ACADEMIC AFFAIRS ASSESSMENT REPORTS

2019-2020

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Summary

Through diligent and consistent collaborations between Assessment Office, faculty, chairs and staff, many Academic Affairs units actively engaged in the culture of assessment and 83% of units submitted assessment reports for 2019-2020 cycle. Although unit members were extremely busy with additional responsibilities related to COVID-19’s impact, chairs/faculty made time for short virtual meetings to document assessment efforts.
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.

Findings (2019-2020) - Target: Met
Target was met. The Fall 2019 enrollment for the department of Agriculture and Natural Resources was 179 students of which 33 students were in Natural Resources and 146 students were majoring in Agriculture.
Findings (2020-2021) - Target: Met
Target was met. The Fall 2020 enrollment for the department of Agriculture and Natural Resources was 200 students of which 31 students were in Natural Resources and 169 students were majoring in Agriculture.

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

Action Plan 2019-2020:
Intensified student recruitment efforts will be continuously implemented through introducing the departmental Agriculture and Natural Resources programs by the college recruiter and faculty at various outreach events including high school visits, education conferences, and career fairs.

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%.

Findings (2019-2020): Target: Not Met
Target was not met. Out of the 78 students enrolled in Fall 2019, 44 returned and maintained their academic programs in Fall 2020. The retention rate was 56.4%. The low rate was resulted possibly from the COVID-19 pandemic and the subsequent course conversion to online in March 2020.

Action Plan 2020-2021:
Efforts will be made to find out the primary reasons for freshman students to drop off the school within the first year of college life. Effective measures will be designed and implemented to improve the student retention rate.

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%.

Findings (2019-2020):
Due to the occurrence of COVID-19 pandemic, job placement of the 2018-2019 graduates is largely unknown. Of the 2019-2020 graduates, Lily Lofton was accepted by the graduate school of University of Georgia and Daniela Rivera accepted by the graduate school of Delaware State University. Caitlin Berchtold was employed by Maryland Department of Natural Resources as a Fisheries Technician.

Action Plan 2019-2020:

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

Track student numbers, retention and employment
Established in Cycle: 2020-2021

Moving forward, the department will continue to track student numbers, retention and employment with the objective of continuing to increase student enrollment, retention and graduate placement. Discussions will be held among the departmental faculty to facilitate effective measures (e.g., curriculum renovation, additional funding support, improved faculty advisement, and job opportunity dissemination) to increase student enrollment, retention, and career placement of Agriculture and Natural Resources programs.

Established in Cycle: 2020-2021
Implementation Status: Planned
Priority: High

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.

Findings (2019-2020) - Target: Met

Target was met. A total of 53 students (53/179= 29.6%) participated in the above mentioned activities in the 2019-2020 academic year. Of the 53 students, 13 participated in undergraduate research, 11 in study abroad, 20 in internships and 9 in experiential learning activities. Due to the COVID-19 pandemic impacts, many of the student experiential learning and internship opportunities were canceled.

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.

**Findings (2019-2020) - Target: Met**
Target was met. All the senior students applying for graduation accomplished the course requirements of AGRI-404 Sustainable Agriculture or NTRS-431 Ecosystems. The concept of sustainability is integrated in these two capstone courses.

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

**Experiential Learning**

*Established in Cycle: 2020-2021*

The departmental faculty have been providing students with additional education of sustainability through external grants-supported conferences, training workshops and internships on climate change education, renewable energy development, bioeconomy leadership cultivation, and soil health management.

**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.

**Findings (2019-2020) - Target: Met**
The faculty in the department were awarded $2.74 million external funds through 13 grant projects.

**Action Plan 2019-2020:**

Research facilities continue to be an issue within the department as a growing number of young faculty have placed a strain on existing facilities. Despite the addition of the Annex building a few years ago, there is a continual need for research laboratories within the department. New faculty hires often require additional lab resources and currently we are limited in the space available for this purpose.

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.
Findings (2019-2020) - Target: Met
Target was met. A total of 14 refereed publications were produced during this academic year. Additionally 5 book chapters and 39 lay publications (conference abstracts and magazine articles) were generated.

Action Plan 2019-2020:

Faculty efforts will be continuously stimulated to maintain the high productivity of scientific publications, through which the university’s reputation will be greatly enhanced.

