14
• **Action Plan:** The action plan begins with including basic instruction in objective planning in EDUC 204, Philosophical Foundations of Education. This course already introduces lesson planning conceptually. Instruction will need to put more focus on writing objectives and writing an assessment that directly relates to the objective. Each methods class for the Elementary Program must put more stress on assessment development, including the development of scoring rubrics for each assignment. Developing effective assessments with corresponding rubrics is very much a reflective activity that needs to occur in a classroom situation. Rubric development should be stressed in EDUC 423 Assessment Strategies.

I. **Outcome 2:** The elementary education /special education candidate knows, understands, and applies the major concepts, principles, theories of learning to implement and assess effective, reflective instruction for all students in safe, inclusive, culturally responsive environments.

**Association with DSU Student Learning Goals**
- Goal 1 competent communicator, competent communicators;
- Goals 2 effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information and
- Goal 3 ethical, collaborative, and productive citizens of a complex, diverse world.

1. **Measure and Target:** Mentor Teacher Observation Scale
   - The Mentor Teacher Observation Scale is an instrument used by teachers who host Elementary Education practicum students in their classrooms to evaluate instruction. This scale evaluates planning, teaching, classroom management and knowledge of the content being taught. The scale is based on a 3 point scoring system with 3 being the target score and zero indicating no evidence of the behavior. The scale includes addendums for each major content area. This scale is employed for Junior Practicum students and seniors who are not ready for Student Teaching I in methods classes for each of the four major content areas, reading/ela, mathematics, science, and social studies and Science.
   - The student must score “adequate” or “target on 70% of the items to pass the assessment. Because this is the first evaluation of teaching it is acceptable for a student to earn a few scores of “1” (unacceptable). For this assessment, focus is on Criteria 1 Standards cited, Criteria 19 Use of Formative Assessment, Criteria 4 Appropriate use materials and resources suited to student needs and Criteria 15, 16, 17 implementing an effective teaching sequence.

   a. **Outcome** is based on responses by mentor teachers of only 50%. Three scales were submitted by students electronically but were not legible. Other students in the EDUC 335 class were observed by one of three instructors, Dr. Hill, Dr. Marker or Dr. Pierre because the mentor teacher did not complete an observation. Of the eight teachers that completed the observation scale four also completed the Content addendums.
b. **Findings 2018-2019**—Although there are only eight surveys submitted by Mentor Teachers, it allows me to obtain enough information to see some likely patterns. This also suggests that we need to investigate other ways of delivering the observation scale to mentor teachers. Currently, students are responsible for uploading the observation scale to BlackBoard. Taskstream may be an option for mentor teachers if they are willing to log in and complete the form.

The findings indicate that these students able to plan instruction that is acceptable. Results of the scale that were analyzed also suggest that these elementary students were skilled at interacting with students effectively and respectfully (Classroom Environment) and presented themselves and conducted themselves professionally. Based on the findings the biggest concern is that effective teacher modeling is not occurring as well or as often as it should. The findings also suggest that the students might need more instruction and opportunity to craft effective lesson closures. This conclusion is supported by similar findings observed in Common Unit Lesson Plan results. Students may also need more support in developing formative assessments, which is also supported by lesson planning findings.

### Summary of Results from Mentor Teacher Observation Scale

<table>
<thead>
<tr>
<th>Major Criteria</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
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</tr>
<tr>
<td>Classroom Environment</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Instruction/Objectives</strong></td>
<td>0%</td>
</tr>
<tr>
<td>Higher Order Questions</td>
<td>0%</td>
</tr>
<tr>
<td>Pacing</td>
<td>0%</td>
</tr>
<tr>
<td>Teacher Modeling</td>
<td>0%</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>0%</td>
</tr>
<tr>
<td>Use of Formative Assessment</td>
<td>13%</td>
</tr>
<tr>
<td>Effective Closure</td>
<td>0%</td>
</tr>
<tr>
<td>Reflection</td>
<td>0%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>0%</td>
</tr>
</tbody>
</table>

a. **Action Plan**—First, the Mentor Teacher Observation Scale supports the action plan stated for Outcome 1. Additionally, the observation scale suggests that our students need more practice in modeling effective strategy use. The practice of microteaching during class time needs to be increased in all elementary methods courses. These microteaching experiences should include reflection.
**Outcome 3** The elementary education/special education candidate (DSU student) will demonstrate content knowledge in the major content areas: Reading/ELA, Mathematics, Science, and Social Studies to meet Delaware State Regulations for Professional Licensure.

a. **Association with DSU Student Learning Goals** –

Goal 1 competent communicator, and
Goal 2 effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
Goal 3 ethical, collaborative, and productive citizens of a complex, diverse world;
Goal 4 independent learners able to integrate knowledge and technology to achieve personal and professional success.

a. **Measure and Target** – All professionals that teach in Delaware are required to pass Praxis II exams in their major area of concentration. Elementary Education students are required to pass four exams in each of the major content areas. The cut off scores are determined by ETS in conjunction with Delaware Department of Education. The desired results would be for each student to pass each of the four exams on the first attempt.

Unfortunately, the biggest issue in Elementary Education is preparing students to be successful in taking and passing these exams. Ideally, students should be able to take and pass each exam as early in the program as possible. Students are urged to take the content exams in areas that they feel proficient in. Students should learn the content need to pass the Science, Social Studies, and Mathematics exams are intended to be learned in general education courses because the exams contain no pedagogical content but this is often not the case. The only exam that requires students to know pedagogical information is Reading/ELA. There are four courses that provide students with the content information are EDUC 325 Language and Literacy Development, EDUC 335 Developing Reading in Elementary School, EDUC 340 Children’s Literature, and EDUC 324 The Diagnostic Teaching of Literacy (Grades K-12). This is also a special education course.

b. **Outcome** – All students will pass each of the Elementary Education Multiple Subject Exams (5001, 5002, 5003, 5004, 5005) on first attempt.

c. **Findings** – The findings are based on the results reported by ETS to the Education Department. The results of Praxis II exams reported below are misleading because the table does not indicate how many attempts were needed to pass the exam. In reporting our results, we have a virtual 100% pass rate because students are not able to complete the program without passing Praxis II exams before student teaching. The findings extend beyond the scores on the four exams.

A number of students have had to delay student teaching (and graduation) because they have not passed one or more Praxis exams. Many suggest teaching Praxis content
in methods classes. This can be successful to a certain extent but there is a limited time to devote to Praxis prep and still be able to prepare the students to teach that content.

<table>
<thead>
<tr>
<th>Praxis II Tests</th>
<th>Math (157)</th>
<th>Social Studies (155)</th>
<th>Science (159)</th>
<th>Reading/ELA (157)</th>
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<tr>
<td><strong>Fall 2018</strong></td>
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<tr>
<td>S1</td>
<td>172</td>
<td>160</td>
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<td>S2</td>
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<tr>
<td>S1</td>
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<td>S2</td>
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<td>S3</td>
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<td>S5</td>
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<td>S13</td>
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</tr>
</tbody>
</table>

b. **Action Plan** – The action plan that I support calls for revising the sequence of courses for Elementary students. This requires a change in the structure of all education programs. As it stands currently, general
education course requirements are satisfied in the first two years of study. At that point students enter the Teacher Education Program (TEP) and complete the “methods” courses in the program of study. For many students, they have forgotten the content they’ve learned in the first two years of education. We can tell students that they will need this content in two years but that is unlikely to be helpful. If we offered the necessary general education courses in the same time frame as the methods courses are taught, students would have the best chance to be more successful in the Praxis II exams.

For example, elementary students are scheduled to take Biology in the freshman year but take Earth/Space Science a full year later and Physical Science the semester after that. It is another full year before Elementary Science Methods is taken. This course requires admission to TEP to take. If we sequenced all four science courses in consecutive semesters and offered a science review boot camp at the end of that sequence, our students would be optimally prepared to perform better on Praxis II Science and it would be passed far ahead of the deadline. Following this model for each of the content areas, including offering a Praxis II preparation boot camp at the end of the sequence, students would be more likely to study that content area and thus be better prepared for the test.

By spreading out the methods courses, students would also be in a better position to readily apply content to the pedagogy they are learning. Of course this would change the way we define admission to the Teacher Education Program. Perhaps the criteria could be revised to require the passage of two out of four Praxis tests to be considered as a requirement for admission of elementary candidates to TEP. This plan would be a department-wide paradigm shift but it should give the elementary students a better chance to be successful. The workload for elementary students would be more reasonably distributed so they are not overloaded with work heavy methods course in the Student Teaching I semester. As I explained early this plan could only be viable if the change was a department-wide decision.

D. Outcome 4 The elementary education/ special education candidate will facilitate the practice of continually evaluating the effects of their professional decisions and actions on students, families and other professionals in the learning community.

a. Association with DSU Student Learning Goals –
Goal 1 competent communicator, and
Goal 2 effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
Goal 3 ethical, collaborative, and productive citizens of a complex, diverse world;
Goal 4-independent learners able to integrate knowledge and technology to achieve personal and professional success.

Measure and Target: DPAS II – “The Delaware Performance Appraisal System, or DPAS-II, is Delaware’s statewide educator evaluation system. It provides performance expectations for students, educators, and leaders across the state’s schools” (DE DOE).
DSU uses the DPAS II, Components 1,2,3 & 4 employs the DPAS II to evaluate students in Student Teaching 1 and 2. Using this instrument familiarizes our students with how they will be evaluated should they teach in Delaware. In actuality, most states use similar rubrics based on frameworks developed by Charlotte Danielson.

**Target:** All students will be rated with passing scores on this instrument.

### b. Findings 2018-2019

c. Outcome is met based on the data from the DPAS II collected in Spring 2018 and Spring 2019. Each data set includes the final evaluations by the University Supervisors and the mentor teachers. A comparison revealed that although there were some discrepancies is DPAS II for individual students, the supervisor and mentor teacher scores were very similar.

<table>
<thead>
<tr>
<th></th>
<th>Spring 2019</th>
<th></th>
<th>Spring 2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor Average</td>
<td>Mentor Teacher Average of DPAS II Rubric</td>
<td>Supervisor Average of DPAS II Rubric</td>
<td>Mentor Teacher Average of DPAS II Rubric</td>
<td></td>
</tr>
<tr>
<td>of DPAS II Rubric</td>
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<td>4</td>
<td>3.35</td>
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<tr>
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</tr>
<tr>
<td>3.94</td>
<td>3.39</td>
<td>3.67</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3.89</td>
<td>3.28</td>
<td>3.11</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3.33</td>
<td>3.72</td>
<td>3.71</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3.89</td>
<td>3.39</td>
<td>3.61</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3.33</td>
<td>3.06</td>
<td>3.72</td>
<td></td>
</tr>
<tr>
<td>3.89</td>
<td>3.72</td>
<td>3.56</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td><strong>3.81</strong></td>
<td><strong>3.57</strong></td>
<td><strong>3.56</strong></td>
<td><strong>3.70</strong></td>
<td></td>
</tr>
</tbody>
</table>

Findings for the DPAS II evaluations were surprising in that in each of the two semesters of data supplies, there was only one instance in which an elementary candidate scored below the satisfactory level. A mentor teacher scored a candidate at a 2 for “managing classroom procedures” and “managing student behavior”. Other than this all the elementary candidates scored 3s and 4s on every criterion on the evaluation.

Areas that should be noted are those in which more students scored three’s instead of four’s. For Spring 2018 those areas were “questioning and discussion techniques” and “using assessment in instruction”. Those areas were not identified by University Supervisors but were by Mentor Teachers. In 2019 mentor teachers also posted slightly lower means for the two previously mentioned classroom management categories.

d. **Action Plan:** At this time I am unsure of what measures need to be taken for program improvement since the DPAS II scores did not reveal any program weakness in the identified areas. Perhaps the best course of action is to evaluate findings of the action plans for outcomes 1 & 2 after they have been implemented.

E. **Outcome 5:** The elementary education / special education candidate (DSU student) will reflect on and modify his/her practice in light of observation, information about students, and research as sources for evaluating the outcomes of teaching and learning. This outcome addresses “1.2 Providers ensure that candidates use research
and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.”

Association to DSU Learning goal(s): 2, 3

1. **Measure and Target:** “The PPAT assessment evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher. It is designed to:
   - identify strengths and areas for improvement of practice
   - allow student teachers to continually refine their teaching practices
   - contribute to a development plan for professional growth
   - develop more effective teachers in the classroom.

All potential teachers in the state of Delaware must pass the PPAT or a similar evaluation, the Ed TPA. The evaluation is completed during Student Teaching II PPAT Task 1 includes descriptive statistics for the district in which the student teacher is placed. It is scored by the university supervisor and is not included in the final PPAT scores provided by ETS. Below is description of the steps students must take to complete Tasks 2, 3, and 4.

- **Task 2** - Step 1 Planning the Assessment
- **Task 2** - Step 2 Admin. Assessment and Analyze Data
- **Task 2** - Step 3 Reflecting
- **Task 3** - Step 1 Planning the Lesson
- **Task 3** - Step 2 The Focus Students
- **Task 3** - Step 3 Analyzing the Lesson
- **Task 3** - Step 4 Reflecting
- **Task 4** - Step 1 Planning
- **Task 4** - Step 2 Implementing the Plan
- **Task 4** - Step 3 Student Work
- **Task 4** - Step 4 Reflecting

**Target:** All students will be achieve passing scores on this instrument.

Findings 2018-2019:

a. Outcome is met. Of the fifteen student scores reported on the table below only two students did not pass. Both of them retook the
sections of the assessment that were not passing scores and ultimately passed the PPAT.

b. An analysis of findings for PPAT Task 2 indicate that our students are better at planning, data collection and analysis than they are at reflecting on data and using it to revise/improve instruction.

c. Action Plan – We should continue with the proposed action plan to include PPAT tasks in methods courses to familiarize students with the process.

Middle Level Education 6-8 BS

Goal 1: Increase the Number of Students Graduating in Middle Level Education
Provide learning experiences that promote achievement and academic excellence and prepare students to successfully graduate with a degree in Middle Level Education

SLO 1: Students will demonstrate requisite knowledge of Middle Level teaching (skills, requirements, professional aptitude on the Professional Performance Assessment for Teachers (PPAT)
Association to DSU Learning goal:

Related Measures:
Measure 1: PPAT Exam.
The PPAT is the new nation-wide assessment that all student teachers must now take and pass in order to successfully complete student teaching and graduate. It is administered and scored by ETS. **All students must pass this national licensure exam in order to graduate from the University and obtain their professional license to teach in Delaware.**

Target 2018/19:
85% of the students who take the PPAT will successfully complete and pass the exam and pass student teaching.

Findings (2018-2019) – Target: Met 100% passed PPAT
100% of the graduation cohort completed and passed PPAT. In Task 1 (Knowledge of Young Adolescents), all candidates scored at least a “3” on every item. In Task 2 (Assessment Data Collection), Tasks 3 (Designing Instruction) and 4 (Interpreting/Analyzing Instruction), all students scored either a “3” or “4” on each item. Middle Level students did the best on Task 4 Analyzing Instruction. The students are passing PPAT and are doing well on the exam and have not had any trouble meeting the standard on PPAT. Middle Level students are prepared for PPAT in EDUC 332 Curriculum and Instruction in Middle Level Education, EDUC 423 Assessment Strategies and EDUC 357 Effective Teaching Strategies and Classroom Management.
### Task 1 Knowledge of Young Adolescent Students and the Learning Environment

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Number of Students</th>
<th>Acceptable Point Range</th>
<th>Range of Scores</th>
<th>Mean</th>
<th>Percentage Scoring a 1</th>
<th>Percentage Scoring a 2</th>
<th>Percentage Scoring 3</th>
<th>Percentage Scoring a 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td>2</td>
<td>3.00 - 4.00</td>
<td>3-4</td>
<td>3.50</td>
<td>0.00</td>
<td>0.00</td>
<td>50%</td>
<td>50.0%</td>
</tr>
<tr>
<td>1.1.2</td>
<td>2</td>
<td>3.00 - 4.00</td>
<td>3-4</td>
<td>3.50</td>
<td>0.00</td>
<td>0.00</td>
<td>50%</td>
<td>50.0%</td>
</tr>
<tr>
<td>1.2.1</td>
<td>2</td>
<td>3.00 - 4.00</td>
<td>3-4</td>
<td>3.50</td>
<td>0.00</td>
<td>0.00</td>
<td>50%</td>
<td>50.0%</td>
</tr>
<tr>
<td>1.2.2</td>
<td>2</td>
<td>3.00 - 4.00</td>
<td>3-4</td>
<td>3.50</td>
<td>0.00</td>
<td>0.00</td>
<td>50%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Criterion 5 Step 2: Resources and Procedures Response for Textbox 1.2.3</td>
<td>2</td>
<td>3.00 - 4.00</td>
<td>3-4</td>
<td>4.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>100.00</td>
</tr>
<tr>
<td>&quot;Criterion 6 Step 2: Resources and Procedures Response for Textbox 1.2.4 &quot;</td>
<td>2</td>
<td>3.00 - 4.00</td>
<td>3-4</td>
<td>3.67</td>
<td>0.00</td>
<td>0.00</td>
<td>0</td>
<td>100.00</td>
</tr>
</tbody>
</table>

**Task 2 Assessment Data Collection to Measure/Inform Young Adolescent Learning**

| Step 1: Planning the Assessment | 2 | 3.00 - 4.00 | 3-4 | 3.5 | 0.00 | 0.00 | 50% | 50% |
| Step 2: Administering the Assessment and Analyzing the Data | 2 | 3.00 - 4.00 | 3-3 | 3.00 | 0.00 | 0.00 | 100% | 0.00 |
| Step 3: Reflecting | 2 | 3.00 - 4.00 | 3-4 | 3.50 | 0.00 | 0.00 | 50% | 50% |

**TASK 3: Designing Instruction for Young Adolescent Learning**

| Step 1: Planning the Lesson | 2 | 3.00 - 4.00 | 3-4 | 3.50 | 0.00 | 0.00 | 50% | 50.00 |
| Step 2: The Focus Students | 2 | 3.00 - 4.00 | 3-3 | 3.00 | 0.00 | 0.00 | 100.00 | 0.00 |
### Task 4: Implementing/Analyzing Instruction to Promote Young Adolescent Student Learning

<table>
<thead>
<tr>
<th>Step 1: Planning</th>
<th>3</th>
<th>3.00 - 4.00</th>
<th>3-4</th>
<th>3.67</th>
<th>0.00</th>
<th>0.00</th>
<th>33.33</th>
<th>66.66</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 2: Implementing the Plan</td>
<td>3</td>
<td>3.00 - 4.00</td>
<td>3-4</td>
<td>3.00</td>
<td>0.00</td>
<td>100%</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>Step 3: Understanding the Two Focus Students</td>
<td>2</td>
<td>3.00 - 4.00</td>
<td>3-4</td>
<td>3-3</td>
<td>3.00</td>
<td>0.00</td>
<td>100%</td>
<td>0.00</td>
</tr>
<tr>
<td>Step 4: Reflecting</td>
<td>2</td>
<td>3.00 - 4.00</td>
<td>3-4</td>
<td>3.50</td>
<td>0.00</td>
<td>0.00%</td>
<td>50%</td>
<td>50.00</td>
</tr>
</tbody>
</table>

**Passing Score = 38/60**

<table>
<thead>
<tr>
<th></th>
<th>Task 2 Score</th>
<th>Task 3 Score</th>
<th>Task 4 Score</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12/12</td>
<td>16/16</td>
<td>32/32</td>
<td>60/60</td>
</tr>
<tr>
<td>Student 1</td>
<td>11.00</td>
<td>13.00</td>
<td>26.00</td>
<td>50/60</td>
</tr>
<tr>
<td>Student 2</td>
<td>9.00</td>
<td>13.00</td>
<td>24.00</td>
<td>46/60</td>
</tr>
<tr>
<td>Average</td>
<td>10.00</td>
<td>13.00</td>
<td>25.00</td>
<td>48/60</td>
</tr>
</tbody>
</table>
SLO 2: Students will be able to pass the Praxis 2 in their content area.

Related Measures:
Measure: Qualifying Examination

Praxis II is the nationally recognized instrument to provide consistent data on student preparation in the content areas. It is utilized by the majority of states in the certification process, which greatly facilitates the ability of our students to attain licensure in other states through reciprocity agreements. All students must pass Praxis II in one content area prior to beginning student teaching. If students pass both exams, then they will student teach in both subject areas.

Target:
85% of the students will pass the Praxis 2 exam.

Findings (2018-2019) – Target Met - Yes

Two students passed the Praxis 2 exam, one in ELA and one in Math. The passing score for Delaware is a 38/60. The middle level students did significantly better than the state cut-off scores. Although, the sample size is very small, the students did not receive a score of a 1 or a 2 in any category. In addition, the students did well in Task 2, Assessment Data Collection and Task 3 Designing Instruction for Young Adolescent Instruction.

Action Plan 2018/19 - The number of students passing the Praxis 2 is very small. Students who have difficulty passing the exam and then will typically change their major rather than attempt to do the studying and work necessary to be successful. The middle level program was revised to deal with the additional rigor in the content that is now on the Praxis 2 exams in Math, Social Studies, English Language Arts, and Science. There was no difficulty in passing Special Education Praxis 2 exam. In addition, Praxis 2 Prep courses were developed in Social Studies and ELA to further prepare the students for the exams. The ELA Praxis Prep Course is being offered in the Fall 2019 and the Social Studies Praxis Prep Course will be offered in the Spring of 2020. In addition, the new middle level requirements went into effect this Fall 2019. Middle Level students now have the option of taking only one content area instead of the two content areas which were previously required. Students may now take 36 hours of pedagogy in each of the concentration areas. The changes should significantly increase the number of students passing Praxis 2 in their content areas. We need to explore the possibility of implementing lab fees for students to use Praxis Prep services to pass the tests in their content areas. We also need to look at a non-teaching degree.

<table>
<thead>
<tr>
<th>2018/19</th>
<th>Number of Students</th>
<th>DE Cut Score</th>
<th>Mean</th>
<th>Percentage who passed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Middle School English Language Arts

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>164</th>
<th>176</th>
<th>100%</th>
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Middle School Mathematics Math

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>165</th>
<th>174</th>
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Middle School Science

<table>
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<tr>
<th></th>
<th>N/A</th>
<th>150</th>
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Middle School Social Studies

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>164</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
</table>

SLO 3: Students will apply the major concepts of AMLE Standard 1 Young Adolescent Development, AMLE Standard 2 Middle Level Curriculum, AMLE Standard 3 Middle Level Philosophy and Organization, AMLE Standard 4 Middle Level Instruction and Assessment, and AMLE Standard 5 Middle Level Professional Roles in their teaching.

**Related Measure: Scores on the Student Teaching Addendum**

This assessment is aligned with AMLE standards, with the elements taken directly from the five AMLE standards. This evaluation rubric addresses the knowledge, skills, and dispositions that are necessary for middle level candidates to become successful middle school teachers.

**Target:**
85% of the students will attain an acceptable or target level on each element of the rubric.

**Findings (2018-2019) - Target: 100% Met**

The data is based on the Spring 2019 graduation Action Plan –Standard 2 Middle Level Curriculum and Standard 4 Middle Level Instruction and Assessment will continued to be stressed in EDUC 332 Curriculum and Instructional Strategies for Middle Level Curriculum and their Methods courses to see if we can increase the percentage of students achieving a 3 when they are student teaching.
Delaware State University
Middle Level Student Teaching Evaluation Addendum

Teacher Candidate ___________________________ Semester __________ Date __________
Cooperating Teacher ___________________________
School ______________________________________
Concentration Area(s): ______________________

Directions for Cooperating Teacher: Please complete this evaluation form and discuss it with the teacher candidate during midterm and as the final evaluation. Check the appropriate box to the right of the indicator. Directions have been sent out for uploading the form to Taskstream.