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.

Findings (2019-2020) - Target: Met
Target was met. Over 1000 outreach events were conducted by department faculty over this period. For example, Dr. Elavarthi made industrial hemp presentations to Delaware Masters Gardeners on February 18, 2020 and to Delaware Black Farmers Association in October 2019. Dr. McIntosh hosted DSU cooking campus on June 19 and July 2, 2019 and organized 16 Aquaculture Research Demonstration Facility tours in the academic year. Dr. Matthews hosted the Goat Meat Management and Marketing workshop on June 15, 2019 and the Fecal Egg Counting workshop on June 26, 2019. Dr. Ozbay presented at the 2020 virtual Profiting from a Few Acres conference and hosted a virtual webinar on preparing small farms for current market demand on May 3, 2020.

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

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

Monitor faculty productivity
Established in Cycle: 2019-2020

The department will continue to encourage faculty to apply for external grants, generate peer-reviewed publications, and conduct outreach activities to strengthen the departmental academic programs, increase student retention, improve student career placement, and enhance the university reputation.
Agriculture BS

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.

Findings (2019-2020) - Target: Met
Target was met. According to instructor’s overall rating, 100.0% of the students achieved satisfactory performance in the capstone course AGRI-404 Sustainable Agriculture and were able to interpret both crop and animal agricultural production systems.

The Agriculture curricula will be reviewed to ensure that comprehensive and systematic training of agricultural sciences is provided to students through credit courses, in particular crop production courses and animal production courses. If necessary, independent study and experiential learning projects will be developed to help improve student learning effectiveness.

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 communicate orally using the Across the curriculum Rubric. Soil Science is typically taken in the Sophomore or Junior year of the curriculum.

**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 communication orally using the Across the curriculum Rubric.

**Findings (2019-2020) - Target: Met**
Twenty eight (28) students were enrolled in Spring 2020 AGRI-208 Soil Science. All of the students delivered a 20-minute oral presentation in 2-3-member groups to demonstrate to the whole class what they have learned of soil science. One hundred percent (100%) of the presenters exhibited satisfactory or proficient oral presentation skills.

**Action Plans (2019-2020):**
Continued efforts will be made to cultivate and monitor students’ oral communication skills. Focus groups, virtual meetings, learning experience sharing, and oral presentations will be incorporated and implemented in course teaching to facilitate student development.

**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.

**Findings (2019-2020) - Target: Met**
All the students (100%) enrolled in Spring 2020 AGRI-404 Sustainable Agriculture were able to describe the general sustainable agricultural production practices from the ecological, soil health, environmental quality, and economic viability perspectives.

**Action Plans (2019-2020):**
More sustainable agriculture-related courses such as integrated pest management, soil health assessment and management, and agroecology will be included in the Agriculture curriculum. Education of sustainable agriculture practices will be further integrated in existing courses including Fundamentals of Crop Production, Soil and Water Management, and Soil Science.

**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.

**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.

**Findings (2019-2020) - Target: Met**
Precisely 83.33% of the students enrolled in the Agriculture capstone course demonstrated satisfactory or better critical thinking and problem-solving abilities at the end of the semester.

**Action Plans (2019-2020):**
Critical-thinking and problem-solving are two vital aspects for student leadership training. Departmental discussions will be held to develop effective teaching methods for improving students’ critical thinking and problem-solving abilities. Potential approaches include critical review essay requirements and problem-based learning projects in conducting senior program courses.
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.

**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.

**Findings (2019-2020) - Target: Met**
All students (100%) enrolled in the Agriculture capstone course demonstrated satisfactory capabilities for applying qualitative agricultural production information to achieving sustainable agriculture. The students’ ability for apply quantitative information, however, needs further improvement.

**Action Plans (2019-2020):**
Departmental meetings will be organized for faculty to determine practical education and training approaches that can improve students’ quantitative reasoning skills, with highlights on the general quantitative knowledge of agricultural production systems, such as the optimal pH range of soil, recommended fertilization rates, common crop grain yields, and livestock life cycles.

**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.

**Findings (2019-2020) - Target: Met**
Though not specifically assessed, all agricultural students have been receiving quality education and training over the four years of college study with the agricultural literacy through courses such as General Botany, General Horticulture, Ecology, Soil Science, Plant Physiology, Fundamentals of Crop Production, Weed Science, Livestock Production, Advanced Poultry Production, and Sustainable Agriculture. The vast majority of the graduated students have grasped the essential knowledge of agricultural production systems.

**Action Plans (2019-2020):**
The Agriculture curricula will be reviewed and reinforced by the departmental faculty to secure the delivery of a comprehensive, systematic, and up-to-date education and training of concentration-tailored agricultural sciences to students.

**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:**
Graduate Student Learning Goal 3: The ability to think critically, analyze information and work collaboratively to address complex problems.
Graduate Student Learning Goal 4: The ability to integrate knowledge and technology to ensure their professional and personal success.

**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 rated “Very good” in their abilities to analyze their data and design the experiments 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.

**Findings (2019-2020) - Target: Met**
All the five graduate students (100%) passed the credit course Experimental Design and Analysis with satisfactory performance.

Additional training has been executed for graduate students to improve their experimental design and data analysis skills through individualized research projects.

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:**
- Graduate Student Learning Goal 2: Clear and concise written and oral communication.
- Graduate Student Learning Goal 3: The ability to think critically, analyze information and work collaboratively to address complex problems.

**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.

**Findings (2019-2020) - Target: Met**
There were four graduate students (100%) in Agriculture passed research proposal defense and thesis defense meetings with demonstrating proficient written and oral communication skills.

The rigorous graduate student education and training system will be reinforced to secure the satisfactory development of graduate students in oral and written communication skills.

**G 3: Graduate student research competency**

**SLO 3: 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.

**Relevant Associations:**

**DSU Learning Goal Associations:**
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.

**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.

**Findings (2019-2020) - Target: Met**
All the four finished graduate students (100%) accomplished their research projects and each submitted a committee-approved thesis illustrating the background, significance, research experimental design, methodology, results, discussion, and conclusions of the research studies.

The rigorous graduate student education and training system will be reinforced to secure the satisfactory development of graduate students in experimental design, implementation, data collection, and information synthesis of thesis research projects.

**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.

**Findings (2019-2020) - Target: N/A**
The Natural Resources capstone course NTRS-431 Ecosystems was not offered in Spring 2020 due to the instructor being on sabbatical leave. As a result, the student learning assessment was not conducted.

Efforts to assess and improve student learning performance in Natural Resources literacy will be continued when the capstone course Ecosystems resumes its normal schedule.

**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.
Findings (2019-2020) - Target: N/A
The Natural Resources capstone course NTRS-431 Ecosystems was not offered in Spring 2020 due to the instructor being on sabbatical leave. As a result, the assessment on student oral competency was not conducted.

Action Plans (2019-2020)
The Natural Resources program has historically been low in student enrollment. Most of the junior and senior-level Natural Resources courses (offered every other year) have a typical student enrollment number less than eight (8). The Department will urge instructors to incorporate oral communication training in more appropriate courses.

M 3: Undergraduate writing 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.

Findings (2019-2020) - Target: N/A
The Natural Resources capstone course NTRS-431 Ecosystems was not offered in Spring 2020 due to the instructor being on sabbatical leave. As a result, the assessment on student writing competency was not conducted.

Action Plans (2019-2020)
The Department will host meetings to encourage Natural Resources instructors to integrate student writing training in regular course teaching.

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.

**Findings (2019-2020) - Target: N/A**
The Natural Resources capstone course NTRS-431 Ecosystems was not offered in Spring 2020 due to the instructor being on sabbatical leave. As a result, the assessment on student critical thinking and problem-solving abilities was not conducted.

Assessment data will be continuously collected when the capstone course Ecosystems resumes its normal schedule.

**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: 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.

**Findings (2018-2019) - Target: Met**
Target was met. All the five enrolled students (100%) in the capstone course Ecosystems were observed to be able to identify sustainable practices for natural resources conservation.

**Findings (2019-2020) - Target: N/A**
The Natural Resources capstone course NTRS-431 Ecosystems was not offered in
Spring 2020 due to the instructor being on sabbatical leave. As a result, the assessment on Natural Resources literacy skills was not conducted.

The Department will review the Natural Resources curricula to ensure systematic and sufficient training of students with the up-to-date science and information of natural resource conservation.