Standard 1: Young Adolescent Development
Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

<table>
<thead>
<tr>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>Score</th>
</tr>
</thead>
</table>


**Element A - Knowledge of Young Adolescent Development:**
Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.

**PEU:** D, I

**DE:** 2, 3, 4, 5

<p>| Middle level teacher candidates understand the importance of being knowledgeable about young adolescent development. (Element A) | Middle level teacher candidates demonstrate their knowledge of the concepts, principles, theories and research about young adolescent development. They apply this knowledge in their practice. (Element A) | Middle level teacher candidates understand and accurately interpret the concepts, principles, theories and research about young adolescent development. They use this knowledge to deconstruct classroom events and other experiences, analyze how this information impacts student learning, and modify their teaching to reflect this new understanding. (Element A) |</p>
<table>
<thead>
<tr>
<th>Element B - Knowledge of the Implications of Diversity on Young Adolescent Development:</th>
<th>Middle level teacher candidates understand the importance of creating and maintaining safe learning environments that promote the development of young adolescents. (Element B)</th>
<th>Middle level teacher candidates create supportive learning environments that promote the healthy development of diverse populations of young adolescents. (Element B)</th>
<th>Middle level teacher candidates create and maintain safe and supportive learning environments that promote the healthy development of all young adolescents. They create dynamic environments that celebrate and incorporate the diversity found within student populations. (Element B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.</td>
<td>PEU: D, I</td>
<td>DE: 2, 3, 4, 5</td>
<td></td>
</tr>
<tr>
<td>Element C - Implications of Young Adolescent Development for Middle Level Curriculum and Instruction.</td>
<td>Middle level teacher candidates understand the importance of using young adolescent development when selecting instructional strategies and making curricular decisions. (Element C)</td>
<td>Middle level teacher candidates assess the diverse developmental levels of their students and use this information effectively when selecting instructional strategies and making curricular decisions. (Element C)</td>
<td>Middle level teacher candidates assess the diverse developmental levels of their students and use this information effectively when selecting instructional strategies and making curricular decisions. They reflect on their decisions and revise their practice to enhance their teaching effectiveness and to increase student learning. (Element C)</td>
</tr>
<tr>
<td>Element D - Implications of Young Adolescent Development for Middle Level Programs and Practices:</td>
<td>Middle level teacher candidates demonstrate awareness about the ways young adolescent development impacts school organizations and middle level programs and practices. (Element D)</td>
<td>Middle level teacher candidates articulate and apply their understanding of the diversities of young adolescent development as they work successfully within middle level school organizations and engage in middle level programs and practices. (Element D)</td>
<td>Middle level teacher candidates articulate and apply their understanding of school organizations and the components of middle level programs and practices. They use this understanding to help ensure a successful schooling experience for all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They use reflection to improve their ability to be successful in middle level programs and practices in a variety of school organizational patterns. (Element D)</td>
</tr>
</tbody>
</table>

**Element C**

Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.

**PEU:** D, I

**DE:** 2, 3, 4, 5

**Element D**

Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.

**PEU:** D, I

**DE:** 2, 3, 4, 5
Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents’ competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

<table>
<thead>
<tr>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>Score</th>
</tr>
</thead>
</table>

**AMLE Standard 2: Middle Level Curriculum**
<table>
<thead>
<tr>
<th>Element A - Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEU: E, C</td>
</tr>
<tr>
<td>DE: 1, 9</td>
</tr>
</tbody>
</table>

| Middle level teacher candidates demonstrate limited content knowledge in the subjects they teach. They do not pursue the acquisition of additional knowledge. (Element A) |
| Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach. (Element A) |
| Middle level teacher candidates demonstrate depth and breadth of subject matter content knowledge in the subjects they teach. They demonstrate their understanding of the complexities of the subject area disciplines, value continued learning, and seek the knowledge needed to improve the effectiveness of their teaching for all young adolescents. (Element A) |

<table>
<thead>
<tr>
<th>Element A - Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEU: E, C, T</td>
</tr>
</tbody>
</table>

<p>| Middle level teacher candidates recognize the importance of using content specific teaching and assessment strategies. (Element A) |
| Middle level teacher candidates demonstrate their ability to use content specific teaching and assessment strategies and integrate information literacy skills and technologies into the subjects they teach. (Element A) |
| Middle level teacher candidates demonstrate their ability to analyze content and assess the needs of their students. They purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students. (Element A) |</p>
<table>
<thead>
<tr>
<th>DE: 1, 7, 8, 11</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element B - Middle Level Student Standards:</strong> Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.</td>
<td><strong>Middle level teacher candidates are aware of state, national, and common core standards for student learning. (Element B)</strong></td>
<td><strong>Middle level teacher candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning. They use this knowledge in their teaching. (Element B)</strong></td>
<td><strong>Middle level teacher candidates demonstrate their knowledge of state, national, and common core middle level curriculum standards for student learning. They deconstruct the standards to better understand their intent and their effects on all young adolescents. They align instructional goals and student assessments with these standards. (Element B)</strong></td>
</tr>
<tr>
<td><strong>PEU: R, E</strong></td>
<td><strong>DE: 6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Element B - Middle Level Student Standards:</strong></td>
<td>Middle level teacher candidates recognize that middle level curriculum should be relevant, challenging, integrative, and exploratory. (Element B)</td>
<td>Middle level teacher candidates develop and utilize middle level curriculum that is relevant, challenging, integrative, and exploratory. (Element B)</td>
<td>Middle level teacher candidates demonstrate a commitment to and advocacy for middle level curriculum that is relevant, challenging, integrative, and exploratory. They select, design, evaluate, and modify curriculum in ways that capitalize on the diverse learning needs of all young adolescents. (Element B)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>PEU: D, E</strong></td>
<td><strong>DE: 3, 7, 8</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Element C - Interdisciplinary Nature of Knowledge:</td>
<td>Middle level teacher candidates recognize the importance of the interdisciplinary nature of knowledge. (Element C)</td>
<td>Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge and teach in ways that enable young adolescents to make connections among subject areas, their interests, and experiences. (Element C)</td>
<td>Middle level teacher candidates demonstrate an understanding of the interdisciplinary and integrated nature of knowledge. They provide credible evidence that all their students make authentic and meaningful connections among subject areas, and their interests and experiences. (Element C)</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PEU: D, I, R**
**DE: 2, 3, 6**

**Comments:**

---

**AMLE Standard 3: Middle Level Philosophy and Organization**

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.
<table>
<thead>
<tr>
<th>Element A - Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.</th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle level teacher candidates recognize the importance of the philosophical and historical foundations of developmentally responsive middle level programs and schools. (Element A)</td>
<td>Middle level teacher candidates demonstrate an understanding of the knowledge base underlying the philosophical and historical foundations of developmentally responsive middle level education. They understand that the implementation of successful programs, practices, and schools can occur in a variety of organizational patterns that enroll young adolescents (e.g., grade 6-8, K-8, 7-12). They apply this knowledge in their practice. (Element A)</td>
<td>Middle level teacher candidates advocate for and provide leadership in the authentic implementation of middle school programs and practices, understanding that these may occur in a variety of organizational patterns that enroll young adolescents (e.g., grade 6-8, K-8, 7-12). (Element A)</td>
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<tr>
<td><strong>Element B - Middle Level Organization and Best Practices:</strong> Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.</td>
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<tr>
<td>Middle level teacher candidates can describe developmentally responsive practices. (Element B)</td>
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<td>Middle level teacher candidates articulate the rationale for developmentally responsive and socially equitable practices, and they use this knowledge within the context of the school setting. (Element B)</td>
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<tr>
<td>Middle level teacher candidates articulate the rationale for developmentally responsive and socially equitable practices, and they use this knowledge to foster healthy adolescent development within their practice. They assess the effectiveness of middle level components within the school context and share that knowledge when appropriate. (Element B)</td>
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**PEU: C**

**DE: 2, 3, 5**
AMLE Standard 4: Middle Level Instruction and Assessment

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

<table>
<thead>
<tr>
<th>Element A - Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unacceptable (1)</strong></td>
</tr>
<tr>
<td>Middle level teacher candidates can articulate a variety of content specific teaching and assessment strategies. (Element A)</td>
</tr>
</tbody>
</table>

PEU: E, C  
DE: 3, 6, 7
| Element B - Middle Level Instructional Strategies: |
| Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents’ local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). |
| PEU: D, I DE: 2, 4, 6, 10 |

| Middle level teacher candidates understand the importance of creating learning experiences that are developmentally responsive and that engage young adolescents. (Element B) |

| Middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained). (Element B) |

| In collaboration with students, colleagues, and other stakeholders, middle level teacher candidates create challenging, culturally sensitive, and developmentally responsive learning experiences that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained). (Element B) |
Element C - Middle Level Assessment and Data-informed Instruction: Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.

PEU: E
DE: 6, 9, 10

| | Middle level teacher candidates recognize the importance of formative and summative assessment in effective instruction. (Element C) | Middle level teacher candidates understand the multiple roles of assessment and use this knowledge to create formative and summative tools. They use assessment data to inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons). (Element C) | Middle level teacher candidates collaborate with students and colleagues to select and create a wide variety of formative and summative assessments. They analyze the data to evaluate their practice and inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons). (Element C) |
**Element D - Young Adolescent Motivation:**
Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.

**PEU: I, R, T**  
**DE: 9, 11**

<p>| Middle level teacher candidates understand the importance of motivating young adolescents. (Element D) | Middle level teacher candidates demonstrate their ability to motivate young adolescents. They facilitate student learning through developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). (Element D) | Middle level teacher candidates facilitate student learning through a wide variety of developmentally responsive materials and resources (e.g., technological resources and contemporary media). They employ a process of self-analysis and collaboration with students and colleagues to determine the impact of their instruction on student motivation and learning, and they adjust their teaching accordingly. (Element D) |</p>
<table>
<thead>
<tr>
<th><strong>Element D - Young Adolescent Motivation:</strong></th>
<th>Middle level teacher candidates understand the importance of establishing a productive learning environment. (Element D)</th>
<th>Middle level teacher candidates demonstrate their ability to increase student motivation for learning by establishing productive learning environments for all young adolescents (e.g., one that is equitable, inclusive, and caring; that employs research-based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology). (Element D)</th>
<th>Middle level teacher candidates collaborate with colleagues, family members, and others to increase motivation to learn among all young adolescents. They emphasize intrinsic and extrinsic student motivation by establishing productive learning environments for all students (e.g., one that is equitable, inclusive, and caring; that employs research-based methodologies; fosters trusting relationships; sets rigorous academic expectations; and includes the skilled use of technology). (Element D)</th>
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<tbody>
<tr>
<td><strong>PEU:</strong> I</td>
<td><strong>DE:</strong> 4, 5, 10</td>
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</tbody>
</table>

**Comments:**

.
Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

<table>
<thead>
<tr>
<th><strong>Element a. Professional Roles of Middle Level Teachers:</strong></th>
<th><strong>Unacceptable (1)</strong></th>
<th><strong>Acceptable (2)</strong></th>
<th><strong>Target (3)</strong></th>
<th><strong>Score</strong></th>
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</thead>
<tbody>
<tr>
<td>Middle level teacher candidates can articulate the basic components of middle level education, including the importance of collaborative processes such as teaming. (Element A)</td>
<td>Middle level teacher candidates demonstrate the components of middle level education and understand the interdependent relationships among all professionals who serve young adolescents (e.g., interdisciplinary teams, school counselors, social service workers, home-school coordinators, and community agencies). They participate as members of student support systems. (Element A)</td>
<td>Middle level teacher candidates understand collaborative theories and processes and the interdependent relationships among all professionals who serve young adolescents (e.g., interdisciplinary teams, school counselors, social service workers, home-school coordinators, and community agencies). They initiate opportunities to collaborate with other professionals in ways that support and strengthen teaming practices and collaborative processes. (Element A)</td>
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</tbody>
</table>
**Element B - Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices:** Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.

**PEU: I**  
**DE: 12**

<p>| Middle level teacher candidates understand collaborative theories and processes and the interdependent relationships among all professionals who serve young adolescents (e.g., interdisciplinary teams, school counselors, social service workers, home-school coordinators, and community agencies). They initiate opportunities to collaborate with other professionals in ways that support and strengthen teaming practices and collaborative processes. (Element B) | Middle level teacher candidates advocate for young adolescents and middle level education (e.g., school personnel and family members). (Element B) | Middle level teacher candidates demonstrate knowledge of advocacy theories and skills. They advocate for young adolescents and middle level education in a variety of settings (e.g., school, community, youth-serving organizations, legislative bodies, policy makers). (Element B) |</p>
<table>
<thead>
<tr>
<th>Element C - Working with Family Members and Community Involvement:</th>
<th>Middle level teacher candidates recognize the importance of working with family and community members. (Element C)</th>
<th>Middle level teacher candidates can articulate the knowledge base related to working collaboratively with family and community members. They communicate with parents and community members to improve education for all young adolescents. (Element C)</th>
<th>Middle level teacher candidates value family diversity and cultural backgrounds and capitalize on those assets in their teaching. They initiate collaboration with parents and community members to improve education and to promote the well-being of all young adolescents. (Element C)</th>
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<tbody>
<tr>
<td>PEU: D, I DE: 4, 6</td>
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</table>
**Element D - Dispositions and Professional Behaviors:**
Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.

**PEU:** R  
**DE:** 11, 12

| | Middle level teacher candidates can articulate the importance of ethical behavior and professional competence. (Element D) | Middle level teacher candidates demonstrate appropriate ethical behaviors and professional competence. They recognize the impact of their behaviors on young adolescents. (Element D) | Middle level teacher candidates understand the impact they have on young adolescents and colleagues. They take responsibility for modeling appropriate ethical behaviors and high levels of professional competence. (Element D) |
**Element D - Dispositions and Professional Behaviors:**
Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.

**PEU: R**
**DE: 12**

<table>
<thead>
<tr>
<th></th>
<th>Middle level teacher candidates recognize the importance of professional development opportunities. (Element D)</th>
<th>Middle level teacher candidates engage in professional development opportunities that extend their knowledge and skills. (Element D)</th>
<th>Middle level teacher candidates self-assess their professional development needs and take initiatives to seek out and participate in opportunities that address them. (Element D)</th>
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**Comments:**

**Scoring Summary**
<table>
<thead>
<tr>
<th>Standard 1: Young Adolescent Development</th>
<th>8-12</th>
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<tbody>
<tr>
<td>Standard 2: Middle Level Curriculum</td>
<td>10-15</td>
</tr>
<tr>
<td>Standard 3: Middle Level Philosophy and Organization</td>
<td>4-6</td>
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<tr>
<td>Standard 4: Middle Level Instruction and Assessment</td>
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<tr>
<td>Standard 5: Middle Level Professional Role</td>
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<tr>
<td>Total Score</td>
<td>63 points / 63</td>
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</table>

**Scoring**

**Target:** 53+ with no elements receiving an unacceptable.

**Acceptable:** 42-52 with no elements in the unacceptable category.

**Unacceptable:** below 41

**Overall Comments -**

__________________________________________  ________________________  
DSU Student Teacher Signature                 Date

__________________________________________  ________________________
Cooperating Teacher Signature                 Date
### DSU Middle Level Student Teaching Addendum Assessment Data

#### AMLE Standard and Element

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Acceptable Point Range</th>
<th>University Supervisor Mean</th>
<th>Percentage Scoring 1</th>
<th>Percentage Scoring 2</th>
<th>Percentage Scoring 3</th>
<th>Mentor Teacher Mean</th>
<th>Percentage Scoring 1</th>
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**SLO3:** Students will display skills to secure a position in the middle level education field.

**Related Measure:** Employment Data

**Target:** 85% of Graduates will be employed in Education

**Findings (2018-2019): Target 100% Met**
Jomana Begum- McCullough Middle, Colonial School District, Wilmington, DE
Math
Jazlyn Handy – ELA/Special Educ, Alfred G. Waters Middle School, Appoquinomink School District

Dr. Newton currently provides resume and cover letter support to all middle level students. She also does interview prep with all education graduates after their May Graduation. As a result, the middle level program has had a 100% hire rate for the past 9 years and the Education Department hire rate has been 90% or higher the last three years. We provide informal mentoring to first and second year teachers on an informal basis who have graduated from DSU. This provides our graduates another level of support.

**Action Plan 2018/19 –**

**Physical Education – BS**

**I. Goal 1 – Student Learning Outcomes of the Physical Education Program**
To prepare Physical Education teacher candidates with the content knowledge and pedagogy for certification in teaching.

**A. Outcome 1:** Physical Education teacher candidates will be able to design and develop a pedagogically sound standard-based lesson plan and attain a score of either Target or Acceptable on all elements in the rubric assessment (SPA Assessment #3).

**Association to DSU Student Learning Goal: 2,4**

1. **Measure:** SPA assessment #3
The physical education lesson plan is a measure of PE students’ ability to prepare a pedagogically sound standard-based lesson plan that meets the requirements of the National Physical Education Standards that are evident in the Rubric Assessment alignment. The rubric elements are designed by SHAPE America and used by programs to measure candidate performance. I have attached a copy of the Lesson Plan rubric in the Appendix A and the Lesson Plan Addendum rubric in Appendix B. Courses that use this rubric are EDUC 449 – Elementary Methods, EDUC 453 – Secondary Methods, and EDUC 400 – Student Teaching Internship. Data is collected in TaskStream and
made available to the Physical Education Coordinator and Physical Education faculty. The data is used for accreditation reports and for data analysis within the program to determine candidate performance. If the Target for each SLO is not met then the Coordinator and faculty analyze the data to determine next steps (data-driven decisions).

2. **Target:** 100% of the Physical Education teacher candidates will attain Target or Acceptable levels in designing a lesson plan across all elements in the rubric assessment.


100% of the Physical Education teacher candidates were able to develop a pedagogically sound standard-based lesson plan and attained Target or Acceptable levels across all elements of the rubric assessment.

The data sets show that the physical education students clearly are able to attain acceptable or target on all elements of the Lesson Plan and Lesson Plan Addendum.

The Lesson Plan data showed scores across all candidates averaging 37.5, 37.5, 41.5, and 42.5 out of a possible 48 points.

The Lesson Plan Addendum data was equally strong with average scores of 70, 77, 75, and 81.5 out of a possible 87 points.

These 2 data sets are attached with the Program Assessment Report for Physical Education.

- Met, not met, partially met, not reported this cycle
- Action Plan based on findings

The aggregate scores for the Lesson Plan rubric assessment and the Lesson Plan Addendum rubric assessment met our target. However, PE faculty need to collaborate during our next data day in December and analyze the disaggregated data across candidates and individual rubric elements.

B. **Outcome 2:** *Physical Education teacher candidates will be able to demonstrate an effective teaching performance and attain a score of either Target or Acceptable on all elements in the rubric assessment (SPA Assessment #4).*

**Association to DSU Student Learning Goal: 1,3**

1. **Measure:** SPA assessment #4.

The PE Evaluation is a measure of PE students’ ability to demonstrate an effective teaching performance that meets the requirements of the National
Physical Education Standards that are evident in the Rubric Assessment alignment. The rubric elements are designed by SHAPE America and used by programs to measure candidate performance. I have attached a copy of the PE Evaluation rubric in Appendix C and the PE Evaluation Addendum rubric in Appendix D. Courses that use this rubric are EDUC 357 – Effective Teaching Strategies and EDUC 400 – Student Teaching Internship. Data is collected in TaskStream and made available to the Physical Education Coordinator and Physical Education faculty. The data is used for accreditation reports and for data analysis within the program to determine candidate performance. If the Target for each SLO is not met then the Coordinator and faculty analyze the data to determine next steps (data-driven decisions).

2. **Target:** 100% of the Physical Education teacher candidates will attain Target or Acceptable levels in demonstrating an effective teaching performance and attain a score of either Target or Acceptable on all elements in the rubric assessment.


   100% of the Physical Education teacher candidates attained Target or Acceptable levels in demonstrating an effective teaching performance and attain a score of either Target or Acceptable on all elements in the rubric assessment.

   The data sets show that the physical education students are able to attain acceptable or target on all elements of the Physical Education Teaching Evaluation Assessment and the Physical Education Teaching Evaluation Addendum Assessment. The PE Evaluation assessment data showed scores across all candidates averaging 54, 56, 55.5, and 42.5, 59.5 and 62 out of a possible 72 points. The PE Evaluation Addendum assessment data showed average scores of 18.5, 19, 16.5, and 21, 21, and 23 out of a possible 24 points. These 2 data sets are attached with the Program Assessment Report for Physical Education.

   ❖ Met, not met, partially met, not reported this cycle

   ❖ Action Plan based on findings

   The aggregate scores for the Physical Education Evaluation rubric assessment and the Physical Education Evaluation Addendum rubric assessment met our target. However, PE faculty need to collaborate during our next data day in December and analyze the disaggregated data across candidates and individual rubric elements.
It is important to note that one of the candidates scored unusually lower than other candidate and other candidates in previous years. This candidate was a previous student that did not complete the program back in 1999 and returned after 20 years to complete his Physical Education degree. Unfortunately, the courses back in 1999 were completely different and it was a struggle for him to grasp the material in Physical Education classes for the past 4 semesters.

C. **Outcome 3: Physical Education teacher candidates will be able to demonstrate effective daily instructional delivery and attain a score of either Target or Acceptable on all elements in the rubric assessment (SPA Assessment #7).**

**Association to DSU Student Learning Goal: 1, 2**

1. **Measure: SPA assessment #7**
   
The physical education Lesson Teaching Observation (Assessment #7) is a measure of PE students’ ability to demonstrate an effective daily instructional delivery that meets the requirements of the National Physical Education Standards that are evident in the Rubric Assessment alignment. The rubric elements are designed by SHAPE America and used by programs to measure candidate performance. I have attached a copy of the Lesson Teaching Observation (Assessment #7) rubric in the Appendix E Courses that use this rubric are EDUC 400 – Student Teaching Internship. Data is collected in TaskStream and made available to the Physical Education Coordinator and Physical Education faculty. The data is used for accreditation reports and for data analysis within the program to determine candidate performance. If the Target for each SLO is not met then the Coordinator and faculty analyze the data to determine next steps (data-driven decisions).

**Target:** 100 % of the Physical Education teacher candidates will be able to demonstrate effective daily instructional delivery and attain a score of either Target or Acceptable on all elements in the rubric assessment (SPA Assessment #7).

   
   100 % of the Physical Education teacher candidates were able to demonstrate effective daily instructional delivery and attained a score of either Target or Acceptable on all elements in the rubric assessment. The data sets show that the physical education students are able to attain acceptable or target on all elements of the Lesson Teaching Observation. The Lesson Teaching Observation assessment data showed scores across all candidates averaging 33, 34.5, 34.5, and 33.5 out of a possible 36 points. This data set is **attached** with the Program Assessment Report for Physical Education.
Met, not met, partially met, not reported this cycle

- Action Plan based on findings
  The aggregate scores for the Lesson Teaching Observation rubric met our target. However, PE faculty need to collaborate during our next data day in December and analyze the disaggregated data across candidates and individual rubric elements.

**D. Outcome 4:** Physical Education teacher candidates will be able to plan, deliver and assess a standard-based unit of instruction attain a score of either Target or Acceptable on all elements in the rubric assessment (SPA Assessment #6).

**Association to DSU Student Learning Goal: 1, 4**

1. **Measure:** SPA assessment #6
   The physical education Unit Plan is a measure of PE students’ ability to demonstrate the ability to plan, deliver and assess a standards-based unit of instruction that meets the requirements of the National Physical Education Standards that are evident in the Rubric Assessment alignment. The rubric elements are designed by SHAPE America and used by programs to measure candidate performance. I have attached a copy of the Unit Plan (Assessment #6) rubric in Appendix F and the Unit Plan Addendum in Appendix G. Courses that use this rubric are EDUC 449 – Elementary Methods, EDUC 453 – Secondary Methods, and EDUC 400 – Student Teaching Internship. Data is collected in TaskStream and made available to the Physical Education Coordinator and Physical Education faculty. The data is used for accreditation reports and for data analysis within the program to determine candidate performance. If the Target for each SLO is not met then the Coordinator and faculty analyze the data to determine next steps (data-driven decisions).

**Target:** 100% of the Physical Education teacher candidates able to plan, deliver, and assess a standard-based unit of instruction and attain Target or Acceptable levels across all elements of the rubric assessment.

   100% of the Physical Education teacher candidates attained Target or Acceptable levels in demonstrating an effective teaching performance and attained a score of either Target or Acceptable on all elements in the rubric assessment. The data sets show that the physical education students are able to attain acceptable or target on all elements of the Unit Plan.
   The Unit Plan assessment data showed scores across all candidates averaging 44 and 47.5 out of a possible 48 points. The Unit Plan Addendum assessment data showed scores across all candidates averaging 58 and 59 out of a possible 60 points.
These 2 data sets are attached with the Program Assessment Report for Physical Education.

- Met, not met, partially met, not reported this cycle
- Action Plan based on findings
  The aggregate scores for the Unit Plan and Unit Plan Addendum rubrics met our target. However, PE faculty need to collaborate during our next data day in December and analyze the disaggregated data across candidates and individual rubric elements.

E. **Continue with the additional Student Learning Outcome(s) for your program, may include outcomes related to accreditation.**

All of the above Student Learning Outcomes are related to accreditation. The Physical Education Program is Nationally Recognized by CAEP and SHAPE America.

F. **Service Learning Outcome:** Physical Education teacher candidates will be able to pass the PPAT Assessment with a score of 38 or higher to be eligible for graduation and certification in the State of Delaware, after participating in year long Student Teaching internship experience.

**Association to DSU Student Learning Goal: 4**

1. **Measure:** SPA assessment #5
   The Praxis Performance Assessment for Teacher (PPA) evaluates test takers on their abilities to impact student learning as it relates to the InTASC Model Core Teaching Standards, demonstrating that they have the basic pedagogical content knowledge and application for the classroom to begin teaching as an entry-level teacher.
   The PPAT is an ETS graded assessment that is externally scored by trained assessors and is required by DSU and the Delaware Department of Education. PPAT has four tasks that candidate must complete. Tasks 2, 3 and 4 are externally graded and count towards your score. I have attached copies of the task 2, 3, and 4 rubrics with the Program Assessment Report for Physical Education.

   **Target:** 100% of the Physical Education teacher candidates able to plan, deliver, and assess a standard-based unit of instruction and attain Target or Acceptable levels across all elements of the rubric assessment.

100% (2 out of 2) Physical Education teacher candidates were able to complete a year-long student teaching internship and pass the PPAT Assessment with a score of 38 or higher to be eligible for graduation and certification in the State of Delaware. The PPAT data set shows that the physical education students are able to attain acceptable or target on all elements of the Unit Plan. The PPAT assessment data showed candidate scores of 43 and 45 out of 60 with a passing score higher than 38. This data set is attached with the Program Assessment Report for Physical Education.

- Met, not met, partially met, not reported this cycle
- Action Plan based on findings

The candidate scores for the PPAT met our target. However, PE faculty need to collaborate during our next data day in December and analyze the disaggregated data across candidates and individual rubric elements to determine if there is a weakness in any of the 3 tasks.
Department Mission

The department seeks to provide a thorough and dynamic liberal arts education with a multicultural perspective. It does this throughout its curriculum by achieving the broad learning goals outlined by the University and the College of Humanities, Education, and Social Sciences by creating the space for students and faculty to engage in intellectual discovery and independent thinking while preparing students for post baccalaureate schools and careers in relevant fields locally and globally. The Department of History, Political Science, and Philosophy, through internal strengthening and greater funding supports, is uniquely positioned to continue to provide the high-quality student engagement, programming, and research that it has for recent decades.

Strategic Planning Goals

I. Expand enrollment in department programs including the History and Political Science majors and the minors in Philosophy, Africana Studies and Law Studies.
   a. Quantitative Measures: department majors, department retention rates, incoming transfers to department majors
   b. Departmental activities: recruiting activities—student trips and programs, social media, publications, and other activities.

II. Continuously assess student success as measured by retention and graduation rates as well as graduate school and career placement data.
   a. Quantitative Measures: department retention rates in each year, capstone attempt and completion rates, LSAT score averages, 4- and 6-year graduation rates, graduate school acceptance and placement rates, and career placement data
   b. Qualitative Information: alumni engagement; updates from Career Services and Alumni Office

III. Consistently examine the departmental program and learning goals to ensure that they guarantee relevancy in instructional content, skills and competencies, and career-related industry demands.
   a. Establish departmental advisory committees
   b. Utilize student learning outcomes assessment data to identify strengths and weaknesses
   c. Track faculty engagement in professional development
   d. Expand internship and experiential learning activities for students

IV. Seek and maintain skilled and qualified full-time faculty members in established faculty lines to not only ensure effective teaching and support for students, but to maintain scholarship and contributions to the University and wider constituencies in the state, nation and internationally.
   a. Expand full-time funded faculty lines, especially for political science and philosophy
   b. Replace history vacancies with tenure-track hires
   c. Formalize departmental mentorship program to support junior faculty as they adjust to University and seek promotion and tenure.
V. Attain sufficient funding to supplement extant funding sources and expand faculty research and travel funds, student scholarships and grants, create a student-faculty research initiative, and strengthen operating funds.
   a. Student fees
   b. Donations: alumni, community, national donors
   c. Grants

History BA

Goal 1 – Student Learning Outcomes of the History Program

A. Outcome 1: Historical Trends and Research: Demonstrate understanding of major historical trends and their impact on historical research and how student research interests are linked to larger historical trends.

1. Measure and Target:

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>HIST 250/290 Research Paper</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Junior</td>
<td>HIST 446 Research paper</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>HIST 300-400 level research paper</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Senior</td>
<td>HIST 475 Capstone paper</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>

   ❖ Not reported this cycle

B. Outcome 2: Historical Methodology: Utilize a variety of research sources, including both primary and secondary sources appropriate to research needs and demonstrate an understanding of the appropriate use and interpretation of primary and secondary sources.

1. Measure and Target:

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>HIST290 Research Project</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Junior</td>
<td>HIST 446 Research paper</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>HIST 300-400 level research paper</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Senior</td>
<td>HIST 475 Capstone paper</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>

   ❖ This goal was partially met. While our students are generally proficient by the time they complete their senior capstone, they tend to struggle during their first real exposure in HIST 290.
   ❖ Supporting findings/results

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Source Location</th>
<th>Historical Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>290 (2nd)</td>
<td>Martinez</td>
<td>Advanced</td>
<td>Proficient</td>
</tr>
<tr>
<td>290 (2nd)</td>
<td>Price</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>290 (2nd)</td>
<td>Stallings</td>
<td>Proficient</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
Action Plan based on findings: Exposing students to a great variety of research materials during their sophomore year may orient them to this process earlier and allow them to make sounder decisions. Students will write an eight-page research paper during their sophomore level course, History290: Introduction to Historical Methods.

C. Outcome 3: Communication: Student demonstrates good writing skills in regard to organization, thesis development and support, grammar, spelling, punctuation and usage; good oral communication skills in regard to organization, appropriate language and delivery, and interaction with audience; and utilizes appropriate technology for research, writing and presentation purposes.

1. Measure and Target:

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>HIST 191 Critical Essay</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Sophomore</td>
<td>HIST 290 Presentation</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>HIST 300-400 level paper/presentation</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Senior</td>
<td>HIST 475 Capstone paper</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>


- Met
- Supporting findings/results: Presentation and Essay

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>192 (1st)</td>
<td>Phillips</td>
<td>Proficient</td>
</tr>
<tr>
<td>290 (2nd)</td>
<td>Martinez</td>
<td>Advanced</td>
</tr>
<tr>
<td>290 (2nd)</td>
<td>Price</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>290 (2nd)</td>
<td>Stallings</td>
<td>Proficient</td>
</tr>
<tr>
<td>290 (3rd)</td>
<td>Bland</td>
<td>Proficient</td>
</tr>
<tr>
<td>290 (3rd)</td>
<td>Stevenson</td>
<td>Proficient</td>
</tr>
<tr>
<td>475 (4th)</td>
<td>Collins</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

Action Plan: While this group of students has performed well on this outcome, effective communication will always be a priority for this major.

D. Outcome 4: Critical Thinking Arguments and Analysis: Student demonstrates good critical thinking skills including evaluating and expressing arguments about the past, present and future as well as good analytical skills including the formulation of historical and social science questions and pursuing research to develop an original thesis.

1. Measure and Target:

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>HIST290 Research Project</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Junior</td>
<td>HIST 446 Research paper</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>
Junior/Senior
HIST 300-400 level research paper: 80% proficient or better
Senior
HIST 475 Capstone paper 80% proficient or better

    ❖ Not reported this cycle

E. Outcome 6: Citation Methodology: Student demonstrates understanding of appropriate citation methodology (Chicago, MLA and/or APA) including required content, order of information and punctuation for footnotes, endnotes and bibliography with few errors.

1. Measure and Target

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>HIST290 Research Project</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Junior</td>
<td>HIST 446 Research paper</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>HIST 300-400 level research paper</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Senior</td>
<td>HIST 475 Capstone paper</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>

    ❖ Met with reservations
    ❖ Supporting findings/results

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Citation Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>290 (2&lt;sup&gt;nd&lt;/sup&gt;)</td>
<td>Martinez</td>
<td>Advanced</td>
</tr>
<tr>
<td>290 (2&lt;sup&gt;nd&lt;/sup&gt;)</td>
<td>Price</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>290 (2&lt;sup&gt;nd&lt;/sup&gt;)</td>
<td>Stallings</td>
<td>Proficient</td>
</tr>
<tr>
<td>446 (3&lt;sup&gt;rd&lt;/sup&gt;)</td>
<td>Bland</td>
<td>Proficient</td>
</tr>
<tr>
<td>446 (3&lt;sup&gt;rd&lt;/sup&gt;)</td>
<td>Stevenson</td>
<td>Proficient</td>
</tr>
<tr>
<td>475 (4&lt;sup&gt;th&lt;/sup&gt;)</td>
<td>Collins</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

❖ Action Plan based on Findings: Students continue to struggle with understanding the necessity of proper citation methodology despite the fact that many programs that exist to facilitate the process. In future, we should require students to include citations in proper Chicago or MLA style on all written assignments so they have to practice the skill repeatedly.

F. Outcome 7: Moral and Ethical Decision-Making: Student often demonstrates a good appreciation for the importance of moral decision-making situations and the ability to make better quality decisions in moral decision-making situations than otherwise.

1. Measure and Target: The department identifies courses and assignments in the chart below where this SLO can be assessed as well as the targeted outcome. The rubric is also shown below. Assignments will be collected according to the rotating schedule (see Section III) and assessed at the May department meeting to identify and analyze findings as well as create action plans.

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>PHIL101: Class assignment</td>
<td>80% satisfactory or better</td>
</tr>
</tbody>
</table>
Junior | GLOB395: Class Assignment | 80% proficient or better

   ❖ Not reported this cycle

G. Outcome 8: Global Context: Student locates the study of history and/or political science in larger global context.

   1. Measure and Target:

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>HIST101/102</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Sophomore</td>
<td>HIST 290 Visible Invisible Saints project</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Junior</td>
<td>HIST 446 Research paper</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>HIST 300-400 level research paper/presentation:</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Senior</td>
<td>HIST 475: Capstone paper</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>

   ❖ This goal was met.
   ❖ Supporting findings/results
     World History from 1500 Assignment
     • Of 3 first-year history majors, all 3 scored Advanced in this category. Goal met and exceeded
     • Of one 3rd year student, 1 had a Satisfactory rating
     • Of one 4th year student, 1 had an Advanced rating
     U.S. History from 1865 Assignment:
     • 1 1st year student was satisfactory
     • 2 2nd year students were satisfactory
   ❖ Action Plan based on findings: Our goal was met.

H. Student Experiential Activity Outcome: To be developed as program emerges.

   1. Measure and Target: The department identifies courses and assignments in the chart below where this SLO can be assessed as well as the targeted outcome. The rubric is also shown below. Assignments will be collected according to the rotating schedule (see Section III) and assessed at the May department meeting to identify and analyze findings as well as create action plans.

   History Department Rubric on Experiential Learning (H-EL)

      ❖ Not functional yet

I. Service Learning Outcome To be developed as program emerges.
1. Measure and Target:

**History Department Rubric on Service Learning (H-SL)**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
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<tbody>
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- Not functional yet

**Political Science BA**

**Goal 1 – Student Learning Outcomes of the Political Science Program**

**A. Outcome 1: Major concepts, theories, paradigms and systems of government:**
Demonstrates an understanding of the major concepts, theories, paradigms and systems of government that have defined the study of politics over time.

*Association to DSU Student Learning Goal: effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information*

1. **Measure and Target:** The department identifies courses and assignments in the chart below where this SLO can be assessed as well as the targeted outcome. The rubric is also shown below. Assignments will be collected according to the rotating schedule (see Section III and assessed at the spring department meeting to identify and analyze findings as well as create action plans.

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>POLS 103 or 200 Test</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Sophomore</td>
<td>POLS 220 or POLS 230 Test</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>POLS Elective</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Senior</td>
<td>POLS 475: Capstone</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>

**Political Science Department Rubric on Concepts, Theories and Paradigms of Government (POLS-CTPG)**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major concepts, theories, paradigms, and systems of government</td>
<td>Demonstrates a sophisticated understanding of the major concepts, theories, paradigms and systems of government that have defined the study of politics over time.</td>
<td>Demonstrates a good understanding of the major concepts, theories, paradigms and systems of government that have defined the study of politics over time.</td>
<td>Demonstrates understanding of the major concepts, theories, paradigms and systems of government that have defined the study of politics over time.</td>
<td>Unable to demonstrate understanding of the major concepts, theories, paradigms and systems of government that have defined the study of politics over time.</td>
</tr>
</tbody>
</table>


- Partially met
- Data was collected from assignments required in POLS 103, POLS 230 and the data from POLS 307. The results show that 1st year students did not meet the
target level with only 60% achieving the satisfactory level. Sophomores fared better with 80% achieving satisfactory or better. The data from POLS 307 was even stronger with 90% achieving the level of proficiency.

- Action Plan based on findings: While the data is generally positive it indicates that more effort could be put into the learning goal at the introductory course level. Faculty will carefully align their course learning goals with this department goal and seek to create assignments that more directly address the specified goals.

B. Outcome 2: Social scientific methods of research and enquiry into political phenomena:
Demonstrates an understanding of social scientific methods and effectively applies them to research and enquiry of political phenomena in both local and global events.

*Association to DSU Student Learning Goal: effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information*

1. Measure and Target: The department identifies courses and assignments in the chart below where this SLO can be assessed as well as the targeted outcome. The rubric is also shown below. Assignments will be collected according to the rotating schedule (see Section III and assessed at the spring department meeting to identify and analyze findings as well as create action plans.

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course and Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>POLS 230: Assignment</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Junior</td>
<td>POLS 214: Assignment</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Senior</td>
<td>POLS 475: Capstone</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>

**Political Science Department Rubric on Social Science Methods of Research (POLS-SSMR)**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social scientific methods of research and enquiry into political phenomena</td>
<td>Student demonstrates sophisticated understanding of social scientific methods and applies them to research and enquiry of political phenomena in both local and global events.</td>
<td>Student demonstrates good understanding of social scientific methods and effectively applies them to research and enquiry of political phenomena in both local and global events.</td>
<td>Student demonstrates understanding of social scientific methods and is able to apply them to research and enquiry of political phenomena in both local and global events.</td>
<td>Student does not demonstrate understanding of social scientific methods and cannot apply them to research and enquiry of political phenomena in both local and global events.</td>
</tr>
</tbody>
</table>


- Not reported this cycle

C. Outcome 3: Communication: Student demonstrates good writing skills in regard to organization, thesis development and support, grammar, spelling, punctuation and usage; good oral communication skills in regard to organization, appropriate language and delivery, and interaction with audience; and utilizes appropriate technology for research, writing and presentation purposes.

*Association to DSU Student Learning Goal: competent communicators*
1. Measure and Target: The department identifies courses and assignments in the chart below where this SLO can be assessed as well as the targeted outcome. The rubric is also shown below. Assignments will be collected according to the rotating schedule (see Section III and assessed at the spring department meeting to identify and analyze findings as well as create action plans.

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>HIST191/192: Essay, Presentation</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Sophomore</td>
<td>POLS 230: Assignment</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>POLS Elective: Assignment</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Senior</td>
<td>POLS 475: Capstone</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>

Political Science Department Rubric on Communication (POLS-CO)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Skills</td>
<td>Student demonstrates advanced writing skills in regard to organization, thesis development and support, grammar, spelling, punctuation and usage.</td>
<td>Student demonstrates good writing skills in regard to organization, thesis development and support, grammar, spelling, punctuation and usage.</td>
<td>Student writing skills demonstrate some errors in regard to organization, thesis development and support, grammar, spelling, punctuation and usage.</td>
<td>Student writing skills demonstrate multiple weaknesses in organization, thesis development and support, grammar, spelling, punctuation and usage.</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Student demonstrates excellent oral communication skills in regard to organization, appropriate language and delivery, and interaction with audience.</td>
<td>Student demonstrates good oral communication skills in regard to organization, appropriate language and delivery, and interaction with audience.</td>
<td>Student’s oral communication skills show some errors in regard to organization, appropriate language and delivery, and interaction with audience.</td>
<td>Student’s oral communication skills show many errors in regard to organization, appropriate language and delivery, and interaction with audience.</td>
</tr>
<tr>
<td>Technology</td>
<td>Student utilizes multiple and advanced technologies for research, writing and presentation purposes.</td>
<td>Student utilizes appropriate technology for research, writing and presentation purposes.</td>
<td>Student is able to utilize technology for research, writing and presentation purposes.</td>
<td>Student use of technology for research, writing and presentation purposes is limited or inappropriate.</td>
</tr>
</tbody>
</table>


- Partially met
- Data was gathered from University Seminar I, POLS 230 and POLS 475. The University Seminar essay assignment showed that 73% of the students performed at a satisfactory level. The International Politics assigned demonstrated that 82% of the students performed at a satisfactory level. The Senior Capstone data indicated that 80% of the students performed at a satisfactory level but only 50% performed at a Proficient level.

- This data indicates that while student are generally proficient in their communication skills, there is room for improvement. More deliberate assignments of written essays including an editing process should improve these scores.
D. **Outcome 4: Critical Thinking Arguments and Analysis:** Student demonstrates good critical thinking skills including evaluating and expressing arguments about the past, present and future as well as good analytical skills including the formulation of historical and social science questions and pursuing research to develop an original thesis.

*Association to DSU Student Learning Goal: effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information;*

1. **Measure and Target:** The department identifies courses and assignments in the chart below where this SLO can be assessed as well as the targeted outcome. The rubric is also shown below. Assignments will be collected according to the rotating schedule (see Section III and assessed at the spring department meeting to identify and analyze findings as well as create action plans.

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>PHIL101: Assignment</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Sophomore</td>
<td>POLS 230: Assignment</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>POLS Elective: Assignment</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Senior</td>
<td>POLS 475: Capstone</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>

**Political Science Department Rubric on Critical Thinking (POLS-CT)**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking:</td>
<td>Student demonstrates sophisticated critical thinking skills including evaluating and expressing arguments about the past, present and future.</td>
<td>Student demonstrates good critical thinking skills including evaluating and expressing arguments about the past, present and future.</td>
<td>Student demonstrates limited critical thinking skills including evaluating and expressing arguments about the past, present and future.</td>
<td>Students does not demonstrate critical thinking skills including the ability to evaluate and express arguments about the past, present and future.</td>
</tr>
<tr>
<td>Arguments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking:</td>
<td>Student demonstrates advanced analytical skills including the formulation of historical and social science questions and pursuing research to develop an original thesis.</td>
<td>Student demonstrates good analytical skills including the formulation of historical and social science questions and pursuing research to develop an original thesis.</td>
<td>Student demonstrates simplistic analytical skills including the formulation of historical and social science questions and pursuing research to develop an original thesis.</td>
<td>Student does not demonstrate analytical skills including the formulation of historical and social science questions and pursuing research to develop an original thesis.</td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


- Not reported this cycle

E. **Outcome 6: Citation Methodology:** Student demonstrates understanding of appropriate citation methodology (Chicago, MLA and/or APA) including required content, order of information and punctuation for footnotes, endnotes and bibliography with few errors.

*Association to DSU Student Learning Goal: independent learners able to integrate knowledge and technology to achieve personal and professional success*
1. **Measure and Target:** The department identifies courses and assignments in the chart below where this SLO can be assessed as well as the targeted outcome. The rubric is also shown below. Assignments will be collected according to the rotating schedule (see Section III and assessed at the spring department meeting to identify and analyze findings as well as create action plans.

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior</td>
<td>POLS214: Assignment</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>POLS Elective: Assignment</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Senior</td>
<td>POLS 475: Capstone</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>

**Political Science Department Rubric on Citation Methodology (POLS-CM)**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citation</td>
<td>Student demonstrates understanding of appropriate citation methodology</td>
<td>Student demonstrates understanding of appropriate citation methodology</td>
<td>Student demonstrates understanding of appropriate citation methodology</td>
<td>Student does not demonstrate understanding of appropriate citation methodology</td>
</tr>
<tr>
<td>methodology (Chicago, MLA and/or APA) including required content, order of information and punctuation for footnotes, endnotes and bibliography with no errors.</td>
<td>including required content, order of information and punctuation for footnotes, endnotes and bibliography with few errors.</td>
<td>including required content, order of information and punctuation for footnotes, endnotes and bibliography with multiple minor errors.</td>
<td>including required content, order of information and punctuation for footnotes, endnotes and bibliography.</td>
<td></td>
</tr>
</tbody>
</table>


   - Met
   - Data is only collected from 3rd and 4th year students for this goal and students successfully met the 80% proficiency goal. However, students in the Political Science elective courses did not fare as well as did students enrolled in Research Methods and the Capstone course. This can be explained by the fact that significant effort is made in those courses to assure that students are competent. In the capstone course, students cannot pass the semester unless they have mastered this skill.

   - While this goal has been met, more attention to this skill in all courses that include essay elements could prepare our students better for the challenges they face in Research Methods and Capstone.

F. **Outcome 7: Moral and Ethical Decision-Making:** Student often demonstrates a good appreciation for the importance of moral decision-making situations and the ability to make better quality decisions in moral decision-making situations than otherwise.

   *Association to DSU Student Learning Goal: ethical, collaborative, and productive citizens of a complex, diverse world*

1. **Measure and Target:** The department identifies courses and assignments in the chart below where this SLO can be assessed as well as the targeted outcome. The rubric is also shown below. Assignments will be collected according to the rotating schedule (see Section III and assessed at the spring department meeting to identify and analyze findings as well as create action plans.
Political Science Department Rubric on Moral and Ethical Decision-making (POLS-MEDM)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moral and Ethical Decision-making</td>
<td>Demonstrate a heightened appreciation for the importance of moral decision-making situations and the ability to make better quality decisions in moral decision-making situations than otherwise.</td>
<td>Student demonstrates a heightened appreciation for the importance of moral decision-making situations and the ability to make better quality decisions in moral decision-making situations than otherwise.</td>
<td>Student often demonstrates a good appreciation for the importance of moral decision-making situations and the ability to make better quality decisions in moral decision-making situations than otherwise.</td>
<td>Student demonstrates an average awareness of the importance of moral decision-making situations and sometimes has the ability to make better quality decisions in moral decision-making situations than otherwise.</td>
</tr>
</tbody>
</table>


G. Outcome 8: Global Context: Student locates the study of history and/or political science in larger global

Association to DSU Student Learning Goal: ethical, collaborative, and productive citizens of a complex, diverse world

1. Measure and Target: The department identifies courses and assignments in the chart below where this SLO can be assessed as well as the targeted outcome. The rubric is also shown below. Assignments will be collected according to the rotating schedule (see Section III and assessed at the spring department meeting to identify and analyze findings as well as create action plans.

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>POLS210: Assignment</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Junior</td>
<td>POLS220/230: Assignment</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>GLOB395: Assignment</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>

Political Science Department Rubric on Moral and Global Context (POLS-CT)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Context</td>
<td>Student locates the study of history and/or political science in larger global context in a sophisticated manner.</td>
<td>Student appropriately locates the study of history and/or political science in larger global context.</td>
<td>Student locates the study of history and/or political science in larger global context in a limited fashion.</td>
<td>Student does not locate the study of history and/or political science in larger global context.</td>
</tr>
</tbody>
</table>


Met, not met, partially met, not reported this cycle
Supporting findings/results
Action Plan based on findings

H. Student Experiential Activity Outcome: To be developed as program emerges.
Association to DSU Student Learning Goal: ethical, collaborative, and productive citizens of a complex, diverse world

1. Measure and Target: The department identifies courses and assignments in the chart below where this SLO can be assessed as well as the targeted outcome. The rubric is also shown below. Assignments will be collected according to the rotating schedule (see Section III and assessed at the spring department meeting to identify and analyze findings as well as create action plans.

Political Science Department Rubric on Experiential Learning (POLS-EL)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

   ❖ Not functional yet

I. Service Learning Outcome: To be developed as program emerges.
Association to DSU Student Learning Goal: ethical, collaborative, and productive citizens of a complex, diverse world

1. Measure and Target: The department identifies courses and assignments in the chart below where this SLO can be assessed as well as the targeted outcome. The rubric is also shown below. Assignments will be collected according to the rotating schedule (see Section III and assessed at the spring department meeting to identify and analyze findings as well as create action plans.

Political Science Department Rubric On Service Learning (POLS-SL)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

   ❖ Not functional yet

Integrated Studies – MISSING
Languages and Literature Department

MISSION

The Department of English and Foreign Languages at Delaware State University is committed to: · Contributing meaningfully to the realization of the mission of Delaware State University; · Continuing its tradition of service in the area of General Education requirements and excellence in teacher education; · Recruiting more English and Foreign Language majors and minors by instilling in students the notion that a major in English and/or Foreign Languages could be the most effective basis for career preparation; · Developing students’ critical thinking and research skills; · Increasing students’ knowledge, awareness of and appreciation for writing, literature and foreign languages, in undergraduate as well as graduate settings.

VISION

By engaging students in writing that is meaningfully transformative, in literary works that are both reflective and reflexive, in proficiency-driven and culturally stimulating study of Foreign Languages, the Department of English and Foreign Languages will: graduate globally conscious, productive and intellectually sound citizens; and be the nexus of intellectual debate.

Goal 1 – Teaching – Recruitment of full time faculty in English and Foreign Languages

B. **Objective:** Recruit qualified full-time English and Foreign Language instructors to help with General Education courses.

**Connected to DSU strategic plan Goal:** 1 Intellectual Climate and Culture

**Measure:** Number of new faculty hired for English and Foreign Languages during the year. An appeal will be made to the dean for new faculty to be hired to replace faculty who have passed away or retired.

**Target:** The department plans to have five (5) new faculty for the English and Foreign Languages Programs.

i. **Met, not met, partially met, not reported this cycle:** Not met.

ii. **2018-2019 Findings/results:** Only one (1) English faculty member is being hired in Spring 2019 to replace a retired faculty member.

iii. **Action Plan based on findings:**

Goal 2 - Research – Support faculty professional development activities.

A. **Objective:** Participate in faculty professional development activities.

**Connected to DSU Strategic Plan Goal:** 3 Research and Scholarship

**Measure:** Number of attendances and or presentations at conferences. A log will be kept of each faculty member’s attendances and or presentations at regional or national professional conferences.