**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.

**Findings (2019-2020) - Target: Met**
Based on the instructor ratings of NTRS-321 Biometrics and AGRI-208 Soil Science which involves computer uses for data analysis, information synthesis, and literature search, 100% of the students (64) demonstrated satisfactory computer skills.

Continued efforts will be made to improve student computer skills through credit course teaching and experiential learning.

**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:**
Graduate Student Learning Goal 3: The ability to think critically, analyze information and work collaboratively to address complex problems.
Graduate Student Learning Goal 4: The ability to integrate knowledge and technology to ensure their professional and personal success.

**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.

**Findings (2019-2020) - Target: Met**
All the five graduate students (100%) passed the credit course Experimental Design and Analysis with satisfactory performance.

Additional training has been executed for graduate students to improve their experimental design and data analysis skills through individualized research projects.

**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:**
Graduate Student Learning Goal 2: Clear and concise written and oral communication.

**Related Measures:**

**M 2: Oral Thesis Defense.**
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 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.

Findings (2019-2020) - Target: Met
Three graduate students majoring in Natural Resources passed (100%) research proposal defense and thesis defense meetings with demonstrating proficient written and oral communication skills.

Action Plans (2019-2020)
The rigorous graduate student education and training system will be reinforced to secure the satisfactory development of graduate students in oral and written communication skills.

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:

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 2: Clear and concise written and oral communication.
Graduate Student Learning Goal 5: Outreach and service.

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.

**Findings (2019-2020) - Target: Met**
Two Natural Resources graduate students accomplished their research projects (100%) and each submitted a committee-approved thesis illustrating the background, significance, research experimental design, methodology, results, discussion, and conclusions of the research studies.

The rigorous graduate student education and training system will be reinforced to secure the satisfactory development of graduate students in experimental design, implementation, data collection, and information synthesis of thesis research projects.
Biological Sciences Department

Mission

The mission of the Department of Biological Sciences is to provide comprehensive support, resources, and academic skills that will allow our students to prepare for their career choices through a deep understanding of the living world, an appreciation of the process by which that knowledge was obtained, and the ability to add to that foundation through critical thinking, research, and experiential learning. Our students should be able to communicate their knowledge of biology to others, and use their knowledge to benefit themselves and society.

Our primary responsibility is to provide students at every academic level with meaningful educational experiences that creates a relevant foundation for their career goals. A strong faculty commitment to developing biological knowledge and providing service and research opportunities is invaluable to student success. With a guiding principle of continuous improvement, the Department faculty and staff will work collaboratively to:

- Integrate the scientific process, critical thinking, problem solving and analysis into our instructional framework;
- Engage students in our courses and laboratories with active, hands-on experiences that promote deep learning and intellectual growth;
- Encourage our students to be advocates for science and the power of the scientific approach as a way to meet the challenges our society faces;
- Pursue excellence in research and scholarship to advance our discipline, and provide training opportunities for our students;
- Participate in departmental governance and decision-making that is guided by scientific, respectful, thoughtful and demographic principles.

Select Type of Unit: Academic Department

The goals of our Department enable students to:

- Develop a clear and unbiased method of investigative thought;
- Develop an appreciation for and an understanding of the natural world;
- Develop a knowledge of biological principles that a modern citizen needs to make intelligent and effective decisions and adjustments to the demands of life;
- Communicate ideas and concepts competently;
- Succeed in advanced study and diverse careers requiring bioscience expertise.

Goal 1 – Teaching - Strengthen and Support Teaching Efforts and the Rigor of Academic Programs.

Strengthen Academic Programs in Biological Sciences to enable students to reach their career goal. This includes providing students with excellent academic advising and mentoring to assist them in developing their career plan.
Objective 1.1: Strengthen academic advising

M1.1: Pre-audit in seminar courses (BIOL 299/399) for all majors to determine if students are advised correctly and their progress toward degree attainment. Number of students which were part of the pre-audit process. Student are graded on this assignment as part of the plan of study and mock audit.

Target: **100% of students will complete the pre-audit as part of the course.**

Findings 2019-2020: Students enrolled in BIOL 399 (n=33) were instructed to contact Dr. McGary to have a pre-audit completed. 28 students complied and had their pre-audit completed (85%). 100% of audits were completed but only 85% of students submitted the pre-audit as part of their course.