**Target:** Each department faculty member will attend two conferences or presentations per year.
a. **Met, not met, partially met, not reported this cycle**: Met  
b. **2018-2019 Findings/results**: Eight (8) faculty members attended and or presented at conferences. Some chaired panels at conferences.  
c. **Action Plan based on findings**: Attach a table outline of name of faculty member, title, date, place, type of activity, and other details at the conference.

**B. Objective**: Publish professional articles and books.  
**Connected to DSU Strategic Plan Goal**: 3 Research and Scholarship

**Measure**: Number of books and articles published by faculty members in one academic year. A log will be kept of the publications by faculty members.

**Target**: The whole department should publish eight (8) books and articles each academic year.  
a. **Met, not met, partially met, not reported this cycle**: Met  
b. **2018-2019 Findings/results**: Dr. Victor Gomia had three (3) publications and one (1) book review. Dr. Brody Bluemel had one (1) publication. Dr. Jesse Zuba had one (1) publication and one (1) book review. Dr. Edward Dawley had one (1) publication.  
c. **Action Plan based on findings**: Attach a table outline of name of faculty member, title of book or article, publishers, and date of publication

**Goal 3 – Service -** Service the University and the community in the area of General Education course offerings and involvement in community activities.

**A. Objective**: Improve service to the University by continuing to provide quality instruction in the area of General Education courses.  
**Connected to DSU Strategic Plan Goal**: 4 Outreach and Engagement

**Measure**: Number of General Education courses offered by the department

**Target**: Offer more than 150 General Education sections each semester.  
a. **Met, not met, partially met, not reported this cycle**: Met  
b. **2018-2019 Findings/results**: 150 General Education sections were offered in Fall 2017 and 153 were offered in Spring 2018.  
c. **Action Plan based on findings**: Continue to retrieve the data from Institutional Research, Planning, and Analytics (IRPA).

**B. Objective**: Serve the community by offering programs and events that will positively impact the community.

**Connected to DSU Strategic Plan Goal**: 4 Outreach and Engagement

**Measure**: Community service log. A log will be kept to document all participation in community activities, outreach projects, committees, sponsored programs, and any other activities in which the faculty, the staff, and the students participate.

**Target**: Five (5) community service projects will be completed by the department every academic year.
a. **Met, not met, partially met, not reported this cycle:** Not reported this cycle
b. **2018-2019 Findings/results:** Not reported this cycle.
c. **Action Plan based on findings:** Track this measure in more depth during the next cycle. Include details about the community service projects and participation by faculty, staff, and students. Upload results of any surveys that are completed by activity participants.

**Goal 4 – Student Engagement** – Track student participation in high impact practices.

**A. Objective** - Track student participation in high impact practices such as internships, study abroad, and community services.

**Connected to DSU Strategic Plan Goal:** Goal 1 Intellectual Climate and Culture; Goal 4 Outreach and Engagement

**Measure:** KPI 1&10. Spreadsheet of student participation in high impact practices will be compiled each semester detailing type of activity, location, and student details. Results will be tabulated in the department annual report.

**Target:** At least, 10 students will participate in a KPI activity.

a. **Met, not met, partially met:** partially met
b. **2018-2019 Findings/results:** One (1) student participated in an internship experience, and five (5) students participated in community service.

c. **Action Plan based on findings:** Compile a master KPI spreadsheet data to monitor trends from year to year for analysis and to identify areas for improvement.

**B. Objective** - Involve students in faculty research projects.

**Connected to DSU Strategic Goal:** Goal 3 Research and Scholarship; and 4 Outreach and Engagement.

**Measure:** Record of students’ names, research project titles, and faculty mentors. Results will be collected each semester by sending out emails to faculty and students. Data will be shared with faculty during departmental meetings.

**Target:** At least, five (3) students will participate in research projects publications with faculty members.

a. **Met, not met, partially met:** Partially Met
b. **2018-2019 Findings/results:** Only one (1) student participated in research projects with a faculty member.

c. **Action Plan based on findings:** Promote faculty research projects on the website and during classes. Faculty will provide details about their research projects to Department Chair, so this information can be updated on the department website and circulated to students.

**English BA**
Goal 1 – Student Success - Help students master the skill-sets that are fundamental to achieving a successful academic career at Delaware State University (DSU) and vital to being prepared to ask questions about the world and their place in it.

H. Student Learning Outcome: Students will utilize reading, writing, listening, and oral skills in English while simultaneously facilitating their appreciation of the sound value of these skills in their respective career and life.

Association to DSU Student Learning Goal: 3. ethical, collaborative, and productive citizens of a complex, diverse world

Measure: Percentage of number of students passing the written essays; Each student will write four essays (each 650-750 words) each semester, and each essay should earn a passing grade of “C” or higher.

Target: 75% passing rate

iv. Met

v. 2018-2019 Findings/results: The data from IRPA indicate that in Spring 2019, there was 77.9% passing rate of the students who took ENGL 101, ENGL 101I, ENGL 102, and ENGL 102 (H). The lowest passing rate was in ENGL 101, which was 57.96%, and the highest passing rate was in ENGL 102 (H), which was 90%. See the attached spreadsheet, “DEFL: English Final Grades Spring 2019.” The Password is Chairs2019.

vi. Action Plan based on findings: More students should be put in ENGL 101I which is more intensive and has an extra one hour class work because the students who took that class did better than those who took the regular ENGL 101. The passing rate for ENGL 101I was 80.96% whereas that of regular ENGL 101 was only 57.96%. The SAT/ACT score requirements should be adjusted to achieve this objective.

vii. This is a measure of the English Composition program. The English Composition & Speech program will be evaluated separately in future years. Additionally, content/data from ADCS and composition instructors will be collected in future years.

Measure: A survey of faculty was taken to determine which courses needed to be targeted for revision within the department, and which courses were meeting student objectives. Additionally, a college-committee was formed to evaluate student experience in the Speech course.

Target: Department faculty to identify courses to strengthen student learning outcomes and experience.

i. 2018-2019 Findings/results 87% of faculty who participated in the survey identified ENGL 101 and ENGL 102 as needing being in need of revision.
66% of faculty who responded also indicated that ENGL 200 was in need of revision. Additionally, a college advisory board led by the Dean evaluated the Speech course and provided recommendations for significant revision.

ii. **Action Plan based on Findings:**
The department will target the Composition & Speech program courses for revision during the 2019-2020 academic year. Further recommendations and data will be collected, and a the program revised based on data, best-practices research, and student need.

I. **Student Learning Outcome:** Students will develop critical thinking and problem-solving skills through an appreciation of literature and/or linguistics that enable them to be ongoing, productive, and intellectual participators of a diverse society and world.

**Association to DSU Student Learning Goal:** 1. competent communicators

**Measure:** Percentage of number of students passing the literature and linguistics courses; Essays will be measured for the evidence of sound logic, critical and analytical thinking, and the ability to distinguish between facts, opinions, and inferences. Each essay, test, or quiz should earn a passing grade of “C” or higher.

**Target:** 75% passing rate

i. Met

ii. **2018-2019 Findings/results:** The data from IRPA indicate that in Spring 2019, 76% of the students who took ENGL 201, ENGL 202, ENGL 204, ENGL 205, and ENGL 206 earned a passing grade of “C” or higher. The lowest passing rate was in ENGL 201, which was 67%, and the highest passing rate was in ENGL 204, which was 86%. See the attached spreadsheet, “DEFL: English Final Grades Spring 2019.” The Password is Chairs2019.

iii. **Action Plan based on findings:** Students should be encouraged to write and discuss articles, which will enable them to express their opinions and apply what they have read to real situations in their lives.

J. **Student Learning Outcome:** Students will enhance their abilities as independent learners who are capable of integrating and presenting their knowledge of existing technology toward achieving their personal and professional success.

**Association to DSU Student Learning Goal:** 4. independent learners able to integrate knowledge and technology to achieve personal and professional success.
Measure: Percentage of number of students passing English Composition, Literature, and Speech courses using the BlackBoard, I-Pads, PCs, and Laptops. Written assignments will be measured for mastery of the rules of grammar and mechanics of Standard English, as well as a demonstration of rhetorical and critical thinking skills: Each essay, test, presentation, or quiz should earn a passing grade of “C” or higher.

Target: 75% passing rate

i. Met

ii. 2018-2019 Findings/results: The data from IRPA indicate that in Spring 2019, 78% of the students who took ENGL 101, ENGL 101I, ENGL 102, ENGL 102H, ENGL 200, ENGL 201, ENGL 202, ENGL 204, ENGL 205, and ENGL 206 earned a passing grade of “C” or higher. The lowest passing rate was in ENGL 201, which was 67%, and the highest passing rate was in ENGL 102H, which was 90%. See the attached spreadsheet, “DEFL: English Final Grades Spring 2019.” The Password is Chairs2019.

iii. Action Plan based on findings: Job interviewing should be part of the syllabus of Speech, and Résumé, Curriculum Vitae, and Application Letter (Cover Letter) should be part of the syllabus English Composition II.

K. Student Learning Outcome: Students will acquire skills in ethical, collaborative, and productive citizenry through an awareness of and/or participation in multicultural and global activities.

Association to DSU Student Learning Goal: 3. ethical, collaborative, and productive citizens of a complex, diverse world

Measure: Percentage of number of students passing English Composition, Literature, and Speech courses. Written assignments, presentations, examinations, quizzes, and posters will be measured for mastery of multicultural and global activities. Each essay, test, presentation, or quiz should earn a passing grade of “C” or higher.

Target: 75% passing rate

i. Met

ii. 2018-2019 Findings/results: The data from IRPA indicate that in Spring 2019, 78% of the students who took ENGL 101, ENGL 101I, ENGL 102, ENGL 102H, ENGL 200, ENGL 201, ENGL 202, ENGL 204, ENGL 205, and ENGL 206 earned a passing grade of “C” or higher. The lowest passing rate was in ENGL 201, which was 67%, and the highest passing rate was in ENGL 102H, which was 90%. See the attached spreadsheet, “DEFL: English Final Grades Spring 2019.” The Password is Chairs2019.
iii. **Action Plan based on findings**: More multicultural and global topics should be part of the syllabi of the English courses. English BA

Teaching English as a Second Language TESOL – MISSING
Mass Communications, Visual and Performing Arts Department

I. **Goal 1 – Teaching** – Provide high quality instruction that meets the needs of all majors within the College of Humanities, Education and Social Sciences and the General Education requirements for all non-majors by hiring and retaining qualified faculty.

**Objective 1.1:** Faculty Qualifications: Ensured all full-time, tenure track teaching faculty have terminal degrees or are in the process of obtaining terminal degrees in their respected discipline. All Lecturers, visiting faculty, adjuncts and artists-in-residence must have an earned graduate degree or has attained significant recognition as an artist.

Association to PRIDE 2020: Goal 1

A. **Measure 1.1 and Target of Objective:** The percent of tenured or tenure track faculty, as well as lecturers, visiting faculty, adjuncts and artists-in-residence with appropriate degrees will be assessed using faculty CV.

   - **Target:** 100% of all above mentioned faculty and others will have appropriate degrees in their respective programs.
   - **Met, not met, partially met, not reported in this cycle:**
     - **partially met** – most full time, tenure or tenure track have appropriate degrees. Two members obtaining their doctorates, one is a lecturer II, other is assistant professor, tenure track.

   **Action Plan based on findings:** require all faculty job descriptions to articulate minimum qualifications, and hold personnel committees and administration to recommend hiring only those that fit those requirements.

**Objective 1.2:** Review and update curricula in programs to meet industry standards and better prepare students.

Association to PRIDE 2020: Goal 2

B. **Measure 1.2 and Target of Objective:** At least 2 programs or concentrations within the department will be reviewed by respective faculty to make curricular recommendations.

   - **Target:** 100% of all programs/concentrations will be reviewed at a rate of 2 programs/concentrations annually.
   - **Met, not met, partially met, not reported in this cycle:**
Met – Reviewed the Mass Comm Radio concentration and Music Industry Program

Action Plan based on findings: Consolidate the Radio concentration with Digital Media concentration; update the Music Industry Program. Collaborate with department faculty, committees and the University Faculty Senate for curricular changes and approvals.

II. Goal 2 - Research – Promote a set of suggested standards in scholarly research, artistic endeavors and effective teaching strategies for all full-time faculty through promotion/tenure criteria.

Objective: Ensure all programs within department have articulated standards in each area that reflects scholarly criteria in respective disciplines for promotion and tenure.

Association to PRIDE 2020: Goal 1, 3

A. Measure and Target of Objective: The percentage of qualified faculty who progress toward promotion and tenure goals for his/her rank. Progressing toward


   Target: 100% of all faculty making progress toward promotion and tenure.

   Met, not met, partially met, not reported in this cycle:

   Met – All qualified faculty have made progress toward promotion or tenure.

   Action Plan based on findings: Assign Mentors/Mentees to help younger Faculty develop dossiers and strategically plan upcoming research projects.

III. Goal 3 – Service - Promote intellectual vitality of content area faculty thru visibility within the community by promoting position and status.

Objective: Faculty will engage in local meetings, presentations, consultation within professional, artistic or musical performances within the Delaware, regional, or national venues.

Association to PRIDE 2020: Goal 3, 4

A. Measure and Target of Objective: The percentage of faculty, lecturers and staff who engage in local, state-wide or national events that showcase a professionalism or expertise in a content area.
   - **Target**: 100% of all faculty, lecturers or staff engaged in at least one local, state-wide or national event that showcases his/her professionalism or expertise.
   - **Met, not met, partially met, not reported in this cycle:**
   - **Partially Met** – 60% of all faculty, lecturers or staff engaged in at least one community event.
   - **Action Plan based on findings**: Collaborate so that the department might engage as a group in a community event. Encourage all faculty, lecturers and staff to engage in community events.

IV. **Goal 4 – Student Engagement** – Provide all students with a broad understanding of their respective disciplines in preparation for careers and/or graduate studies.

**Objective 4**: Ensure all curriculum and opportunities for students to engage in professional practice in various ways is available for both employment and graduate school acceptance.

Association to PRIDE 2020: Goal 2

A. **Measure 4 and Target of Objective**: Track that 100% of students are either engaged in employment within their respective fields, are engaged in practice within the field, or have gained acceptance within a graduate program.

   - **Target**: Track that 100% of students are employed in his/her field or in graduate school.
   - **Met, not met, partially met, not reported in this cycle:**
   - **Not Met** – Most students did not reply to inquiries.
   - **Action Plan based on findings**: Develop plan to gather student information.

**Art Education BA**

**Mission**
“The mission of the Art Education Program is in alliance with that of Delaware State University; to provide residents of the state of Delaware and everyone admitted to the institution with a high standard of education. One that is relevant to the community, with individuals fully functioning as a member of the global society, capable of assuming leadership roles in all sectors of the Arts Community across the state and the region. The Program aims to provide an education that emphasizes a broad liberal arts education, critical thinking, technical knowledge and convergence skills to participate in diversity in a global society.”
Select Type of Unit from dropdown list: Undergraduate

1. Pre-service candidates will prepare age appropriate Art Education unit/lesson plans.

Associated to DSU Learning Goals 2: effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

Measure: Best Practice Case Study Case Study Portfolio Scoring Guide

The Case Study Portfolio Scoring guide is administered in “Art Education Theory and Practice Course” ART201. Pre-service candidates’ ability to design age appropriate lesson plans and assessment tools is evaluated by the Analysis and Synthesis category on this rubric. Pre-service candidates are rated according to the following.

<table>
<thead>
<tr>
<th>Case Study Case Study Portfolio Scoring Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNACCEPTABLE</td>
</tr>
<tr>
<td>Exhibits insufficient understanding of fundamental concepts and functions of the stages of development in art education. Minimal detail of the student’s strengths, weaknesses, etc.</td>
</tr>
</tbody>
</table>

Type of Measure:
Academic Direct Case Study Research Project

ASSIGNMENT INSTRUCTIONS

Must Include A Table Of Contents: The following components MUST be included

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Find a child or group of children (ages 2-12) with whom you can work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Sessions</td>
<td>Plan several work sessions with your subjects during the semester ---please do not ask children to do all the work at one session!!!</td>
</tr>
<tr>
<td></td>
<td>Watch at least two of the works being created by each child. (This part of the project is empirical research for you.) Try to document or save whatever the child says about the work, the decisions in working that you see happening or other useful information from these events.</td>
</tr>
<tr>
<td></td>
<td>If the children can write, ask them to write a short statement about their work or give the work a title.</td>
</tr>
<tr>
<td>Materials</td>
<td>Offer various art materials, preferably two-dimensional, e.g. crayon, soft pencil, ballpoint pen, colored markers, collage, etc. (You provide the materials and the</td>
</tr>
</tbody>
</table>
Write and Compile the Project

Write at least one long paragraph introducing each of your subjects. (You may include a photograph of your subject, if you wish, or created a family tree for the child).

Collect at least five works from each child for the project.

Write an analysis for each work (at least a half page) which should:
1) include the developmental stage of the artist,
2) the aesthetic or narrative content intended by the artist (if there is one)
3) the elements and principles of design that you observe used in the work and.
4) identify and comment on the use of materials demonstrated in the work.
5) Anything else that is pertinent to understanding the work of the child
(This is where you test your experience against the theory you are learning and demonstrate your understanding of both)

When you have completed the analysis of all the works, write a reflection statement on the learning that project has meant for you.

Assemble your collection in a 3 ring binder so that your analysis is on the left and the child’s work is on the right of the open notebook. Please respect the children’s work by not punching holes in it or damaging it in any way----use clear sheet protectors.

Please have parents complete a consent/release form for each child. Thanks

Assessment

This project will be assessed on the accuracy of your analysis, the care and thought in format and presentation, and the thoroughness of the completion of the task. Enjoy!!!

REPORT ON STAGE DEVELOPMENT:
GUIDE FOR THEORY PAPERS AND PRESENTATIONS

1. Read about the age/stage of image development for the age group you selected. Read the material in your textbooks.
2. Read further (see the Art Education Bibliography). You should consult 3-5 sources in your research.
3. Write a 3-5 page report where you compare/contrast the theory and points of view of the authors and give the main features of the age/stage development. You should include samples of child art and discuss the entire process for each activity that the child completed.
4. Complete a TABLE OF CONTENTS to suite your needs. This must include an Introduction, brief Biography of the child, Analysis and Discussion and Conclusion. Other headings should be included; be creative.
5. Read on effective speaking and prepare your part of the presentation
6. Turn in assignment in a portfolio on the assigned on the calendar; attach to your paper any class handouts or materials, which you prepared for the presentation.
ASSESSMENT: Your portfolio will be graded on:

- Analysis and Synthesis
- Diagnosis
- Interventions
- Analysis
- Reflection

Target: Desired Expectation-
A least 90% of pre-service candidates will achieve a rating of acceptable or above.

Findings 2018-2019:

Certain 100% was acceptable or above, indicating that candidate’s learning was enhanced, with 30% being acceptable and 70% in the target range. Several characteristics on student learning were identified:

1) Artistic skills: The projects not only enhanced the students’ knowledge and skills in the existing arts but the stages of development in art that children experience. The final report of the case study experience suggests that pre-service candidates’ art skills were improved and their perception of the stages of development in art broadened. Candidates in the target range, they were able to identify developmentally appropriate learning tasks during select art activities. Having the freedom to choose their medium, each project became a creative and self-reflective opportunity to showcase their subject’s work as well as their personality and understandings of children’s artistic development.

The project gave the students an insight into the creative processes involved in working with the arts and a wider appreciation of the arts and artists. The pre-service candidates encouraged the subject’s as they develop creative, critical and reflective thoughts by allowing divergent thinking about various art designs. For the 70% that were in the target range, they were able to convey appropriate concept and skills by comparing and identifying a variety of activities for their subjects. They encouraged their subjects’ creative, critical and reflective thoughts by allowing divergent thinking about various art techniques. Pre-service candidates in the target category provided more detailed analysis reflecting that their students could express themselves creatively in visual art as well as how they cooperated during the case study. In acceptable category, the candidates were less inclined to share a critical reflection and analysis of their subjects.

2. Pre-service candidates will explore a variety of materials/medium, technology, and art processes that promotes informative discussion, constructive criticism, and effective learning strategies.

Associated to DSU Learning Goals 4: independent learners able to integrate knowledge and technology to achieve personal and professional success.

Measure: Best Practice PowerPoint Presentation Rubric.

The PowerPoint presentation rubric is administered in Art History courses ART317 & 318. Pre-service candidates’ proficiency in utilizing technology is evaluated by the use of
the technology component on this rubric. Pre-service candidates are rated according to the following.

### Rubric for Assessment Oral and Peer Presentation

**Best Practice/ Power-Point Presentation**

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is unable to use appropriate projection technology or PowerPoint.</td>
<td>Successful use of projection technology, but images are distorted,</td>
<td>Successful use of projection technology</td>
</tr>
<tr>
<td></td>
<td>incorrectly sized, or misattributed.</td>
<td></td>
</tr>
</tbody>
</table>

**Type of Measure:**

Academic Direct Presentation

**TERM PROJECT-BEST PRACTICE POWER POINT PRESENTATION**

a. Each pre-service candidate is required to develop a PowerPoint presentation consisting of minimum of 12 slides (technology) (writing) based on original and individual research for their final. Guidelines will be presented during the first and second classes. The research topic must be pre-approved.

- Candidates are encouraged to be as creative as possible; e.g. add related sources such as music, incorporate appealing slide alignments, and make connections to current trends that are influenced by the topic selected.

- Candidates should be thoroughly prepared for the presentation and avoid reading from the slides as much as possible.

- Guidelines for good presentations will be provided. (Performance Assessment) **NB Presentations can be based on Chapters 31-37**

b. Candidates must develop a relationship of the content of art to the teaching of art related to Africa before 1800 to the beginning of Modern Art. **(Reflection)**

**Target:** Desired Expectation-

A least 80% of pre-service candidates will achieve a rating of acceptable or above.

**Findings 2018-2019:**

Pre-service candidates were able to gain confidence while dealing with younger children, through the learning process, reflecting that life-long learning was necessary, and the majority claimed that they had learned to appreciate the amount of commitment and hard work required during the creative process to strive for the best performance.

Certain 60% was acceptable with 40% achieving the range of target. For candidates in the target range, strong evidence of familiarity with technological tools for fostering research and learning was evident, especially as they pertain to visual culture. They were also able
to share informed knowledge about the works included in their presentations as studied with their historiographical traditions.

Overall, candidates’ ability to analyze and discuss the nature, meaning and significances of artworks and artists presented in readings, lectures, discussions and presentations were evident in their presentations. It was also obvious that they became aware of professional level communication skills in writing and presentation, including procedures for preparing abstracts and presenting papers during Honors Day celebration.

**Action Plan**

- Based pre-service candidate’s performance at such with 100% being able to achieve acceptable or above, faculty should encourage candidates to not only present their essays during Honor’s Day presentations but be able to prepare articles for publication.
- Post-assessments will be implemented to help faculty to evaluate their own teaching, looking for trends in what was done and but did not communicate well to teacher candidates. Post-assessments will help target candidates who will need to review material before they are able to proceed to their final presentations or even pursue advance level Art History courses.

3. Pre-service candidates will distinguish major artistic styles and genres of Western and Non-Western art and architecture across a broad range of time periods up to the present.

**Associated to DSU Learning Goals 1:** competent communicators

**Measure:** Essay Presentation Rubric

The Essay Presentation Rubric is administered in the Art History courses ART317 & 318. Pre-service candidate’s ability to effectively communicate major artistic styles and genres during the research process is evaluated by the Content and Organization category of the Essay Rubric. Candidates are rated according to the following.

**Rubric of Assessment for Critical Essay**

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrations included and but sources are not indicated and/or images are not referenced within the body of the paper. Major points are not clear or persuasive. Content vaguely relates to topic or art historical analysis.</td>
<td>Content is comprehensive, accurate. Illustrations included and sources indicated. Formal description included but vague. Clear formal description of art to support historical analysis. Content and purpose of the writing are clear.</td>
<td>Content is comprehensive, accurate, and persuasive. Illustrations included and sources indicate. Clear and well-integrated formal description of art to support analysis. Content and purpose of the writing are clear, and relates to the topic and art historical analysis.</td>
</tr>
</tbody>
</table>
**Type of Measure:** Critical Essays

Pre-service candidates will develop and write **TWO** critical essays relating to each era of history being studied. Discussion questions at the end of each study packet can be used to generate ideas for each essay. Each essay should be a minimum of five pages in length (including a title page, and a reference page). Additional pages for visuals should be included. **(50 points each)**

**Target:** Desired Expectation- A least 80% of students will achieve an acceptable or above.

**Findings 2018-2019:**

100% of pre-service candidates were able to achieve acceptable or above. Certain 50% was acceptable as candidates were able to develop knowledge of key monuments, movements, periods, artists and works of art in the field. For candidates who were able to develop overall skills in critical thinking and the ability to analyze and discuss the nature and meaning of objects and artifacts, evidence indicated that 50% were able to achieve the target level. Overall, when both results for the acceptable and target categories were analyzed, it was obvious that candidates were more prepared to conduct research in the field, using primary and secondary sources and develop competencies in communication of all types from short writing entries to longer essays and from class discussions to class presentations.

**Action Plan**

Based on pre-service candidate’s performance at such with 100% of candidates being able to achieve acceptable or above, faculty should encourage candidates to not only present their essays during Honor’s Day presentations but be able to prepare articles for publication.

Identify specific guidelines to help candidates develop fundamental skills for writing a formal analysis of an art work or the artist. It will be clearly communicated that not everything applies to every work of art, neither is it always useful to consider things in the order given. They will be reminded of the how’s and why’s and how they are significant factors in works of art.

4. Pre-service candidates will define the value of Art Education and explore how classroom art experiences can develop greater self-expression, effective critical thinking processes, and multicultural experiences in societies, both past and present.

**Associated to DSU Learning Goals 3:** ethical, collaborative, and productive citizens of a complex, diverse world.

**Measure:** Best Practice Presentation Rubric for Assessment Oral and Peer Presentation/Instruction.
The Oral and Peer Presentation/Instruction rubric is administered in the Art Education and Theory course ART201. Pre-service candidate’s ability to experience and develop greater self-expression is evaluated by the Culture and Gender Differences component on this rubric. Pre-service candidate are rated according to the following.

**Rubric for Assessment Oral and Peer Presentation/Instruction.**

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits little or no sensitivity in selecting educational materials that reflect multicultural perspectives or shows little understanding about how culture and gender can affect classroom communication, collaboration, and interaction with peers</td>
<td>Exhibits sensitivity in selecting educational materials that reflect multicultural perspectives and shows adequate understanding about how culture and gender can affect classroom communication, collaboration, and interaction with peers</td>
<td>Exhibits heightened sensitivity in selecting educational materials that reflect multicultural perspectives and shows extensive understanding about how culture and gender can affect classroom communication, collaboration, and interaction with peers;</td>
</tr>
</tbody>
</table>

**Type of Measure:**

Aesthetics and Criticism Group Presentation.

**AESTHETICS AND CRITICISM GROUP ASSIGNMENT**

1. Pre-service candidates are required to work in groups and identify EITHER:
   - A work of art
   - A group of art works
   - An artist
   - Or a style over a period of time.
2. Write an essay (minimum of 2 Pages plus a title and reference page). Document in detail the entire process implemented in selecting this work of art while using art terminology and aesthetic and critical dialogue. **PLEASE INCLUDE a COPY OF THE VISUAL/VISUALS** with your essay.
3. It is imperative that this assignment relates to individual themes as each group member is expected to indicate how the artwork would be used in a lesson that exposes candidates to aesthetic and critical dialogue. Please identify the age group and the content area to be included in the integrated process.

**Target:** Desired Expectation-

A least 80% of students will achieve a rating of acceptable or above.

**Findings 2018-2019:**

100% of pre-service candidates achieved rating of acceptable or higher. Of these candidates, 70% achieved a ratings of acceptable while 30% achieved target level ratings.
From this experience, students stated that they were able to know more about themselves while collaborating with others. They were able to identify several strengths and weaknesses such as being a better leader than a listener, or being good at coming up with the ‘big ideas’ but not so good at putting them into action.

Others indicted that they were able to apply a broader range of skills to practical activities while sharing and discussing ideas, and deepening their understanding of a particular content area.

**Action Plan**

Pre-service candidates have raised the issue of desiring more opportunities to collaborate with other candidates on class projects that would allow them the opportunity to become more comfortable when working with peers. Candidates ensured that progression in Art is linked to creative curriculum and that the skills progression is being followed in each medium.

Therefore, experiences will be identified for each candidate to acquire the skills necessary to proceed to a more professional level whether through education or through the workplace. For Candidates achieving the target range, the ability to undertake challenging tasks not only sustained research, but also contribute to the field with original insights, or through work undertaken during an internship, this seems promising.

5. Pre-service candidates will integrate course content within current theories in Art Education in order to complete a written curriculum with embedded formative and summative assessment.

**Associated to DSU Learning Goals 2:** effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

**Measure:** The Methods Portfolio rubric is administered in Methods for Elementary and Secondary Art courses ART341 & 342. Pre-service candidate’s ability to design age appropriate lesson plans and assessment tools is evaluated by the Planning and Instruction category on this rubric. Pre-service candidates are rated according to the following.

**Rubric of Assessment for Methods Portfolio Scoring Guide**

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner’s educational decisions and planning demonstrate inadequate application of principles of instruction, and a grasp of multiple approaches for assessment</td>
<td>Learner’s educational decisions and planning demonstrate appropriate application of principles of instruction, and a grasp of multiple approaches for assessment</td>
<td>Learner’s educational decisions and planning demonstrate skillful and extensive implementation of principles of instruction, and a grasp of multiple approaches for assessment</td>
</tr>
</tbody>
</table>
Type of Measure: Unit planning and summaries of contextual information.

**ASSIGNMENT: PORTFOLIO**

- Your art portfolio represents you, who you are as an educator, your strengths and your talents, your abilities, and your achievements.
- Your portfolio reflects your enthusiasm, experiences, energy, and motivation.

**CONTENTS**

- Should consist of a minimum of 20 items
- Your portfolio should also include A title page
- All chapter reviews
- Introduction to your theme a written statement not to exceed one page, explaining your selection of artifacts; describing your areas of strength; and explicating your lesson ideas, and your expressive intentionality.
- Completed lesson plans with attached visual. Include work that clearly shows your skills, strengths, and interests.
- Class handouts

**ASSESSMENT**

Your portfolio will be graded on:

- Concepts in Visual Art
- Achievements of the Visual Arts and Artists Across cultures
- Planning Instruction and Assessment: **Unit Outline with 3 Lesson plans: (15 points each for a total of 30 points)** You will be responsible for creating a different detailed Unit Outline with at least three lessons plans. Please turn in drafts for consultation to the instructor on the assigned date. **Unit outline:** This should contain the: 1) theme; 2) goals; 3) concepts to be taught; 4) cultural exemplar(s) to be used; 5) sequence of lessons; 6) evaluation component
- The Role of the Visual Art in Community and Schools
- Reflection and Professional Development

**Target:** Desired Expectation-

A least 90% of candidates will achieve a rating of acceptable or above.

**Findings 2018-2019:**

Pre-service candidates were able to surpass the acceptable range resulting in 100% of candidates reaching the target level. Highlights from each portfolio showed evidence of proper techniques that were demonstrated by implementing required techniques into design work.

While analyzing these results, a similar pattern to the previous year was evident where able to develop a progressive attitude towards self-enhancement because the assignment associated portfolios with the creation of mental images among users. They also
demonstrated the ability to introduce new techniques into each component and presented subject matter in a professional manner. Portfolios as an instrument of assessing learning reflect “a shift from a stress on individual responsibility for learning to a more collaborative view.”

Identify specific guidelines that reminds pre-service candidates of the process when starting the portfolio process, such as: keeping it simple; starting with a single unit; determine goals and purpose for the portfolio; create a checklist. Carefully explain the process to candidates and encourage them to take an active role in the development of their portfolios. In addition, faculty will help candidates understand how to use classroom technology and how it fits into their learning and creative process.

**Action Plan:**

Identify a variety of ‘Best Practices’ portfolio preparations and presentation techniques and provide opportunities for students to be engage in portfolio presentations.

Identify specific guidelines that reminds pre-service candidates of the process when starting the portfolio process, such as: keeping it simple; starting with a single unit; determine goals and purpose for the portfolio; create a checklist. Carefully explain the process to candidates and encourage them to take an active role in the development of their portfolios. In addition, help candidates understand how to use the classroom technology and how it fits into their learning and creative process.

**6. Pre-service candidates will apply appropriate pedagogical skills in Art Education by successfully completing a senior capstone that demonstrates proficiency in theory, instructional strategies, variety of media, and techniques.**

**Associated to DSU Learning Goals 2:** effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

**Measure:** The PPAT assessment tool is administered by the Educational Testing Service (ETS) and supported by the Council for Professional Education (CPE). Candidates are required to submit 4 tasks with Task 1 being scored by the University supervisor and Tasks 2, 3, and 4 submitted directly to ETS.

**Type of Measure:** Capstone - Pre-service candidates Teaching Experience.

**Target:** Desired Expectation- At least 100% of students will achieve a rating of acceptable or above.

**Findings 2018-2019:**

Certain 100% achieved the rate of target. According to practicum results, the average score of the graduates in our program was at or near the 100th percentile compared to national results. High satisfaction is what we expected, thus indicating that pre-service candidates are well prepared in the field and are willing to accept challenges.
Action Plan:

In order to continue helping pre-service candidates achieve target in the future, the following actions are in place:

- Continue to emphasize professional behavior in the practicum experience
- Continue to monitor the practicum experience
- Continue to monitor writing ability of pre-service candidates
- Emphasize ethics in introductory classes taken by majors and continue to monitor the ethical subscale of the assessment
- Continue to monitor data supporting the increase of pre-service candidate’s collaboration with mentor teachers during practicum experience.
- Include arts education in the Arts Awards Gala to highlight exemplary programs in the state.
- Create at least one blog posting for pre-service candidates for them to communicate with their peers
- Encourage pre-service candidates to participate in the Delaware Art Education Association (DAEA) and join the National Art Education Association (DAEA)
- Continue to provide and evaluate strategies that provide pre-service education teachers greater access to art specialists in the teacher education programs.

Knowing what to teach, how to teach it, and what methods to use with particular topics in the field of art, particular kinds of pre-service candidate and in particular settings all combine to form the knowledge and skills that define teaching expertise. To this end the Art Education program will continue to develop the knowledge, skills and attributes of pre-service teachers’ in order to prepare them to teach effectively in twenty first century classrooms.

Music Education BA

Mission

The purpose of the comprehensive music education program is to: 1. Prepare students for elementary and secondary music teaching positions; 2. Prepare students for graduate study in music.

Select Type of Unit from dropdown list: Undergraduate

Goal 1 – Harmonic Basis

SLO 1.0: Analyze the harmonic structure of a given musical example.

Association: 2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
Measure 1.1: Harmonic analysis

In the Music Theory VI course mid-term exam, students are required to analyze the harmonic structure of a given musical example.

**Target:** At least 90% of students should pass.

**2017-2018 Findings and Action Plans**

NOT MET. Area one included a harmonic analysis of a given figured bass including, in addition to conventional chords, secondary dominant, secondary leading tone, Neapolitan, and Augmented Sixth chords. 43% of students met this goal.

**2018-2019 Findings**

75% of students passed the mid-term exam.

**Action Plans:**

Introduce more fundamental skill in Freshmen and Sophomore courses

**Goal 2 – Analysis**

SLO 2.1: Analyze music on a formal basis.

**Association:** 2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**M 2.1: Formal analysis**

A formal analysis of a Sonata by Beethoven to identify formal divisions such as exposition, development, recapitulation, as well as themes, transitions, and sequences is assessed on the final exam. This will typically be assessed in Music Theory IV.

**Target:**

100% of the students to score 70% or better in this area.

**2016-2017 Findings - Target: Met**

On the final for Music Theory IV, Spring of 2017, one major portion of the exam tested the students in the area of Formal Analysis.

This measure was a formal analysis of a Sonata by Beethoven to identify formal divisions such as exposition, development, recapitulation, as well as themes, transitions, and sequences.

71% of students met this goal.

**2018-2019 Findings:**

Only 60% of the students met the goal.
Action Plans:
Introduce more analysis training in Music Theory V.

Goal 3 – Student Learning Outcomes of the Music Education Program

SLO 3.1 Historical Perspectives. Students will classify music by era aurally and by written analysis.

Outcome 3 Classify music by era aurally and by written analysis.

Association to DSU Student Learning Goal
1 UG Student Learning Goal: Competent Communicators. 2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

Measure: Aural Music Identification Quiz
In MUSC 324 (Music History II), there are approximately six questions on the final exam where students will listen to musical examples and by aural clues identify the era when each work were written.

Target:
A. 100% of the students will show improvement from the pre test to the post test.
B. All students will pass at least 75% of the questions on the post test.

Findings (2016-2017) - Target: Not Met
A. Currently this assessment is a post-test only. Beginning in fall 2018 data will be collected and reported as a pre and post test.
B. 75% of students passed at least 75% of the questions on the post-test.

2018-2019 Findings:
60% of students passed the pre-test. 60% of students passed the post-test.

Action Plans: Create additional modules in Music History I and Ear Training I and II.

Goal 4 – Pedagogy

SLO 4.1: Identify pedagogical skills for effective classroom teaching.

Relevant Associations:

DSU Learning Goal Associations:
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success
**M 3: PRAXIS II examination**
Student have to take the Pass Praxis II before starting student teaching to display content and pedagogical knowledge.

**Target:** 100% of students taking PRAXIS II will pass before the anticipated semester of student teaching.

**Findings (2012-2013)** - Target: Met. One student took PRAXIS II for the first time, and one student took it for the second time. Both passed

**Findings (2013-2014)** - Target: Met: 2 out of 2 students passed.

**Findings (2016-2017)** - Target: Not Met: 1 out of 6 students passed.

**Findings (2017-2018)** - Target: Not Met: 1 out of 2 students passed.

**Findings (2018-2019)** – Target: Partially: 75% of students passed because only 3 out of 4 students passed Praxis II prior to student teaching. One of students is currently in tutoring sessions to prepare to take the Praxis II again (program requirement). This student had challenges in music listening within the music history and music theory knowledge.

**Action Plan 2018-2019:** Hire a student tutor and offer more faculty tutorial sessions.

**Goal 5 – Planning for Instruction:**
**SLO 5.1:** Design and plan a pedagogically sound standard-based lesson plan that applies the major concepts, principles, and theories of learning.

**Relevant Associations:**
**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**Measure: Lesson Plan.** The common lesson plan rubric developed by the Education Department is aligned with CAEP and In-Task standards.

**Target:**
100% of students will score either “Acceptable” or above for each criteria on the lesson plan rubric (on a 0-4 scale).

**Findings (2016-2017)** - Target: Partially Met
90% of students received a score of “Acceptable” or above

**Modified Lesson Plan Evaluation**
*Established in Cycle: 2016-2017*
Upon review of students' initial lesson plan, faculty decided it is necessary to add a second review of their rough draft before...

RESULT: 2017-2018: with the Modified lesson plan evaluation, students were able to revise and edit a thorough lesson plan.

**Findings (2017-2018) – Target: Met**
100 % of Students received a “Acceptable” or above

**Findings (2018-2019) – Target: Met**
100 % of Students received an “Acceptable” or above

**Action Plan:** Two lesson plan assignments were implemented with multiple opportunities for students to receive feedback and submit revisions.

**Goal 6 – Jury Performance**

**SLO 6.1:** Students will perform a jury at the end of each semester in relation to their applied lessons. Each student is required to take applied lessons each semester. The jury is a final performance in front of three faculty members who adjudicate their performance in relation to tone quality, rhythmic accuracy, stage presence, and other musical content.

**Relevant Associations:**

**DSU Learning Goal Associations:**
1 UG Student Learning Goal: Competent Communicators

**Related Measures:**

**M 5: Jury Rubric Score**  [jury link:](#)
Two to three solo pieces are performed by students in front of 3 faculty members at the end of each semester. However, only results from spring term are reported here.

**Target:**
100% of students to fall in the acceptable or above according to the rubric.

**Findings (2016-2017) - Target: Met** 100% of students scored in the acceptable or target range.

**Findings (2017-2018) – Target: Met**

**Findings (2018-2019) – Target: Met**
100 % of Students received an “Acceptable” or above.

Action plan: Program director to create more specific rubric for Music Education majors in lieu of the general rubric for Music majors. These rubrics will be aligned to CAEP.
Goal 7 – Technology

SLO 7.1: Technology. (REVISED 2019-2020)

Use notation, recording and aural skills software.

**Relevant Associations:**

**DSU Learning Goal Associations:**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**M 8: Garage Band**

Students will create a musical composition in Garage Band. Students will be scored on a rubric that is currently being developed/modified. Assessment will hopefully begin in 2017-2018 cycle.

**Target:** 100% Students include each of the criteria for a garage band assignment according the rubric.

**Findings (2016-2017) - Target: Not Reported This Cycle**
The scoring rubric is currently being developed/modified. We hope to implement this in the 2017-2018 cycle.

**Findings (2017-2018) - Target: Not Reported This Cycle**

**Findings (2018-2019) - Target: Met.** 100% of Students received an “Acceptable” or above.

Goal 8: Student Experiential

SLO 8.1: Demonstrate effective teaching and pedagogical practice designed for student learning in the classroom.

**Association to DSU Student Learning Goal:**

**Measure:** PPAT – PRAXIS Performance Assessment for Teachers.

Student teachers engage in 40 hours/week of classroom experiential learning activities. This test is administered by ETS as an In-TASC assessment which all Music Education student teachers take during the student teaching semester. There are 4 assessments per semester, that students must pass in order to pass the semester of student teaching, EDUC 400.

**Target: 100% of students will pass PPAT on first attempt.**

**Findings 2018-2019.** All three of the students passed PPAT on first attempt.

Music Industry BA
Goal 1 – Student Learning Outcomes of the BA in Music Industry Program

Outcome 1 – Identify the main components and concepts of the current Music Industry.

**Association to DSU Student Learning Goal:**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

**Measure 1:**
**MIDTERM and FINAL EXAMS for OVERVIEW OF THE MUSIC INDUSTRY**
Midterm and final exams will cover the scope and main concepts of the Music Industry. These exams are administered in MUIN-111. Results from exams will be analyzed by faculty members and shared at the end of the year (Spring term) with faculty.

**Target:**
100% of the students will score 70% or better on the midterm and final exams.

**Findings (2017-2018):** 89% of the students scored 70% or better on both the midterm and final exams. Area one included definitions, role and compensation tables for key Music Industry Members (manager, agent, attorney) as well as various Music Industry concepts like intellectual property, royalty tables, merchandizing and 89% of students met this goal. Almost all of the students understood the main concepts and definitions, but the weakness was in how all of these main components fit together and interacted to make today’s Music Industry.

**Action Plan:** The area that needs the most improvement is in having the students truly understand how these main components live out their roles in the Music Industry. One main action would be to have the students role play the different components. This could be done by breaking the class into groups and assigning different roles to each student, then have them act out the Music Industry like a short play.

**Findings 2018-19:**
89% of the students scored 100% on the exam.

**2018-2019 Action Plan:**
Implement the 2017-2018 action plan.

Outcome 2 - Recognize and utilize current music hardware and software that is used in the Music Industry today, as well as practical recording techniques.

**Association to DSU Student Learning Goal: 4**
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success
1. **Measure 2.1:** MIDTERM and FINAL EXAMS for Music Recording I

On the final exam for Music Recording I (MUIN-223) and Music Recording II (MUIN 224), a major portion of the exams test the students in both Sound Theory & Basic Recording Concepts. They are also required to demonstrate basic and practical uses of the music software and hardware.

**Target:**
100% of the students will score at least 70% on the midterm and final exams.

**Findings (2017-2018)**: 84% of the students scored 70% or better on both the midterm and final exams.

**Findings (2018-2019)**: 88% of the students scored 70% or better on both the midterm and final exams. A majority of the questions that were missed was in the area of exact numerical data that corresponds to concepts like Frequency range, Decibel range, and sound properties. About 20% of the students were not able to comfortably demonstrate the software and hardware.

**Action Plan 2018-2019**: Spend more time on teaching the numerical data that is used to describe the characteristics of sound by having more weekly exercises and quizzes on these topics. I will also require more weekly hands on experiences with the hardware and software.

2. **Measure 2.2:** Recording and Mixing Finished composition projects in the Studio.

This project is assigned in MUIN 223 and MUIN 224. Students are required to complete 3-minute long compositions using the Pro Tools recording software. At the end of the semester, there is a listening party for students to share their finished compositions and receive constructive feedback from their peers and the professor.

**Target:**
100% of the students will complete all three compositions with a rating of 70% or higher rating by instructor.

**Findings 2018-2019**: Only about 80% of the class achieved a rating of 70% or higher. Most of this was attributed to procrastination and a lack of discipline to spend time each week in the recording studio.

**Action Plan 2018-2019**: I plan to integrate a weekly progress chart of recording studio participation outside of the normal class time.

3. **Outcome 3**: Compose and arrange at least 3 original songs.

**Association to DSU Student Learning Goal: 2, 4**
2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

Measure 3:
FINAL PROJECT as a collection of 3 new original songs for SONGWRITING.
In MUIN 209 (Songwriting), after students’ study and analyze various hit contemporary songs, they compose, arrange and record 3 new original songs for their FINAL PROJECT. The final project is evaluated by the instructor. Melody, harmony, structure and lyric are all used in this songwriting project.

Target:
100% of the students will compose and arrange 3 songs that are at least amateur quality with all four components addressed.

Findings (2017-2018) - Target: Not Met
90% of the students passed with at least 3 new amateur songs completed. Most of them had a hard time understanding the theoretical basis of melodic construction, while a smaller percentage had a hard time understanding harmonic (chord) progressions.

Findings (2018-2019) - Target: Not Met
90% of students met the goal.

2018-2019 Action Plan:
Utilize additional class time on the concept of melody and provide simpler examples of how to construct a melody, as well as more exercises in constructing chord progressions.

Outcome 4: Perform as soloists and as members of both large and small ensembles in Contemporary Music Ensembles - Pop, Rock, RnB, Hip Hop.

Association to DSU Student Learning Goal:
1 UG Student Learning Goal: Competent Communicators. 2 UG Student Learning Goal: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information. 3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world. 4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

1. Measure and Target
Student performance of three songs in Popular Music Ensemble in MUSP -128 Popular Music Ensemble. Student attendance in participation in practice is recorded. Concert performance is evaluated by Music Technology Specialist. This concert is open to the public and students perform as part of service learning.
Target: 100% of students will participate in concert performance with satisfactory progress.

Findings 2018-2019: Not met. Outcome #4 is relatively new to our program and is only about two years in the making. It is very popular with the students but roughly only about 80% are showing at least satisfactory. Most of this is due to random weekly attendance, and lack of disciplined music practicing.

Action Plan 2018-2019: Be more rigid with attendance and implement check-up points throughout the semester on each students practicing and participation towards the final concert performance.

Studio Art BA

Mission:
“The mission of the Studio Arts Program is in alliance with that of Delaware State University; to provide residents of the state of Delaware and everyone admitted to the institution with a high standard of education. One that is relevant to the community, with individuals fully functioning as a member of the global society, capable of assuming leadership roles in all sectors of the Arts Community across the state and the region. The Program aims to provide an education that emphasizes a broad liberal arts education, critical thinking, technical knowledge and convergence skills to participate in diversity in a global society.”

Select Type of Unit from dropdown list: undergraduate

1. Students will develop technical skills and organize the visual elements necessary to communicate concepts and experiences across various art media.

Associated to DSU Learning Goals 2: effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

Measure1.1: Studio Art Portfolio Rubric
The rubric for assessment in studio art is administered in Advanced STUDIO III ART 408. For students’ proficiency during the exploration of color mixture, form, content and pictorial depth in a variety of media. Emphasis was on proper technical and conceptual techniques in each media chosen. Students are rated according to the following.

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artwork demonstrates little understanding of elements and principles of art.</td>
<td>Artwork demonstrates some understanding of elements and principles of art.</td>
<td>Artwork demonstrates a thorough understanding of elements and principles of art.</td>
</tr>
</tbody>
</table>

Type of Measure: Portfolio direct measure

Portfolio Requirements
Students are required to create original artworks for a series of projects that will correspond with various media techniques used throughout the semester.

Students are required to keep a sketchbook to explore interests or thoughts by sketching, writing, and collecting images. The sketchbook will be handed in at specific dates and was be graded on the scope and depth of the students’ inquiry.

Class attendance and participation in studio time, critiques, preparation of finished work, final portfolio is included in the final grade.

Critiques

Students are required to have all work ready for critique when scheduled. Failure to do so will constitute that project being late and will affect your grade by one letter grade each school day it is not handed in.

Participation during critique sessions is required and only allowed if the students has finished work ready at posted critique time.

Measure 1.2?: Written Assignment

Each student will be required to write a report on the primary focus and work of a contemporary painter reviewed or discussed in recent periodical and books.

Target:
A least 90% of students will achieve a rating of acceptable or above.

Advanced Studio III ART 408

Portfolio Requirements

Students are required to submit a “plan of study” which will be reviewed at the start of the semester. This plan should indicate the number of artworks that will be completed during the semester, the size of the artworks and the goals to be achieved.

Students should plan to produce at least 8 finished images of various media chosen, techniques and size.

You will be required to develop and write an Artist’s Statement

Everyone is expected to work in class during class time, and keep the instructor informed of their creative process

Class attendance and participation is studio time, critiques, preparation of finished work, final portfolio is included in the final grade.

Critiques

Students are required to have all work ready for critique when scheduled. Failure to do so will constitute that project being late and will affect your grade by one letter grade each school day it is not handed in.

Participation during critique sessions is required and only allowed if the students has finished work ready at posted critique time.