Target met? Partially met

Action Plan 2019-2020:

Instructors in BIOL-299 or BIOL-399 should research ways to improve communication with students and within the department.

The pre-audit will also be implemented as part of the BIOL-299 in the future.

M1.2: **Number of and type of internships students participated in an effort to** decrease the number of upperclassmen that need to enroll in Senior Capstone 1 (BIOL 451) by ensuring they have had a research internship, clinical experience, or other experiential learning activity prior to their senior year. Keep the Capstone Approval Forms from BIOL 499 on file to determine if students have had an internship or if they have enrolled in BIOL 451.

Target: At least 80% of students will have participated in a research internship, clinical experience, or other experiential learning activity prior to their senior year

Findings 2019-2020: In Fall 2019, 18 / 74 students classified as 'senior' were enrolled in BIOL 451 (24%). This indicates that approximately 75% of our senior students presumably had completed a research internship or experiential learning prior to their senior year. This course is only offered in fall and summer terms.

Target met (Met, Partially Met, Not Met or Not reported)? **Partially met**

Action Plan 2019-2020:

Most internships were specific for research/forensics, so not all students understand the importance of field experience. Continue to emphasize relevance of internships in BIOL-299 or BIOL-399. We are continuing to expand the number of times our seminar courses are offered during the academic year. In this way, we increase the chances that students will obtain advising and degree progress assistance prior to their senior year. This strategy includes developing online versions of our capstone and seminar classes for delivery each semester.

Objective 1.2: Encourage faculty professional development
M1.2.1: Tracking of faculty participation in professional development through the annual report.

Target: 50% of faculty will participate in at least one professional development activity.

Findings 2019-2020: The Department has 15 faculty members this year. Of this group, 6 faculty members (40%) complete either the Quality Matters (QM) or the Association of Colleges and Universities (ACUE) training on online course delivery. Four members took Blackboard training, and several members attended the virtual CTL workshops during the COVID crisis. Three members of the department attended the writing workshop on March 9, 2020. Dr. McNaughton conducted a CTL training session on setting up a YouTube channel to record class material.

Target met? Met

Action Plan 2019-2020: We will continue to support and enhance faculty training in online teaching to increase departmental online offerings. Represent data in table format for better tracking.

Goal 2 - Research - Facilitate the research environment in the Department of Biological Sciences.
The department research faculty will maintain a dynamic and substantive research environment that is capable of supporting multiple undergraduate research projects.

Objective 2.1: Encourage involvement in funded undergraduate research/internship opportunities.

M2.1: Number of and type of research/internships students participated in an effort to decrease the number of upperclassmen that need to enroll in Senior Capstone 1 (BIOL 451) by ensuring they have had a research internship, clinical experience, or other experiential learning activity prior to their senior year. Keep the Capstone Approval Forms from BIOL 499 on file to determine if students have had an internship or if they have enrolled in BIOL 451.

Target:
Target: At least 80% of students will have participated in a research internship, clinical experience, or other experiential learning activity prior to their senior year

Findings 2019-2020: In Fall 2019, 18 / 74 students classified as 'senior' were enrolled in BIOL 451 (24%). This indicates that approximately 75% of our senior students presumably had completed a research internship or experiential learning prior to their senior year. This course is only offered in fall and summer terms.

Target met? Met

Action Plan 2019-2020: Most internships were specific for research/forensics, so not all students understand the importance of field experience. Continue to emphasis relevance of internships in BIOL-299 or BIOL-399. We are continuing to expand the number of times our seminar courses are offered during the academic year. In this way, we increase the chances that students will obtain advising and degree progress assistance prior to their senior year. This
strategy includes developing online versions of our capstone and seminar classes for delivery each semester.

**Objective 2.2: Publications, scholarly works, and grants.**

Support an increase in the productive of researchers in the department research labs regarding publications, seminars, and other scholarly activities.

**M2.1:** Number of research articles, book chapters, posters and other publication by departmental researchers in the ten research labs currently on campus.

Target: At least three scholarly works will be completed by each of the ten research labs every year and at least five participants per research group per year, at posters and seminar presentations at regional, national and international meetings.

**Findings 2019-2020:** Not reported this cycle due to other pressing priorities.

**Target?** Not reported this cycle.

**Action Plan 2019-2020: develop a tracking table**

For future, this data will be tracked and summarized in table format for better tracking.