Target: Desired Expectation-
A least 90% of students will achieve a rating of acceptable or above.

Findings 2016-2017: ART 408

Certain 50% of students were able to achieve acceptable or higher with 25% in the target range, and 25% satisfactory.

Action Plan:
Due to the nature of the course ART 408 being an advanced course, students will be encouraged to be more self-directed as they study artwork and artists that might inspire them in creating a specific body of work in preparation for their senior capstone. Opportunities will be offered for students to explore the expressive possibilities of the discipline with the knowledge of the full range of conceptual modes and material manipulations possible.

Findings 2018-2019:

Action Plan:

2. Students will apply visual literacy skills and integrate technology in all aspects of art making and research.

Associated to DSU Learning Goals 4: independent learners able to integrate knowledge and technology to achieve personal and professional success.

Measure: Best Practice PowerPoint Presentation Rubric.

The PowerPoint presentation rubric is administered in Art History courses ART317 & 318. Students’ proficiency in utilizing technology is evaluated using the technology component on this rubric. Students are rated per the following.

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is unable to use appropriate projection technology or PowerPoint.</td>
<td>Successful use of projection technology, but images are distorted, incorrectly sized, or misattributed.</td>
<td>Successful use of projection technology</td>
</tr>
</tbody>
</table>

Rubric for Assessment Oral and Peer Presentation
Best Practice/ Power-Point Presentation

Type of Measure: Academic Direct Presentation

TERM PROJECT-BEST PRACTICE POWER POINT PRESENTATION

- Each student is required to develop a PowerPoint presentation consisting of minimum of 12 slides (technology) (writing) based on original and individual research for their final. Guidelines will be presented during the first and second classes. The research topic must be pre-approved.
  - Students are encouraged to be as creative as possible; e.g. add related sources such as music, incorporate appealing slide alignments, and make connections to current trends that are influenced by the topic selected.
  - Students should be thoroughly prepared for the presentation and avoid reading from the slides as much as possible.
  - Guidelines for good presentations will be provided. (Performance Assessment) Presentations can be based on Chapters 31-37

- Students must develop a relationship of the content of art to the teaching of art related to Africa before 1800 to the beginning of Modern Art. (Reflection)
Target: Desired Expectation
A least 80% of students will achieve a rating of acceptable or higher.

Findings 2016-2017:
Certain 80% was acceptable with 20% achieving the range of target. For students in the target range, strong evidence of familiarity with technological tools for fostering research and learning was evident, especially as they pertain to visual culture. They were also able to share informed knowledge about the works included in their presentations as studied with their historiographical traditions.

Overall, students’ ability to analyze and discuss the nature, meaning and significances of artworks and artists presented in readings, lectures, discussions and presentations were evident in their presentations. It was also obvious that students became aware of professional level communication skills in writing and presentation, including procedures for preparing abstracts and presenting papers.

Action Plan
Based on student’s performance at such with 100% of students being able to achieve acceptable or above, faculty should encourage students to present their essays during class presentations.

Findings 2018-2019:

Action Plan:

3. Students will distinguish the major artistic styles and genres of Western and Non-Western art and architecture across a broad range of time periods up to the present.

Associated to DSU Learning Goals 1: competent communicators
Measure: Essay Presentation Rubric
The Essay Presentation Rubric is administered in the Art History courses ART317 & 318. Students’ ability to effectively communicate major artistic styles and genres during the research process is evaluated by the Content and Organization category of the Essay Rubric. Students are rated per the following.

<table>
<thead>
<tr>
<th>Rubric of Assessment for Critical Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNACCEPTABLE</strong></td>
</tr>
<tr>
<td>Illustrations included and but sources are not indicated and/or images are not referenced within the body of the paper. Major points are not clear or persuasive. Content vaguely relates to topic or art historical analysis.</td>
</tr>
</tbody>
</table>
Type of Measure: Critical Essays
Students will develop and write TWO critical essays relating to each era of history being studied. Discussion questions at the end of each study packet can be used to generate ideas for each essay. Each essay should be a minimum of five pages in length (including a title page, and a reference page). Additional pages for visuals should be included. (50 points each)

Target: Desired Expectation- A least 80% of students will achieve a rating of acceptable.

Findings 2016-2017:
100% of students were able to achieve acceptable or above. Of this percentage, 70% of students achieved acceptable rating and 30% achieved target level rating. Student in the acceptable range could develop knowledge of key monuments, movements, periods, artists and works of art in the field. For students rated in the target range, they could develop overall skills in critical thinking and the ability to analyze and discuss the nature and meaning of objects and artifacts

Overall, when both results for the acceptable and target categories were analyzed, it was obvious that students were more prepared to conduct research in the field, using primary and secondary sources and develop competencies in communication of all types from short writing entries to longer essays and from class discussions to class presentations.

Action Plan
Based on student’s performance at such with 100% of students being able to achieve acceptable or above, faculty should encourage students to present essays during classes and other venues to prepare for their oral defense during their capstone thesis.

Findings 2018-2019:

Action Plan:

4. Students will write and speak effectively about works of art and architecture, and their connections/contributions to society.

Associated to DSU Learning Goals 1: competent communicators.
Measure: Studio Course Written Assignments
The written assignment Rubric is administered in the Advanced Studio III ART 408. Students are rated per the following.

Rubric for Assessment Studio Course Written Assignments

<table>
<thead>
<tr>
<th>Discussion of thesis is weak. Material is not logically organized or related to topic. Many transitions are unclear or nonexistent.</th>
<th>Discussion of thesis is sufficient. Material is somewhat organized and related to topic. Transitions are clear.</th>
<th>Excellent discussion of thesis. All material is clearly related to main topic. Strong organization and integration. Strong use of transitions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Type of Measure: Written Essays
Students are required to effectively communicate their understanding and interpretation of major topics related to the field of art making since 1970 by completing 6 short papers (1-2 typed pages) ability. Artistic styles and the research process are evaluated by the discussion content and organization category of the Studio Course Written Assignment.

Target: Desired Expectation-
A least 80% of students will achieve a rating of acceptable or higher.

Findings 2016-2017:
Certain 50% of students were able to achieve acceptable or higher with 25% in the target range, and 25% satisfactory. Unfortunately, when consulted on their progress with their writing assignment, students commented that they were somewhat neglectful in starting the assignment until after they finished the artwork for their show.

Action Plan:
Studio capstone advisors and the chair have set up times to meet with all seniors in the capstone class and review what each student is doing for their body of work, and review their initial thesis paper ideas, outlines, and portfolio requirements. Set dates are established where reviews have assisted students in focusing on completing all requirements, including papers. Connection between course art production supporting written documentation for the senior capstone has been a major focus in having students realize that importance of all three components.

Findings 2018-2019:

Action Plan:

5. Students will demonstrate a high level of proficiency in specific Studio Art techniques, qualitative research, and present a professional portfolio of their work.

Associated to DSU Learning Goals 4: independent learners able to integrate knowledge and technology to achieve personal and professional success.

Measure: The senior capstone utilizes a set of three (3) scoring rubrics.

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artwork demonstrates a minimal understanding of art skills and craftsmanship. All Course requirements not met.</td>
<td>Artwork demonstrates only average understanding of art skills and craftsmanship All course requirements met.</td>
<td>Artwork demonstrates a strong understanding of art skills and craftsmanship All course requirements fully met.</td>
</tr>
</tbody>
</table>

Senior Capstone Experience in Studio Art Exhibition
Rubric for Assessment

Senior Capstone Experience in Studio Art Supportive Paper
Rubric for Assessment

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
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</table>

Senior Capstone Experience in Studio Art Professional Portfolio
Rubric for Assessment

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Portfolio is not well organized and not cleanly presented.</td>
<td>Professional Portfolio is somewhat organized and cleanly presented.</td>
<td>Professional Portfolio is well organized and cleanly presented.</td>
</tr>
</tbody>
</table>

**Type of Measure:** Senior Capstone Experience- Exhibition and Presentation

**Target:** Desired Expectation-
A least 100% of students will achieve a rating of acceptable or above.

**Findings 2016-2017:** Based on the reported scores, it was obvious that even though all students were able to gain an acceptable rating, two were identified as reaching the target level.

**Action Plan:** review assessments from all faculty biannually and adjust curriculum and meetings with seniors to assist in their preparation and execution of this program and capstone requirement.

**Findings 2018-2019:**

**Action Plan:**
Sociology and Criminal Justice Department

MISSION: The mission of the Department of Sociology and Criminal Justice is three fold: (i) to foster in its students the sociological knowledge, skills, and aptitudes that will enable them to think critically and logically in preparation for pursuit of higher academic and professional degrees and employment in both public and private sectors. (ii) to raise the social consciousness of students, encourage them to commit to social justice and social change, locally and globally, based on an awareness of social inequalities. (iii) to educate students for world citizenship; for a meaningful and effective participation and functioning in a world that has, and continues to, become increasingly interconnected, by providing a broader and deeper understanding of human cultural diversity.

The Department of Sociology and Criminal Justice seeks to support its mission by focusing on five goals: (1) to recruit and retain qualified, productive and diverse faculty, (2) to develop and offer relevant and credible curricular comprised of courses and other activities designed to prepare students for the workplace and/or graduate/professional school, (3) to develop and maintain technology and other instructional resources designed to supplement and support teaching, (4) to increase employability by providing opportunities to improve workplace skills through activities and experiences outside the classroom, and (5) develop and maintain a reputable and competitive Department.

The Department of Sociology and Criminal Justice has developed the following outcomes and measures connected to university strategic plans in order to assess goals related to teaching, research service, and student engagement.

I. Goal 1 – Teaching – Focus on recruiting and retaining qualified, productive, and diverse faculty, and developing and maintaining relevant and credible curriculum.

   A. Objective: Faculty Qualifications - Ensure all full-time tenure-track teaching faculty have terminal degrees in Sociology and Criminal Justice.

   Connected to DSU strategic plan Goal: College of Humanities, Education, and Social Sciences (CHESS) goals: (1) Support and Strengthen all academic departments within CHESS Programs, as well as the activities and services provided by Delaware State University, and (2) Provide high quality instruction which meets the needs of all majors within CHESS and the General Education Requirements for all non-majors

   1. Measure and Target: The percent of faculty with a terminal degree will be assessed using faculty CV. 2017-2018 Findings & Action Plans

      Target: 100% of full-time tenure track faculty will have terminal degree in Sociology/Criminal Justice discipline.

     ❖ Met, not met, partially met, not reported this cycle: Met

     ❖ Findings: 100% of tenure track faculty has terminal degrees.

     ❖ Action Plan based on findings: Continue to hire faculty with terminal degrees.
Findings 2018-2019: 100% of tenure track faculty has terminal degrees. This includes faculty with either a Ph.D. in Sociology or Criminology or a J.D.

Target met? Met

Action Plan: Continue to hire faculty with terminal degrees that are the highest possible in their discipline.

B. Objective: Ensure that full-time tenure track faculty comprise a diverse matrix in regards to race, gender and discipline. Ensure that full-time tenure track faculty positions are sufficient to meet the number of students in the program.

Connected to DSU strategic plan Goal: College of Humanities, Education, and Social Sciences (CHESS) goals: (1) Support and Strengthen all academic departments within CHESS Programs, as well as the activities and services provided by Delaware State University, and (6) Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

1b. Measure and Target: Faculty-student ratio. Allocation of faculty positions to meet student demand and to reflect professional standards related to student faculty ratios. The student to faculty ratio is calculated by taking the number of Sociology and Criminal Justice majors and dividing by the number of full-time faculty in the department. This number is then compared to both the MSCHE and DSU recommended student to faculty ratio.

1c. Target: Maintain student faculty ratio comparable to Middle States accrediting standards.

❖ Met, not met, partially met, not reported this cycle: Not Met

❖ Findings: MSCHE recommended student faculty ratio is 20:1. DSU student faculty ratio is 16:1. DSU SCCJ department is 41:1.

❖ Action Plan based on findings: Secure additional faculty positions. This process includes working with the Dean of CHESS to gain approval for new tenure track faculty when the department’s student to faculty ratio is much larger than what is recommended.

Findings 2018-2019: MSCHE recommended student faculty ratio is 20:1. DSU student faculty ratio is approximately16:1. DSU SCCJ department is 46:1.

Target met? Not Met

Action Plan: Secure additional faculty positions in order to reduce the student to faculty ratio.
1d. **Measure and Target: Faculty matrix with regards to race, gender and discipline.** Diversity of faculty composition in regard to race, gender and discipline to provide diverse lenses for teaching course material. Faculty diversity is measured by examining the race, gender, and primary research/teaching areas of each faculty member.

1e. **Target:** Faculty matrix indicates diversity in regards to race, gender and discipline. There are so few faculty members so a specific number is not the target. Instead, the target is for the faculty in the department to not be dominated by certain groups, but to make sure that diverse lenses are being included in the curricula.

❖ **Met, not met, partially met, not reported this cycle:** Partially Met

❖ **Findings:** Faculty matrix indicates diversity in regards to gender but is in need of greater diversity in terms of race/ethnicity. Six faculty members are male and three are female. However, only three (two male and one female) are African American. Given that DSU is an HBCU, greater race/ethnic minority representation on the faculty is a hiring priority. The department includes diverse areas of primary research/teaching areas for faculty including, gender, victimization, global, prisoner re-entry, and urban sociology (to name a few). This is evident in faculty coverage of the diverse curriculum in the Sociology and Criminal Justice majors.

❖ **Action Plan based on findings:** During faculty searches and hiring, ensure that faculty meet the needs of students.

**Findings 2018-2019:** The SCCJ faculty is diverse in terms of race/ethnicity and gender. In addition, the department includes diverse areas of primary research/teaching including, gender, victimization, corrections, prisoner-reentry, global sociology, urban sociology, and demography.

**Target met? Met**

**Action Plan:** During faculty searches and hiring, ensure that faculty meet the needs of students.

C. **Objective:** Implement a process to continually review and revise curricula to ensure relevancy and credibility.

**Connected to DSU strategic plan Goal:** College of Humanities, Education, and Social Sciences (CHESS) goal: (2) Provide high quality instruction which meets the needs of all majors with CHESS and the General Education Requirements of all non-majors.
Measure: Curriculum review and enhancements/revisions. A past external review and self-study findings indicate need for curricula revisions. 2017-2018 Findings & Action Plans

Target: Review and improve curriculum based on findings from student learning assessment, changes in University, and/or changes in discipline at least once every 2 years.

❖ Met, not met, partially met, not reported this cycle: Met

❖ Findings: The department curriculum committee continued their work to strengthen the course offerings of the department, including cross-listing courses with other disciplines. This included adding a special topics course to test possible additions to the curriculum. The curriculum committee added courses in intersectionality, Sociology of Culture, and Sociology of Work to strengthen course offerings for the Sociology major. In addition, a second internship course and plans to include practically focused courses was added to enhance the curriculum for the Criminal Justice program.

❖ Action Plan based on findings: Curriculum development and curriculum changes related to University and discipline changes.

Findings 2018-2019: The department began developing a master’s program to expand program offerings in the department.

Target met? Met

Action Plan: Continue developing master’s program and ensure that curriculum development and changes are related to university and discipline changes.

D. Objective: Ensure that technology and other instructional resources are adequate for effective teaching and learning.

Connected to DSU strategic plan Goal: College of Humanities, Education, and Social Sciences (CHESS) goal: (2) Provide high quality instruction which meets the needs of all majors with CHESS and the General Education Requirements of all non-majors.

1a. Measure: Inventory of instructional resources, including projectors, Smartboards, TV/DVD players.

Target: 100% Of classrooms meet minimum standards of technology and instructional resource capacity. Professors have access to technology to present PowerPoint presentations and to show DVDs.

❖ Met, not met, partially met, not reported this cycle: Not Met

❖ Findings: Classrooms meet minimal technology standards. However, not all technology always works or is up to date with current standards in higher education. For example, only one of five
classrooms on the first floor of Delaware Hall is up to current technological standards.

❖ **Action Plan based on findings:** Instructional technology. The university is transitioning to having all courses use digital resources. Faculty in the department have been provided iPads by the university. However, no classrooms in Delaware Hall are currently compatible with iPads. Once the compatibility is provided, faculty in the department will incorporate the use of iPads in the classroom. Currently, faculty use the technology they own or have bought in order to incorporate technology in the classroom. The department will continue to seek additional technology for the classroom.

**Findings 2018-2019:** Classrooms in Delaware Hall continue to meet very minimal technology standards. All faculty in the department incorporate technology in and outside of the classroom when technology in the classroom works.

**Target met?** Not Met

**Action Plan:** Create a department committee to examine technology needs for faculty in the classroom and work to expand the instructional technology in the classrooms in Delaware Hall. In addition, ensure that faculty are incorporating technology in and outside of the classroom.

II. **Goal 2 - Research** – Support productive faculty research.

A. **Objective:** Promote publication of scholarly work by faculty members.

**Connected to DSU strategic plan Goal:** College of Humanities, Education, and Social Sciences (CHESS) goal: (1) Support and Strengthen all academic departments within CHESS Programs, as well as the activities and services provided by Delaware State University

1a. **Measure:** Faculty research based on updated CVs.

**Target:** Each faculty member who has not reached full professor status to submit one scholarly work or publish a scholarly work each academic year.

❖ **Met, not met, partially met, not reported this cycle:** Partially Met

❖ **Findings:** All faculty, regardless of rank, have worked on scholarly publications. Because of the time needed to collect data, not all faculty have submitted work to a scholarly publication even though they are currently active in research. Two faculty had work accepted for publication or published during the academic year for a total of four scholarly publications (three peer reviewed journal articles and one book review).
Action Plan based on findings: Increase submission of scholarly work (Secondary KPI#13). The chair of the department meets with each faculty member twice during the academic year to discuss their plans for the academic year and then whether that faculty member met their plans. During this time, the department’s P&T rubric is reviewed and the department chair can encourage the faculty member to submit more scholarly work if they feel it is necessary to meet the P&T requirements.

Findings 2018-2019: All faculty, regardless of rank, have worked on scholarly publications. Faculty conducted five presentations at academic conferences and had seven articles published. However, because of the extra courses faculty are forced to work, not all faculty had publications and presentations.

Target met? Partially Met

Action Plan: Increase submission of scholarly work (Secondary KPI#13). The chair of the department meets with each faculty member twice during the academic year to discuss their plans for the academic year and then whether that faculty member met their plans. During this time, the department’s P&T rubric is reviewed and the department chair can encourage the faculty member to submit more scholarly work if they feel it is necessary to meet the P&T requirements.

B. Objective: Promote faculty research by submitting proposals and conducting non-sponsored research.

Connected to DSU strategic plan Goal: College of Humanities, Education, and Social Sciences (CHESS) goal: (3) Create a model of scholarly research for all full time faculty.

1a. Measure: Faculty research, grant proposals, and award notices based on updated CVs.

Target: All tenure track faculty and full professors will be involved in research activities.

Met, not met, partially met, not reported this cycle: Partially Met

Findings: All faculty are involved in research. Two faculty members had NSF grants accepted where they are either PI or Co-PI.

Action Plan based on findings: Increase funded research activities (KPI #6). Provide additional details in findings section about the types of research opportunities in which faculty engaged.
Findings 2018-2019: All faculty are involved in research. Two faculty members worked on external grants.

Target met? Partially Met

Action Plan: Increase funded research activities (KPI #6).

III. Goal 3 – Service – Ensure that faculty are active members of the university and surrounding community.

A. Objective: Maintain faculty participation in University and community service work.

Connected to DSU strategic plan Goal: College of Humanities, Education, and Social Sciences (CHESS) goal: (1) Support and Strengthen all academic departments within CHESS Programs, as well as the activities and services provided by Delaware State University.

1a. Measure: Faculty service based on updated CVs. This information is also measured through the material obtained by the chair of the department when chair evaluations are conducted. At that time, a list of faculty participation in university and community service work will be created.

Target: Each full-time faculty member to participate in at least one Department committee and one University or College committee.

❖ Met, not met, partially met, not reported this cycle: Met

❖ Findings: All faculty participated in department and University committees, including leadership positions within university committees.

❖ Action Plan based on findings: Continue service commitments and track the type of activities faculty participate in.

Findings 2018-2019: All faculty participated in department and university committees.

Target met? Met

Action Plan: Continue service commitments and track the type of activities faculty participate in.

IV. Goal 4 – Student Engagement – Increase employability by providing opportunities to improve workplace skills through activities and experiences outside the classroom.

A. Objective: Continue to develop new internship opportunities. Maintain current internship relationships.

Connected to DSU strategic plan Goal: College of Humanities, Education, and Social Sciences (CHESS) goal: (2) Provide high quality instruction which meets the
needs of all majors with CHESS and the General Education Requirements of all non-majors.

1a. **Measure:** Total number of existing and new internship opportunities for students.

   **Target:** Increase the number of student internship options by at least one each academic year.

   - **Met, not met, partially met, not reported this cycle:** Met

   - **Findings:** The internship instructor continues to seek and develop additional internships. Students continue to be involved in internships within the field.

   - **Action Plan based on findings:** Internship objective (KPI #1). This objective includes providing opportunities for student involvement in practical areas within the discipline, which can make students more employable when they are on the job market. The internship courses in the curriculum provide this opportunity and the action plan is for internship opportunities to expand year after year.

   **Findings 2018-2019:** The internship coordinator continues to seek and develop additional internship opportunities (at least 3 new internship contacts were made). All SCCJ students graduating during the academic year completed at least one internship.

   **Target met?** Partially Met (since there is no set number of internships and the amount of internship opportunities changes each semester as the amount of students taking the internship I and II classes also changes).

   **Action Plan:** Internship objective (KPI #1). This objective includes providing opportunities for student involvement in practical areas within the discipline, which can make students more employable when they are on the job market. The internship courses in the curriculum provide this opportunity and the action plan is for internship opportunities to expand year after year. The department will examine how to better measure internship opportunities since there is no set amount of internship opportunities and every SCCJ student completes an internship.

**B. Objective:** Continue to support student facilitated Sociology and Criminal Justice Club by providing a faculty sponsor and assisting with activities.

**Connected to DSU strategic plan Goal:** College of Humanities, Education, and Social Sciences (CHESS) goal: (6) Provide all students with a broad understanding of their respective disciplines in preparation for careers and graduate studies.

1a. **Measure:** Club minutes and resources provided to club.

   **Target:** Department to provide at least one faculty sponsor for club. Faculty sponsor to provide resources and assistance as requested.
Met, not met, partially met, not reported this cycle: Met

Findings: Department continues to support the Sociology and Criminal Justice Club.

Action Plan based on findings: Continue Student Support. In future cycles, include more details about how was the club supported, details about faculty sponsor(s) and how he/she engaged or assisted the club, significant accomplishments of the club.

Findings 2018-2019: The CJ Club continued to be supported by the department through funding for events and faculty support. The CJ Club hosted a variety of guest speakers that included representatives from one of Delaware’s Probation and Parole Departments for career opportunities. The CJ Club also visited the Central Violation of Probation Center for a tour of the facility that emphasized how the correctional system handles repeat probation violators, offenders who struggle with substance abuse, and offenders who are nearing their release from extended prison stays.

Target met? Met

Action Plan: Continue to provide support for the CJ Club.

C. Objective: Continue to seek and publicize volunteer opportunities for students.

Connected to DSU strategic plan Goal: College of Humanities, Education, and Social Sciences (CHESS) goal: (2) Provide high quality instruction which meets the needs of all majors with CHESS and the General Education Requirements of all non-majors.

1a. Measure: Volunteer opportunities shared with students.

Target: Promote or develop at least one new volunteer option each year.

Met, not met, partially met, not reported this cycle: Met

Findings: The department continues to advertise and encourage volunteer opportunities for students. Advertisement is conducted informally through Blackboard announcements and more formally through student organizations. The department web page, currently being redesigned, will include volunteer options.

Action Plan based on findings: Continue seeking volunteer opportunities for students.

D. Objective: To increase retention rates for sociology and criminal justice majors.

Connected to DSU strategic plan Goal: KPI #4 – Increase retention rates.

1a. Measure: First-year retention rate, per KPI #4 description from Pride 2020.

Target: Increase retention rate by 5% each year.
Met, not met, partially met, not reported this cycle: Not Reported this cycle.

Action Plan based on findings: Increase retention rate (KPI #4)

Findings 2018-2019: Not reported this cycle.

Target met? Not reported this cycle.

Action Plan: Increase retention rate (KPI #4)

E. **Objective:** Continue to improve graduation rates for sociology and criminal justice majors.

  **Connected to DSU strategic plan Goal:** N/A

  1a. **Measure:** IR Data/Department Data

     **Target:** Increase 4-year graduation rate by 5% each year.

     Met, not met, partially met, not reported this cycle: Partially Met – A total of 60 students graduated during the 2017-2018 academic year (53 criminal justice and 6 sociology). The 4-year graduation rate was 25.7% (a 3.2% increase from the previous year).

     **Action Plan based on findings:** Increase graduation rate.

     Findings 2018-2019: Not reported this cycle.

     Target met? Not reported this cycle.

     Action Plan: Increase graduation rate.

F. **Objective:** To increase the number of students applying for professional/graduate schools.

  **Connected to DSU strategic plan Goal:** N/A

  1a. **Measure:** Senior survey and updates from graduates.

     **Target:** At least 25% of graduating seniors apply for graduate or professional school.

     Met, not met, partially met, not reported this cycle: Not Reported this cycle.

     **Action Plan based on findings:** Advise Juniors and Seniors on Graduate/Professional School Applications. Develop a Criminal Justice Master’s Degree Program.

     Findings 2018-2019: 33% of graduating seniors reported applying to graduate or professional school.

     Target met? Met
**Action Plan:** Continue to advise juniors and seniors on Graduate/Professional school applications. Hold workshops to provide students with information. Develop a Criminal Justice master’s degree program.

G. **Objective:** Continue to increase percentage of students employed in professional jobs upon graduation.  

**Connected to DSU strategic plan Goal:** N/A  
1a. **Measure:** Department Senior Survey and First Destination Survey.  

**Target:** Increase employment rate by 5% each year.  
❖ **Met, not met, partially met, not reported this cycle:** Not reported this cycle.  
❖ **Action Plan based on findings:** Increase graduating senior job application rate (KPI #2).  

**Findings 2018-2019:** 21% of graduating students reported being offered and accepting professional positions.  

**Target met?** Met (based on no reporting the past cycle).  

**Action Plan:** Increase graduating senior job application rate (KPI #2).

**Criminal Justice BA**

II. **Goal 1 – Theoretical Perspective** – Students will develop a theoretical perspective using criminological and sociological theories.  

A. **Outcome 1 – Define Sociological and Criminological Theories** – Students will be able to identify and define the primary sociological and criminological theories.  
   a. **DSU Learning Goal Associations**  
      ❖ 1 – UG Student Learning Goal – Competent Communicators  
      ❖ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information  

2. **Measure and Target**  
   a. **M1: Sociological Theories Assignment Grade** – Grade on Sociological Theories assignment.  
      ❖ **Source of Evidence – Academic indirect indicator of learning – other**  
      ❖ **Target – At least 90% of students will earn a C or better on assignment defining theories.**  
   b. **2017-2018 Findings and Action Plans**
Met – 98% of students earned a C or better on assignment defining sociological theories.

**Findings 2018-2019:** 94% of students earned a C or better on assignment defining sociological theories.

**Target met?** Met

**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

3. **Measure and Target**
   a. **M2: Criminology Theories Assignment Grade** – Grade on Criminological Theories assignment
      - **Source of Evidence** – Written assignment(s), usually scored by a rubric
      - **Target** – At least 90% of students will earn a C or better on assignment defining criminological theories.
   b. **2017-2018 Findings and Action Plans**
      - **Not Met** – 64% of students earned a C or better on the criminological theories assignment.
      - **Findings 2018-2019:** 80% of students earned a C or better on the criminological theories assignment.

**Target met?** Not Met

**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

B. **Outcome 2 – Use Theories** – Students will be able to use criminological and sociological theories to explain issues related to the criminal justice discipline.
   a. **DSU Learning Goal Associations**
      - 1 – UG Student Learning Goal – Competent Communicators
      - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

2. **Measure and Target**
   a. **M3: Capstone Theoretical Perspective** – Rating on Theoretical Perspective element of the Capstone Research Paper Grading Rubric. Capstone assignment from the Senior Seminar course is it to write a
critical argument explaining a criminal justice issue using a sociological theoretical perspective.

- Source of Evidence – Capstone course assignments measuring mastery.
- Target – At least 90% of students will earn an adequate or better rating on the Theoretical Perspective element of the Capstone Research Paper grading rubric.
- Findings 2018-2019: Not reported this cycle.

Target met? Not reported this cycle.

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

C. Outcome 3 – Develop and Critical Argument – Students will be able to develop a sound, credible argument assessing a criminal justice issue using a sociological perspective.
   a. DSU Learning Goal Associations
      - 1 – UG Student Learning Goal – Competent Communicators
      - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
      - 4 – UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success

2. Measure and Target
   a. M4: Capstone Research Paper Grade – Grade on the capstone research paper. Capstone assignment is to write a critical argument explaining a criminal justice issue and its impact.
      - Source of Evidence – Capstone course assignments measuring mastery.
      - Target – At least 90% of students will earn a C or better on their final capstone research paper.
      - Findings 2018-2019: Not reported this cycle.

Target met? Not reported this cycle.

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.
III.  **Goal 2 – Scientific Nature of Criminal Justice** – Students will understand the scientific nature of the criminal justice discipline.

A.  **Outcome 4 – Define the Scientific Process Used in the Criminal Justice Discipline** – Students will be able to identify and define the components of the scientific process used to examine criminal justice issues.

   a.  **DSU Learning Goal Associations**

      ❖ 1 – UG Student Learning Goal – Competent Communicators
      ❖ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

2.  **Measure and Target**

   a.  **M5: Scientific Method** – Grade on assessment of understanding scientific method in Research Methods course.

      ❖ Source of Evidence – Academic indirect indicator of learning – other
      ❖ Target – At least 90% of students will earn a C or better on the scientific process assignment/test in the Research Methods course.

   b.  **2017-2018 Findings and Action Plans**

      ❖ Partially Met – 80% of students earned a C or better on assignment defining the scientific process.
      ❖ **Findings 2018-2019**: 94% of students earned a C or better on assignment defining the scientific process.

   **Target met?** Met

   **Action Plan**: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

B.  **Outcome 5 – Explain Primary Methodologies Used to Examine Criminal Justice Issues** – Students will be able to identify and explain the primary methodologies used in the criminal justice discipline.

   a.  **DSU Learning Goal Associations**

      ❖ 1 – UG Student Learning Goal – Competent Communicators
      ❖ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

2.  **Measure and Target**

   a.  **M5: Scientific Method** – Grade on assessment of understanding scientific method in Research Methods course.

      ❖ Source of Evidence – Academic indirect indicator of learning – other
Target – At least 90% of students will earn a C or better on the assignment/test explaining research methodologies in the Research Methods course.

b. 2017-2018 Findings and Action Plans

- Partially Met – 81% of students earned a C or better on assignment/test explaining research methodologies.
- Findings 2018-2019: 94% of students earned a C or better on assignment/test explaining research methodologies.

Target met? Met

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

C. Outcome 6 – Interpret Criminal Justice Research Findings – Students will be able to interpret qualitative and quantitative research findings in the criminal justice discipline.

a. DSU Learning Goal Associations

- 1 – UG Student Learning Goal – Competent Communicators
- 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
- 4 - UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success.

2. Measure and Target

a. M6: Rating on Capstone Rubric QR element – Rating on Quantitative Reasoning element of the Capstone Rubric. Senior Seminar (Capstone Course) includes several assignments in which students interpret research findings. The capstone assignment also requires the use of statistical information to demonstrate understanding and use of quantitative information.

- Source of Evidence – Academic indirect indicator of learning – other
- Target – At least 90% of students will earn a satisfactory or better rating on the Capstone Rubric Quantitative Reasoning element.

b. 2017-2018 Findings and Action Plans

- Met – 93% of students earned a satisfactory or better rating on the Capstone Rubric Quantitative Reasoning element.
- Findings 2018-2019: Not reported this cycle.
Target met? Not reported this cycle.

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

D. Outcome 7 – Critique Criminal Justice Research – Students will be able to assess and critique the validity and utility of criminal justice research.
   a. DSU Learning Goal Associations
      ❖ 1 – UG Student Learning Goal – Competent Communicators
      ❖ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
      ❖ 4 - UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success.

2. Measure and Target
   a. M7: Grade on Assignments Assessing Published Research – Students will be able to critique published research, assessing method and findings.
      ❖ Source of Evidence – Academic direct measure of learning – other
      ❖ Target – At least 90% of students will earn a C or better on written assignments critiquing published research.
   b. 2017-2018 Findings and Action Plans
      ❖ Partially Met – 88% of students earned a C or better on written assignments critiquing published research.
      ❖ Findings 2018-2019: 79% of students earned a C or better on written assignments critiquing published research.

Target met? Not Met

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

E. Outcome 8 – Develop a Research Proposal – Students will develop a sound, ethical, feasible research proposal to examine a criminal justice issue.
   a. DSU Learning Goal Associations
      ❖ 1 – UG Student Learning Goal – Competent Communicators
      ❖ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
3 – UG Student Learning Goal – Ethical, collaborative, and productive citizens of a complex, diverse world.

4 - UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success.

2. Measure and Target
a. M8: Grade on Research Proposal – Students will be able to design a research proposal.
   - Source of Evidence – Written assignment(s), usually scored by a rubric.
   - Target – At least 90% of students will earn a C or better on the written research proposal assignment.

b. 2017-2018 Findings and Action Plans
   - Partially Met – 86% of students earned a C or better on the written research proposal assignment.
   - Findings 2018-2019: 90% of students earned a C or better on the written research proposal assignment.

Target met? Met

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

F. Outcome 9 – Understand and Apply Statistical Principles – Students will be able to apply standard statistical practices to examine criminal justice issues.
   a. DSU Learning Goal Associations
      - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

2. Measure and Target
a. M9: Rating on Quantitative Reasoning Rubric Application Element – Students will be able to apply basic statistical principles used in criminal justice research.
   - Source of Evidence – Academic direct measure of learning - other.
   - Target – At least 90% of students will be able to apply basic statistical principles used in criminal justice research.

b. 2017-2018 Findings and Action Plans
   - Met – 96% of students were able to apply basic statistical principles.
   - Findings 2018-2019: ADCS Rubrics were not submitted during the 2018-2019 academic year.

Target met? N/A
**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

**G. Outcome 10 – Use Findings to Support Criminal Justice Argument** – Students will be able to use research findings to support a criminal justice argument.

a. **DSU Learning Goal Associations**
   - 1 – UG Student Learning Goal – Competent Communicators
   - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
   - 4 - UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success.

10.1 **Measure and Target**

b. **M10: Rating on Capstone Evidence – Rating on Evidence Element of the Capstone Research Paper Grading Rubric.** Capstone assignment is to write a critical argument assessing a criminal justice issue and requires the use of credible research findings to support the argument.
   - Source of Evidence – Capstone course assignments measuring mastery.
   - Target – At least 90% of students will earn an adequate or better rating on the Evidence element of the Capstone Research Paper Grading Rubric.
   - **Findings 2018-2019:** Not reported this cycle.

**Target met?** Not reported this cycle.

**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

**IV. Goal 3 – Centrality of Inequality** – Students will understand inequality as it relates to the criminal justice system.

A. **Outcome 11 – Define and Explain Inequality** – Students will be able to define and explain inequality as it relates to the criminal justice discipline.

a. **DSU Learning Goal Associations**
   - 1 – UG Student Learning Goal – Competent Communicators
2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

2. Measure and Target
a. M11: Grade on assignment explaining inequality – Grade on assignment explaining inequality in Social Stratification course.
   ❖ Source of Evidence – Academic indirect indicator of learning - other.
   ❖ Target – At least 90% of students will earn a C or better on the assignment/test defining and explaining inequality in the Social Stratification course.
   ❖ Findings 2018-2019: 89% of students earned a C or better on the assignment/test defining and explaining inequality in the Social Stratification course.

Target met? Partially Met

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

B. Outcome 12 – Examine the Intersection of Race, Class, and Gender – Students will be able to assess criminal justice issues in regards to race, class, and gender differences.
   a. DSU Learning Goal Associations
      ❖ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
      ❖ 4 - UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success.

2. Measure and Target
a. M11: Grade on assignment explaining inequality – Grade on assignment explaining inequality in Social Stratification course.
   ❖ Source of Evidence – Academic indirect indicator of learning - other.
   ❖ Target – At least 90% of students will earn a C or better on the intersection assignment/test in the Social Stratification course.
   ❖ Findings 2018-2019: 89% of students earned a C or better on the intersection assignment/test in the Social Stratification course.

Target met? Partially Met
Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

C. **Outcome 13 – Critique Inequality as it Relates to the Criminal Justice System** – Students will be able to critique inequality in the criminal justice system.
   a. **DSU Learning Goal Associations**
      ❖ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

2. **Measure and Target**
      ❖ **Source of Evidence** – Capstone course assignments measuring mastery.
      ❖ **Target** – At least 90% of students will earn an adequate or better rating on the Capstone Research Paper Grading Rubric Impact element.
      ❖ **Findings 2018-2019:** Not reported this cycle.

Target met? Not reported this cycle.

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

V. **Goal 4 – Global Perspective** – Students will develop a global perspective on issues related to criminal justice.

A. **Outcome 14 – Define and Explain a Global Perspective** – Students will be able to define and explain a global perspective on criminal justice.
   a. **DSU Learning Goal Associations**
      ❖ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.
      ❖ 3 – UG Student Learning Goal – Ethical, collaborative, and productive citizens of a complex, diverse world.

2. **Measure and Target**
   ❖ Source of Evidence – Academic direct measure of learning - other.
   ❖ Target – At least 90% of students will earn a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.

b. 2017-2018 Findings and Action Plans
   ❖ Met – 93% of students earned a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.
   ❖ Findings 2018-2019: ADCS Rubrics were not submitted during the 2018-2019 academic year.

Target met? N/A

**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

B. **Outcome 15 – Define and Explain Multiculturalism** – Students will be able to define and explain multiculturalism as it relates to the criminal justice discipline.
   a. DSU Learning Goal Associations
      ❖ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
      ❖ 3 – UG Student Learning Goal – Ethical, collaborative, and productive citizens of a complex, diverse world.

2. **Measure and Target**
      ❖ Source of Evidence – Academic direct measure of learning - other.
      ❖ Target – At least 90% of students will earn a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.

b. 2017-2018 Findings and Action Plans
   ❖ Met – 93% of students earned a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.
   ❖ Findings 2018-2019: ADCS Rubrics were not submitted during the 2018-2019 academic year.

Target met? N/A
**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

C. **Outcome 16 – Examine Global Issues Related to the Criminal Justice Discipline**
   – Students will be able to examine global issues related to the criminal justice discipline.
     a. DSU Learning Goal Associations
        ✤ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.
        ✤ 3 – UG Student Learning Goal – Ethical, collaborative, and productive citizens of a complex, diverse world.

2. **Measure and Target**
      ✤ Source of Evidence – Academic direct measure of learning - other.
      ✤ Target – At least 90% of students will earn a satisfactory or better rating on the Able to Apply Global Concepts element of the Global Learning Rubric.
   b. 2017-2018 Findings and Action Plans
      ✤ Met – 93% of students earned a satisfactory or better rating on the Able to Apply Global Concepts element of the Global Learning Rubric.
      ✤ **Findings 2018-2019**: ADCS Rubrics were not submitted during the 2018-2019 academic year.

**Target met? N/A**

**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

VI. **Goal 5 – Criminal Justice System** – Students will understand how the criminal justice system functions.
   A. **Outcome 17 – Identify and Define Components of the Criminal Justice System**
      – Students will be able to identify and define the components of the criminal justice system.
        a. DSU Learning Goal Associations
2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

2. Measure and Target
   a. M15: Grade on assignments related to CJS components – Grade on assignments related to CJS components in Introduction to Criminal Justice course.
      ▶️ Source of Evidence – Academic indirect measure of learning - other.
      ▶️ Target – At least 90% of students will earn a C or better on assignments/tests related to identifying and defining components of the criminal justice system.

   b. 2017-2018 Findings and Action Plans
      ▶️ Partially Met – 84% of students earned a C or better on assignments/tests related to identifying and defining components of the criminal justice system.
      ▶️ Findings 2018-2019: 94% of students earned a C or better on assignments/tests related to identifying and defining components of the criminal justice system.

Target met? Met

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

B. Outcome 18 – Examine and Critique Criminal Justice System Functions – Students will be able to examine and critique criminal justice system functions.
   a. DSU Learning Goal Associations
      ▶️ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.

2. Measure and Target
   a. M15: Grade on assignments related to CJS components – Grade on assignments related to CJS components in Introduction to Criminal Justice course.
      ▶️ Source of Evidence – Academic indirect measure of learning - other.
      ▶️ Target – At least 90% of students will earn a C or better on assignments/tests related to identifying and defining components of the criminal justice system.

   b. 2017-2018 Findings and Action Plans
      ▶️ Partially Met – 84% of students earned a C or better on assignments/tests related to identifying and defining components of the criminal justice system.
FINDINGS 2018-2019: 94% of students earned a C or better on assignments/tests related to identifying and defining components of the criminal justice system.

Target met? Met

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

C. Outcome 19 – Identify and Assess Ethical Issues – Students will be able to identify and assess ethical issues in the criminal justice system.
   a. DSU Learning Goal Associations
   - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.
   - 3 – UG Student Learning Goal – Ethical, collaborative, and productive citizens of a complex, diverse world.

2. Measure and Target
      - Source of Evidence – Written assignment(s), usually scored by a rubric.
      - Target – At least 90% of students will earn a rating of satisfactory or better on the Ethical Issues element of the Contemporary Issues in CJ course exam.
   b. 2017-2018 Findings and Action Plans
      - Not Met – 74% of students earned a rating of satisfactory or better on the Ethical Issues element of the Contemporary Issues in CJ course exam.
      - Findings 2018-2019: 97% of students earned a rating of satisfactory or better on the Ethical Issues element of the Contemporary Issues in CJ course exam.

Target met? Met

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.
D. **Outcome 20 – Evaluate Critical Issues in the Criminal Justice system** – Students will be able to evaluate critical issues in the criminal justice system.
   a. DSU Learning Goal Associations
      - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.
      - 3 – UG Student Learning Goal – Ethical, collaborative, and productive citizens of a complex, diverse world.

2. **Measure and Target**
      - Source of Evidence – Writing exam to assure certain proficiency level.
      - Target – At least 90% of students will earn a C or better on the Contemporary Issues in CJ course exam.
   b. 2017-2018 Findings and Action Plans
      - Not Met – 79% of students earned a C or better on the Contemporary Issues in CJ course exam.
      - **Findings 2018-2019**: 97% of students earned a rating of satisfactory or better on the Ethical Issues element of the Contemporary Issues in CJ course exam.

**Target met?** Met

**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students.

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**Sociology BA**

I. **Goal 1 – Sociological Perspective** – Students will develop and use a sociological perspective to understand and assess society and social problems.

A. **Outcome 1 – Define Theories** – Students will be able to define the primary sociological theories.

   a. DSU Learning Goal Associations
      - 1 – UG Student Learning Goal – Competent Communicators
      - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

2. **Measure and Target**
a. M1: Grade on assignment defining theories in Sociological Theories Course – Grade on assignment defining sociological theories in Sociological Theories course.
   - Source of Evidence – Academic indirect indicator of learning – other
   - Target – At least 90% of students will earn a C or better on assignment defining theories.

b. 2017-2018 Findings and Action Plans
   - Met – 98% of students earned a C or better on assignment defining sociological theories.

Findings 2018-2019: 94% of students earned a C or better on assignment defining sociological theories.

Target met? Met

**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

B. **Outcome 2 – Use Theories** – Students will be able to use sociological theories to explain social phenomena.
   a. DSU Learning Goal Associations
      - 1 – UG Student Learning Goal – Competent Communicators
      - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
      - 4 – UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success

2. **Measure and Target**
      - Source of Evidence – Capstone course assignments measuring mastery.
      - Target – At least 90% of students will earn an adequate or better rating on the Theoretical Perspective element of the Capstone Research Paper grading rubric.
      - Findings 2018-2019: Not reported this cycle.

Target met? Not reported this cycle.
**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

C. **Outcome 3 – Develop and Critical Argument** – Students will be able to develop a critical argument using a sociological perspective to explain and assess social phenomena.

a. DSU Learning Goal Associations
   - 1 – UG Student Learning Goal – Competent Communicators
   - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
   - 4 – UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success

2. **Measure and Target**

a. M3: Capstone Research Paper Grade – Grade on the capstone research paper. Capstone assignment is to write a critical argument explaining a sociological issue and its impact.
   - Source of Evidence – Capstone course assignments measuring mastery.
   - Target – At least 90% of students will earn a C or better on their final capstone research paper.
   - **Findings 2018-2019:** Not reported this cycle.

**Target met?** Not reported this cycle.

**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

II. **Goal 2 – Scientific Nature of Sociology** – Students will be able to identify, explain, and use the elements and concepts of the scientific nature of sociology.

A. **Outcome 4 – Define the Scientific Process** – Students will be able to identify and define the elements of the scientific process used to examine sociological phenomena.

a. DSU Learning Goal Associations
   - 1 – UG Student Learning Goal – Competent Communicators
2. **Measure and Target**

   **a.** M4: Scientific Method – Grade on assessment of understanding scientific method in Research Methods course.
   - Source of Evidence – Academic indirect indicator of learning – other
   - Target – At least 90% of students will earn a C or better on the scientific process assignment/test in the Research Methods course.

   **b.** 2017-2018 Findings and Action Plans
   - Partially Met – 80% of students earned a C or better on assignment defining the scientific process.
   - **Findings 2018-2019:** 94% of students earned a C or better on assignment defining the scientific process.

   **Target met? Met**

   **Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

B. **Outcome 5 – Explain Research Methods** – Students will be able to identify and explain the various methods used to research sociological phenomena.

   **a.** DSU Learning Goal Associations
   - 1 – UG Student Learning Goal – Competent Communicators
   - 3 – UG Student Learning Goal – Ethical, collaborative, and productive citizens of a complex, diverse world.

2. **Measure and Target**

   **a.** M4: Scientific Method – Grade on assessment of understanding scientific method in Research Methods course.
   - Source of Evidence – Academic indirect indicator of learning – other
   - Target – At least 90% of students will earn a C or better on the assignment/test explaining research methodologies in the Research Methods course.

   **b.** 2017-2018 Findings and Action Plans
   - Partially Met – 81% of students earned a C or better on assignment/test explaining research methodologies.
   - **Findings 2018-2019:** 94% of students earned a C or better on assignment/test explaining research methodologies.

   **Target met? Met**
**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

C. **Outcome 6 – Interpret Findings** – Students will be able to interpret qualitative and quantitative research sociological research findings.

   a. DSU Learning Goal Associations
      - 1 – UG Student Learning Goal – Competent Communicators
      - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
      - 4 – UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success.

2. **Measure and Target**

   a. M5: Rating on Capstone Rubric QR element – Rating on Quantitative Reasoning element of the Capstone Rubric. Senior Seminar (Capstone Course) includes several assignments in which students interpret research findings. The capstone assignment also requires the use of statistical information to demonstrate understanding and use of quantitative information.

      - Source of Evidence – Academic indirect indicator of learning – other
      - Target – At least 90% of students will earn a satisfactory or better rating on the Capstone Rubric Quantitative Reasoning element.

   b. 2017-2018 Findings and Action Plans
      - Met – 92% of students earned a satisfactory or better rating on the Capstone Rubric Quantitative Reasoning element.
      - Findings 2018-2019: Not reported this cycle.

   **Target met?** Not reported this cycle.

   **Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

D. **Outcome 7 – Critique Research** – Students will be able to assess the validity, integrity, credibility, and utility of sociological research.
a. DSU Learning Goal Associations
   ✷ 1 – UG Student Learning Goal – Competent Communicators
   ✷ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
   ✷ 4 - UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success.

2. Measure and Target
   a. M6: Grade on Assignments Assessing Published Research – Students will be able to critique published research, assessing method and findings.
      ✷ Source of Evidence – Written assignment(s), usually scored by a rubric
      ✷ Target – At least 90% of students will earn a C or better on written assignments critiquing published research.
   b. 2017-2018 Findings and Action Plans
      ✷ Partially Met – 80% of students earned a C or better on written assignments critiquing published research.
      ✷ Findings 2018-2019: 79% of students earned a C or better on written assignments critiquing published research.

Target met? Not Met

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

E. Outcome 8 – Design a Research Proposal – Students will be able to design a sound and ethical research proposal using acceptable protocol to examine a sociological phenomena.
   a. DSU Learning Goal Associations
      ✷ 1 – UG Student Learning Goal – Competent Communicators
      ✷ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
      ✷ 3 – UG Student Learning Goal – Ethical, collaborative, and productive citizens of a complex, diverse world.
      ✷ 4 - UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success.

2. Measure and Target
a. M7: Grade on Research Proposal – Students will be able to design a research proposal.
   - Source of Evidence – Written assignment(s), usually scored by a rubric.
   - Target – At least 90% of students will earn a C or better on the written research proposal assignment.

b. 2017-2018 Findings and Action Plans
   - Partially Met – 80% of students earned a C or better on the written research proposal assignment.
   - Findings 2018-2019: 90% of students earned a C or better on the written research proposal assignment.

**Target met? Met**

**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

F. **Outcome 9 – Understand and Apply Statistical Principles** – Students will be able to perform and interpret statistical analyses commonly used in sociology.

a. DSU Learning Goal Associations
   - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

2. **Measure and Target**

a. M8: Rating on Quantitative Reasoning Rubric Application Element – Students will be able to apply basic statistical principles used in sociological research.
   - Source of Evidence – Academic direct measure of learning - other.
   - Target – At least 90% of students will be able to apply basic statistical principles used in sociological research.

b. 2017-2018 Findings and Action Plans
   - Met – 96% of students were able to apply basic statistical principles.
   - Findings 2018-2019: ADCS Rubrics were not submitted during the 2018-2019 academic year.