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<th>Participants</th>
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</table>

**Goal 3 – Engage in outreach efforts that enhance and broaden opportunities for the undergraduate research experiences.**

**Objective 3.1:** Faculty will enhance student access to research and field experiences both internally and externally. Our goal is to increase the number research opportunities for students within the department and to encourage students to become involved in research or other relevant experiences (study abroad, shadowing opportunities, volunteer work) as early as their freshman year.

**M3.1:** Number and type of Outreach partnerships established with local businesses, schools, volunteer organizations to identify possible collaborative efforts to serve as a viable capstone experience.

**Target:** At least two partnerships will be established and/or maintained with local partners each year.

**Findings 2019-2020:** This semester four outreach partnerships were established. Some outreach to Bayhealth, but this could be strengthened. Outreach to local schools through science events, Saturday workshops, and collaborations with ECHS.

**Target met?** Met

**Action Plan 2019-2020:** Encourage student and faculty outreach. Engage with alumni currently working in the field to establish partnership for mentoring/placing students in internships.
Goal 4 – Curricular Improvements

Objective 4.1: Evaluate core courses (BIOL 101, 102, 210, 215, 310) periodically and align course content and course objectives.

M4.1: Review of core courses, including course syllabi and rubrics

Meeting with core faculty members to finalize the assessment plans so that the course learning objectives align with the program SLOs

Target: At least one curricular review/update will be completed.

Findings 2019-2020: This is in progress. Dr. van Golen and Dr. McGary restructured the curricula, and have the curriculum maps fairly well-developed. The syllabi have been collected, and the plan this spring was to go over the course learning objectives and align them to the program SLOs, and then finalize the curriculum maps. This has been pushed back because of the COVID crisis, but Dr. van Golen and Dr. McGary are back to working on this initiative and hope to have it completed by the fall.

Target: Met

Action Plan 2019-2020: This coming year, they plan to create surveys in Campus Labs for each of the core courses that can be easily deployed to collect relevant data.

Biological Sciences BS

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 class with a C or better.

Findings: MET

BIOL 102 had a pass rate of 82% in the Spring 2020 semester.

Action Plan 2019-2020:

After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. The department developed 8 Program student learning outcomes for Biology and 6 for Forensic Biology during the 2019-2020 academic year and direct measures of those SLO to use beginning in the 2020-2021 academic year. This was done to better reflect the objectives of the forensic biology program.

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 73%, and BIOL 215 had a pass rate of 92% in the Fall 2019 semester.
Action Plan 2019-2020:

After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. The department developed 8 Program student learning outcomes for Biology and 6 for Forensic Biology during the 2019-2020 academic year and direct measures of those SLO to use beginning in the 2020-2021 academic year. This was done to better reflect the objectives of the forensic biology program.

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

BIOL 101 and BIOL 215 had pass rates of 73% and 92% respectively in the Fall of 2019. BIOL 102 had a pass rate of 82% in the Spring 2020 semester.

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 92%, and BIOL 310 had a 95% pass rate in the Fall 2019.

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

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

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

Findings: MET

BIOL 101 had a pass rates of 73% in the Fall of 2019 and BIOL 102 had a pass rate of 82% in the Spring 2020 semester.
After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. The department developed 8 Program student learning outcomes for Biology and 6 for Forensic Biology during the 2019-2020 academic year and direct measures of those SLO to use beginning in the 2020-2021 academic year. This was done to better reflect the objectives of the forensic biology program.

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 92%, and BIOL 310 had a 95% pass rate in the Fall 2019.

Action Plan 2019-2020:

After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. The department developed 8 Program student learning outcomes for Biology and 6 for Forensic Biology during the 2019-2020 academic year and direct measures of those SLO to use beginning in the 2020-2021 academic year. This was done to better reflect the objectives of the forensic biology program.

SLO7: Students will demonstrate understanding of Quantitative Reasoning

Measures: Performance of students in BIOL 215 and BIOL 310 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 92%, and BIOL 310 had a 95% pass rate in the Fall 2019.

Action Plan 2019-2020:

After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. The department developed 8 Program student learning outcomes for Biology and 6 for Forensic Biology during the 2019-2020 academic year and direct measures of those SLO to use beginning in the 2020-2021 academic year. This was done to better reflect the objectives of the forensic biology program.