**Target met? N/A**

**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by
In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

G. Outcome 10 – Use Scientific Findings to Support an Argument – Students will be able to identify and appropriately use qualitative and quantitative findings from sociological research to support an argument.

   a. DSU Learning Goal Associations
      - 1 – UG Student Learning Goal – Competent Communicators
      - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
      - 4 - UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success.

2. Measure and Target
   a. M9: Rating on Capstone Evidence – Rating on Evidence Element of the Capstone Research Paper Grading Rubric. Capstone assignment is to write a critical argument assessing a sociological issue and requires the use of credible research findings to support the argument.
      - Source of Evidence – Capstone course assignments measuring mastery.
      - Target – At least 90% of students will earn an adequate or better rating on the Evidence element of the Capstone Research Paper Grading Rubric.
      - Findings 2018-2019: Not reported this cycle.

   Target met? Not reported this cycle.

   Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

III. Goal 3 – Centrality of Inequality – Students will understand inequality from a sociological perspective.

   A. Outcome 11 – Define and Explain Inequality in Sociological Terms – Students will be able to define, identify, and explain inequality as it relates to sociological phenomena.
   a. DSU Learning Goal Associations
      - 1 – UG Student Learning Goal – Competent Communicators
      - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
2. **Measure and Target**
   a. **M10:** Grade on inequality assignment in Social Stratification Course – 
      Grade on assignment explaining inequality in Social Stratification course.
      - Source of Evidence – Academic indirect indicator of learning - other.
      - Target – At least 90% of students will earn a C or better on the 
        assignment/test defining and explaining inequality in the Social 
        Stratification course.
      - **Findings 2018-2019:** 89% of students earned a C or better on the 
        assignment/test defining and explaining inequality in the Social 
        Stratification course.

   **Target met?** Partially Met

   **Action Plan:** The SCCJ Assessment Committee is examining 
   outcomes and measures to reduce the number of outcomes and 
   ensure measures that rely on assignments incorporate a rubric to 
   identify areas of weakness and strengths for future improvements by 
   students. In addition, the committee is examining how to better 
   differentiate between the Sociology and Criminal Justice majors.

B. **Outcome 12 – Examine the Intersection of Race, Class, and Gender** – Students 
   will be able to identify and explain the intersection of race, class, and gender as it 
   relates to inequality and sociological phenomena.
   a. **DSU Learning Goal Associations**
      - 1 – UG Student Learning Goal – Competent Communicators
      - 2 – UG Student Learning Goal – Effective inquirers, critical 
        thinkers, and problem-solvers able to use appropriate quantitative 
        and qualitative information

2. **Measure and Target**
   a. **M10:** Grade on inequality assignment in Social Stratification Course – 
      Grade on assignment explaining inequality in Social Stratification course.
      - Source of Evidence – Academic indirect indicator of learning - other.
      - Target – At least 90% of students will earn a C or better on the 
        intersection assignment/test in the Social Stratification course.
      - **Findings 2018-2019:** 89% of students earned a C or better on the 
        intersection assignment/test in the Social Stratification course.

   **Target met?** Partially Met

   **Action Plan:** The SCCJ Assessment Committee is examining 
   outcomes and measures to reduce the number of outcomes and 
   ensure measures that rely on assignments incorporate a rubric to 
   identify areas of weakness and strengths for future improvements by
students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

C. **Outcome 13 – Examine Inequality** – Students will be able to assess inequality as it relates to sociological phenomena.

a. DSU Learning Goal Associations
   - 1 – UG Student Learning Goal – Competent Communicators
   - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
   - 4 - UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success

2. **Measure and Target**

   - Source of Evidence – Capstone course assignments measuring mastery.
   - Target – At least 90% of students will earn an adequate or better rating on the Capstone Research Paper Grading Rubric Impact element.
   - **Findings 2018-2019:** Not reported this cycle.

**Target met?** Not reported this cycle.

**Action Plan:** The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

IV. **Goal 4 – Global Perspective** – Students will develop and use a global perspective.

A. **Outcome 14 – Define and Explain a Global Perspective** – Students will be able to define and explain a global perspective.

a. DSU Learning Goal Associations
   - 1 – UG Student Learning Goal – Competent Communicators
   - 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information.
   - 3 – UG Student Learning Goal – Ethical, collaborative, and productive citizens of a complex, diverse world.

2. **Measure and Target**
   ❖ Source of Evidence – Academic direct measure of learning - other.
   ❖ Target – At least 90% of students will earn a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.

b. 2017-2018 Findings and Action Plans
   ❖ Partially Met – 89% of students earned a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.
   ❖ Findings 2018-2019: ADCS Rubrics were not submitted during the 2018-2019 academic year.

Target met? N/A

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

B. Outcome 15 – Define and Explain Multiculturalism – Students will be able to define and explain multiculturalism.
   a. DSU Learning Goal Associations
      ❖ 1 – UG Student Learning Goal – Competent Communicators
      ❖ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
      ❖ 3 – UG Student Learning Goal – Ethical, collaborative, and productive citizens of a complex, diverse world.

2. Measure and Target
      ❖ Source of Evidence – Academic direct measure of learning - other.
      ❖ Target – At least 90% of students will earn a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.

b. 2017-2018 Findings and Action Plans
   ❖ Partially Met – 89% of students earned a satisfactory or better rating on the View Systemic Issues element of the Global Learning Rubric.
   ❖ Findings 2018-2019: ADCS Rubrics were not submitted during the 2018-2019 academic year.

Target met? N/A
Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.

C. Outcome 16 – Examine Global Issues – Students will be able to examine global issues.
   a. DSU Learning Goal Associations
      ❖ 1 – UG Student Learning Goal – Competent Communicators
      ❖ 2 – UG Student Learning Goal – Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information
      ❖ 3 – UG Student Learning Goal – Ethical, collaborative, and productive citizens of a complex, diverse world.
      ❖ 4 - UG Student Learning Goal – Independent learners able to integrate knowledge and technology to achieve personal and professional success.

2. Measure and Target
      ❖ Source of Evidence – Academic direct measure of learning - other.
      ❖ Target – At least 90% of students will earn a satisfactory or better rating on the Able to Apply Global Concepts element of the Global Learning Rubric.
   b. 2017-2018 Findings and Action Plans
      ❖ Met – 93% of students earned a satisfactory or better rating on the Able to Apply Global Concepts element of the Global Learning Rubric.
      ❖ Findings 2018-2019: ADCS Rubrics were not submitted during the 2018-2019 academic year.

Target met? N/A

Action Plan: The SCCJ Assessment Committee is examining outcomes and measures to reduce the number of outcomes and ensure measures that rely on assignments incorporate a rubric to identify areas of weakness and strengths for future improvements by students. In addition, the committee is examining how to better differentiate between the Sociology and Criminal Justice majors.
School of Graduate and Extended Studies (SGAES)

Master of Public Administration

Mission
“The MPA program is designed to provide students with a rigorous program of study preparing policy analysts, public administrators, and public managers with critical decision making skills. Success in the field of public administration, public policy and public management is based on developing analytical skills to diagnose problems, synthesize information, and choose among various competing policy options in the course of managing in a dynamic and ever-changing environment.”

Select Type of Unit from dropdown list: Graduate Academic Program

VII. Goal 1 – Student Learning Outcomes of the MPA Program
“The program of study prepares students for a variety of career options in a variety of governmental settings (state, federal, and local government administrative and management positions), as well as not-for-profit, private, and non-governmental organizations. A sample of the type of positions that this program prepares students for is shown below:

Specific positions include roles as budget and policy analysts, program managers, city and county administrators, human resource professionals, and a variety of leadership and management positions in health care, education, non-profit, and non-governmental organizations.”

A. Outcome 1 Students will identify, analyze, evaluate and implement research-based public administration practices.

Association to DDSU GR SLO:7

Measure: Rubric for the Graduate Project.
Author’s note: The Rubric for the Graduate Project as used to assess Capstones in the 2018-2019 academic year is attached to this document. This rubric is used to judge capstone projects by a review committee of two readers in addition to the Capstone Advisor and Instructor who authorizes completion.

Target: All students will achieve satisfactory rating or above on this rubric.


- **Not reported this cycle.** Other objectives, which provide more applicable and systematic measurement have been assessed this cycle. This is the last cycle that uses these objectives.
- Supporting findings/results
- Action Plan based on findings:
The MPA program has been reconfigured, with stronger curriculum and preparation for MPA students to ensure they have the tools to
achieve at proficient levels. All SLOs and measurements have been updated as of the 2019-2020 AY to better serve students and measure results.

B. **Outcome 2** Students will demonstrate leadership and management skills that drive operational efficiency.

**Association to DSU GR SLO: 6**

Measure: Rubric for the Graduate Project.

Author’s note: The Rubric for the Graduate Project as used to assess Capstones in the 2018-2019 academic year is attached to this document. This rubric is used to judge capstone projects by a review committee of two readers in addition to the Capstone Advisor and Instructor who authorizes completion.

Target: All students will achieve satisfactory rating or above on this rubric.


- **Not reported this cycle.** Other objectives, which provide more applicable and systematic measurement have been assessed this cycle. This is the last cycle that uses these objectives.
- Supporting findings/results
- Action Plan based on findings:
  The MPA program has been reconfigured, with stronger curriculum and preparation for MPA students to ensure they have the tools to achieve at proficient levels. All SLOs and measurements have been updated as of the 2019-2020 AY to better serve students and measure results.

C. **Outcome 3** Students will apply principles of finance and budgeting to public and non-profit operations.

**Association to DSU GR SLO: 7**

Measure: Rubric for the Graduate Project.

Author’s note: The Rubric for the Graduate Project as used to assess Capstones in the 2018-2019 academic year is attached to this document. This rubric is used to judge capstone projects by a review committee of two readers in addition to the Capstone Advisor and Instructor who authorizes completion.

Target: All students will achieve satisfactory rating or above on this rubric.


- **Not reported this cycle.** Other objectives, which provide more applicable and systematic measurement have been assessed this cycle. This is the last cycle that uses these objectives.
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  The MPA program has been reconfigured, with stronger curriculum and preparation for MPA students to ensure they have the tools to achieve at proficient levels. All SLOs and measurements have been updated as of the 2019-2020 AY to better serve students and measure results.
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D. **Outcome 4:** Students will analyze public policy formulation, interactions, and avenues of impact.

**Association to DSU to DSU GR SLO: 6, 7, 8**

**Measure:** Graduate project Analysis Criterion of the Capstone Rubric

This outcome is measured by student accomplishment in the Analysis Criterion of the Capstone Rubric.

**Target:** 75 percent of students will score proficient or above on this rubric criterion.

   - **Not met**
   - Supporting findings/results: Of MPA Graduates, 4 out of 7 (57%) students scored proficient or above on the Analysis criterion. Three students scored Satisfactory.
   - Action Plan based on findings: The MPA program has been reconfigured, with stronger curriculum and preparation for MPA students to ensure they have the tools to achieve at proficient levels.

E. **Outcome 5:** Students will formulate and implement new or expanded government/non-profit services and programs using techniques for more effective administration.

**Association to DSU Student Learning Goal: 5, 8**

**Measure and Target**

Measure: Overall Capstone Rubric for the graduate project.

A student must develop a viable plan for implementing a new policy or program in order to successfully complete the Capstone.

**Target:** 75 percent of students will average proficient or better across all four Capstone criteria.

   - **Not met**
   - Supporting findings/results: Of MPA Graduates, 4 out of 7 (57%) students scored proficient or above on the Analysis criterion. Three students scored Satisfactory.
   - Action Plan based on findings: The MPA program has been reconfigured, with stronger curriculum and preparation for MPA students to ensure they have the tools to achieve at proficient levels.

**2018-2019 Capstone Rubric (attach to Outcome 5 measure)**
<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory (Up to 70%)</th>
<th>Satisfactory (80%)</th>
<th>Proficient (90%)</th>
<th>Advanced (100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong> (1/4 of Total)</td>
<td>There is no organizational scheme. There is no logical flow between ideas and no coherent argument.</td>
<td>There is an attempt to organize the content into a logical argument. Headings and subheadings do not make sense and ideas are not adequately linked.</td>
<td>The paper is organized in a mostly coherent way, where most points flow logically and build arguments by linking ideas in logical order. Very little content is out of place.</td>
<td>The paper is organized in a coherent way, where all points flow logically and build arguments by linking ideas in logical order. No content is out of place.</td>
</tr>
<tr>
<td><strong>Content</strong> (1/4 of Total)</td>
<td>There are no or few outside sources or discussion. There is no argument or conclusion to be drawn.</td>
<td>There are casual mentions of ideas and themes drawn from the literature, but they do not contribute meaningfully to the discussion and do not lead to the stated conclusions.</td>
<td>Most outside sources are incorporated appropriately and used to build to a conclusion through mostly well-reasoned discussion and exposition.</td>
<td>Outside sources are incorporated appropriately and used to build to a conclusion through thoughtful discussion and exposition.</td>
</tr>
<tr>
<td><strong>Analysis</strong> (1/4 of Total)</td>
<td>There is no analytical discussion of the topic or issue.</td>
<td>The content ideas are only brought in tangentially but are not appropriately or adequately assessed.</td>
<td>Ideas are mostly clearly expressed and applied to the topic at hand by using material ideas to support a logical and informed conclusion.</td>
<td>Ideas are clearly expressed and applied to the topic at hand by synthesizing ideas to support a logical, reasoned and informed conclusion.</td>
</tr>
<tr>
<td><strong>Accuracy</strong> (1/4 of Total)</td>
<td>There are errors and misstatement of facts. Outside content is misrepresented. There are numerous grammatical errors and sources are not cited accurately.</td>
<td>There are some errors of fact or misunderstanding of outside concepts. There was an attempt to cite sources accurately, but some errors are present.</td>
<td>There are a few, mostly minor, errors. Facts and concepts are well understood and represented accurately. Most citations are correctly applied and formatted according to APA standards.</td>
<td>There are few, if any, errors. Facts and concepts are fully understood and represented accurately. All citations are correctly applied and formatted according to APA standards.</td>
</tr>
</tbody>
</table>

Master of Business Administration

**Mission / Purpose**
The Master of Business Administration (MBA) Degree program is designed for working professionals and aspiring managers from a wide range of backgrounds who wish to advance their careers or acquire the knowledge and skills necessary to succeed as managers and leaders in the new economy. Candidates integrate and apply business and organizational concepts and techniques in the functional areas of organizational management. The program provides a student-centered learning environment to develop successful business professionals with a global perspective. We emphasize academic excellence through innovation and integrity in teaching, professional development, applied and instructional research, and outreach.

**Graduate Program**

*(A SWOT has been completed and we will be revising our mission and developing a Vision)*

**Strategic Objectives:**

Objective 1: Ensure there is adequate staffing, instructional faculty, support, and resources to maintain the program.

Associated to PRIDE 2020 Goal:

**Measure:** Number of staff hired and resources acquired by the program.

**Target:**

**Findings 2018-2019:** Not reported this cycle

**Action Plan:** Not reported this cycle

Objective 2: Improve enrollment of students in the MBA program.

Associated to PRIDE 2020 Goal: 2

**Measure:** Enrollment numbers for the academic year.

**Target:** Summer 2020 – 75-100 students; Summer 2021 – 200-250 students.

**Findings 2018-2019:** There were 14 students in fall 2018. By Spring 2019, there were about 30 students.

**Action Plan 2018-2019:**

**Student Learning Goals**

The MBA program has established the five student learning goals to see the outcomes/objectives and measures/findings, and then to apply the findings to the curriculum modifications. 1- Ethical decision making 2- Data gathering, Analysis and interpretation 3- Information Technology 4- Global, Culture and Diversity 5- Leadership and Communication. *(These goals were established 10 years ago, we will convene the chairs and faculty to review/revamp)*
SLO 1: Ethical Decision Making

Identifies and illustrates ethical issues, concepts or theories; Student demonstrates organizational ethics within the limitations of corporate interests; Student identifies stakeholder positions and interests; Student demonstrates ethically based decision making.

Relevant Associations:

DSU Learning Goal Associations:
3 Graduate Student Learning Goals: Ethical, collaborative, and productive citizens of a complex, diverse world.

Related Measures:

Measure 1: Ethical Decision Making Case Study

This assignment is administered in the MBA course, Business Law, and Ethics and Financial Management, using a few case analyses assignments.

As the newly assigned Director of the MBA program, I will review with advisory committee to see if these are still the best topics for measurement and will begin the measurement in the fall 2019 semester, utilizing Rubrics.

Target: 75% of students in the courses will achieve rating of 80% or higher on the case study assignment.

Findings (2017-2018) - Target: Not Reported This Cycle

The learning goal has not been measured during this academic year (2017-18). However, the MBA program plans to have the assessment on the learning goal in the Fall 2019 Semester.

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Planned Action on Ethical Decision Making Learning Goal

Established in Cycle: 2015-2016

The assessment of Ethical Decision Making is planned to measure at least three times from Fall 2019 to Spring 2021.

Findings 2018-2019:

Not collected in 2018-2019 because the Business Law and Ethics was not offered during the 18-19 academic year. This was a core course in the past, but has been designated as an elective course since 2015.
Action Plan:

Business Law and Ethics course has not been offered since 2015. Therefore, another measure or course will be assigned to collect data on this student learning outcome.

The Director of the MBA program will review with advisory committee to see if these are still the best topics for measurement and will begin the measurement in the fall 2019 semester, utilizing Rubrics.

SLO 2: Data Gathering, Analysis, and Interpretation

Demonstrates knowledge of the tools and techniques of data gathering; Student applies critical thinking skills to create a varied array of data gathering and analysis methodologies; Student demonstrates an understanding of data gathering and evaluates findings appropriately.

Relevant Associations:

DSU Learning Goal Associations:
7- Graduate Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.

Related Measures:

M 2: Data Gathering, Analysis, and Interpretation Learning Project or Test
The MBA program has decided to begin the measurements next Fall 2019 Semester. The below three measurements were for the last 5 years of accreditation period (2011-16). The Learning Goal was measured in the MBA course, Operations Analysis & Management, in Spring 2012, Fall 2013, and Fall 2014. A Linear Programming exam questions were used to measure the skills. We will continue to use the same method starting Fall 2019.

Target:

Findings (2017-2018) - Target: Not Reported This Cycle
The learning goal has not been measured during this academic year (2017-18). However, the MBA program plans to have the assessment on the learning goal in the Fall 2019 Semester utilizing Operations Analysis and Management.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Planned Action on Data Gathering, Analysis, and Interpretation Learning Goal
Established in Cycle: 2019-2021
The assessment of Data Gathering, Analysis, and Interpretation is planned to measure at least three times from Fall 2019 to Spring 2021

**Findings 2018-2019:**
In Spring 2019, 18 students completed case study assignments for the Operations/Analysis course (MBA-620). All students achieved ratings of 75% of higher for all elements of the Data Gathering, Analysis & Interpretation rubric. Highest ratings were achieved for two elements of the rubric: “Demonstrates knowledge in the tools and techniques of data gathering” and “Applied critical thinking skills to create a varied array of data gathering and analysis methodologies.” While 75% of students achieved acceptable or exceeds standard for “Demonstrates an understanding of data gathering and evaluates findings appropriately,” 25% were rated below standard on this element of the rubric.

![Data Gathering Analysis Rubric - Spring 2019](image)

<table>
<thead>
<tr>
<th>Element</th>
<th>Below Standard</th>
<th>Acceptable</th>
<th>Exceeds Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates an understanding of data gathering and evaluates findings appropriately.</td>
<td>15</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Applied critical thinking skills to create a varied array of data gathering and analysis methodologies.</td>
<td>15</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Demonstrates knowledge in the tools and techniques of data gathering.</td>
<td>15</td>
<td>3</td>
<td>10</td>
</tr>
</tbody>
</table>

**Action Plan:**

**SLO 3: Information Technology**

Display information technology skills, students use networks i.e., Internet resources and library of databases, to obtain reliable information on assigned topics, download, and document necessary files. In detail, the outcome/objectives is to see if students effectively demonstrate how IT is applied in business and demonstrates knowledge of current & emerging technologies.

**Relevant Associations:**

**DSU Learning Goal Associations:**

8- Graduate Student Learning Goal: All graduate students as independent learners will demonstrate the ability to integrate knowledge and technology to ensure their professional and personal success.

**Related Measures:**
**M 3:M 3: Measurement on Information Technology Learning Goal**

The learning goal was measured in Spring 2012, Fall 2014, and Fall 2015 in the MBA course, Information & Technology Management. A case analysis of IT application, and two on-line discussion topics were used as instruments in assessing this skill. We will begin to measure Fall 2019 using the same method and Course Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:** Based on the result of the previous measurement cycle (Findings), the target of this year's measurement has not been changed. It is still 75% which includes (1) Exceeds Standard (2) Acceptable in the measurement.

**Findings (2017-2018) - Target: Not Reported This Cycle**

This measurement has not been assessed during this academic year (2017-18). We will begin to measure again in the Fall 2019 Semester

**Related Action Plans (by Established cycle, then alpha):**
The assessment of Information Technology is planned to measure at least three times from Fall 2016 to Spring 2021 to assess students' learning objectives in the learning goal. The COB accreditation body, AACSB, requires to measure our learning goals and recommends making changes based on our findings.

**Established in Cycle:** 2015-2016  
**Implementation Status:** Planned  
**Priority:** High

**Findings 2018-2019: Not reported this cycle**

**Action Plan: Not reported this cycle**

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**SLO 4: Global, Culture, and Diversity**
Capacity to understand differences and interconnectedness between societies and organizations; Student demonstrates awareness of global economic and political environment; Student demonstrates awareness of different socio-cultural environments and its relationship to business; Student demonstrates awareness of diversity in global business operations; Student demonstrates the understanding of the organization of global business operations

**Relevant Associations:**

**DSU Learning Goal Associations:**

**Related Measures:**

**M 4:M 4: Global, Cultural, and Diversity Test Questions**
The below three measurements were for the last 5 years of accreditation period (2011-16). We will review and plan on the best way to measure this goal and implement for the Fall 2019 Semester. We have used Marketing Management as the course for the learning goal.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
Based on the result of the previous measurement cycle (Findings), the target of this year's measurement has not been changed from 70% and is still 70% which includes (1) Exceeds Standard (2) Acceptable in the measurement

**Findings (2017-2018) - Target: Not Reported This Cycle**

The learning goal has not been measured during this academic year (2017-18). Based on the findings of the previous cycle (below), the MBA program plans to assess the learning goal during the Fall 2019 Semester utilizing Marketing Management as the course.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Planned Action Plan for Global, Cultural, and Diversity Learning Goal**

Established in Cycle: 2019-2021

The assessment of Global, Cultural, and Diversity is planned to measure at least three times from Fall 2019 to Spring 2021

**Findings 2018-2019: Not reported this cycle**

**Action Plan: Not reported this cycle**

**SLO 5: Leadership and Communication**

Effectively formulates personal leadership philosophies; Student identifies leadership problems and makes appropriate recommendations; Student effectively expresses its leadership philosophy orally; Student succinctly summarizes information in writing; Student effectively presents complex information orally.

**Relevant Associations:**

**DSU Learning Goal Associations:**

**Related Measures:**

**M 5.1: Measurement on Leadership & Communication Learning Goal**

The below three measurements were for the last 5 years of accreditation period (2011-16). The learning goal has not been measured during this academic year. Based on the previous academic year’s measurement (Findings), the MBA program
has planned to assess the learning goal next Fall 2019 Semester. This learning goal was evaluated in the MBA course, Organizational Leadership & Behavior and will continue to be the course for measurement.

Source of Evidence: Project, either individual or group

**Target:** The original target was 70% and changed to 75% which includes (1) Exceeds Standard (2) Acceptable in the measurement after the Fall 2014 measurement and analyses. The target remains at 75%.

**Findings (2017-2018 ) - Target: Not Reported This Cycle**

The learning goal has not been assessed during this academic year (2017-18). This goal will be measured in the fall 2019.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the *Details of Action Plans* section of this report.

**Planned Action on Leadership & Communication Learning Goal**

*Established in Cycle: 2019-2021*

The assessment of Leadership & Communication is planned to measure at least three times from Fall 2019 to Spring 2021

**Findings 2018-2019: Not reported this cycle**

**Measure 5.2: Capstone Project**

Students are required to complete a capstone project in Applied Strategic Management course. Students will be assigned a case study, they will form collaborative teams to review the case study and propose solutions, applying key skills learned in the program, including leadership and communication. Capstone project is assessed using a rubric which rates the student on a scale of 1 to 5 and it is graded by the instructor. The rubric has 5-6 different categories.

Target: 100% of students achieving rating of 4 or higher

**Findings 2018-2019:**

In fall 2018, there were X number of students in the Applied Strategic Management course. There were 4 teams of 3 students each. Each student on the teams was rated and Y number of students achieved 3 or higher rating on the rubric.

**Action Plan:**

Review ETS test and questions to see which can be embedded in course tests. Collaborate with faculty member in Accounting regarding other student test measures and companies that provide more in–depth reporting.