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: PARTIALLY MET

- BIOL 299, BIOL 399, BIOL 499 had pass rates of 93%, 67% and 92% in the Spring 2020 semester

Action Plan 2019-2020:

After discussions with the Assessment Office we realize that grades are an indirect measure of student learning. The department developed 8 Program student learning outcomes for Biology and 6 for Forensic Biology during the 2019-2020 academic year and direct measures of those SLO to use beginning in the 2020-2021 academic year. This was done to better reflect the objectives of the forensic biology program.
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 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>Day</th>
<th>Topic</th>
<th>Paper Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4/2018</td>
<td>Tuesday</td>
<td>Introduction and overall goals of the course; Topics of interest; Water and pH; Thermodynamics and Bioenergetics</td>
<td></td>
</tr>
<tr>
<td>9/11/2018</td>
<td>Tuesday</td>
<td>Protein structure and function</td>
<td></td>
</tr>
<tr>
<td>9/11/2018</td>
<td>Tuesday</td>
<td>Protein purification techniques</td>
<td></td>
</tr>
<tr>
<td>9/18/2018</td>
<td>Tuesday</td>
<td>Enzyme kinetics</td>
<td></td>
</tr>
<tr>
<td>9/25/2018</td>
<td>Tuesday</td>
<td>Enzyme regulation</td>
<td></td>
</tr>
<tr>
<td>10/2/2018</td>
<td>Tuesday</td>
<td>Lipids and membranes</td>
<td></td>
</tr>
<tr>
<td>10/9/2018</td>
<td>Tuesday</td>
<td>Energy Changes and Electron Transfer in Metabolism</td>
<td></td>
</tr>
<tr>
<td>10/16/2018</td>
<td>Tuesday</td>
<td>Carbohydrate Metabolism</td>
<td></td>
</tr>
<tr>
<td>10/23/2018</td>
<td>Tuesday</td>
<td>Electron Transport and OxPhos</td>
<td></td>
</tr>
<tr>
<td>10/30/2018</td>
<td>Tuesday</td>
<td>Lipid Metabolism</td>
<td></td>
</tr>
<tr>
<td>11/6/2018</td>
<td>Tuesday</td>
<td>Election Day (No class)</td>
<td></td>
</tr>
<tr>
<td>11/13/2018</td>
<td>Tuesday</td>
<td>Photosynthesis</td>
<td></td>
</tr>
<tr>
<td>11/20/2018</td>
<td>Tuesday</td>
<td>Nucleic Acid Biotechnology techniques</td>
<td></td>
</tr>
<tr>
<td>11/27/2018</td>
<td>Tuesday</td>
<td>Grant writing training</td>
<td></td>
</tr>
<tr>
<td>12/4/2018</td>
<td>Tuesday</td>
<td>Grant writing training</td>
<td></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.

Finding 2019-2020:

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

<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>

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

Findings (2019-2020) - Target: Partially met (completion of degree in 2 years)
During the 2019-20 academic year, 3 of the 4 MS Biol candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated adequate core knowledge.

Action Plan 2019-2020: The remaining student was delayed due to the Covid situation and is expected to defend in Fall 2020.
SLO 2: Literature knowledge
Demonstrate knowledge of scientific literature in your 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.

Findings (2019-2020) - Target: Partially Met
During the 2019-20 academic year, 75% (3 out of 4) of the MS candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated adequate core knowledge.
**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.

**Findings (2019-2020) - Target: Partially Met**
During the 2019-2020 academic year, 75% (3 out of 4) 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.

**Findings (2019-2020) - Target: Partially Met**
During the 2019-20 academic year, 75% (3 out of 4) of the MS candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated adequate core knowledge.

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

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.

**Findings (2019-2020) - Target: Partially Met**
During the 2019-20 academic year, 75% (3 out of 4) of the MS candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated adequate core knowledge.

**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.

**Findings (2019-2020) - Target: Partially Met**
During the 2019-20 academic year, 75% (3 out of 4) of the MS candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated adequate core knowledge.

**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.

**Findings (2019-2020) - Target: Partially Met**
During the 2019-20 academic year, 75% (3 out of 4) of the MS candidates completed a successful thesis defense that was judged by their thesis committee to have demonstrated adequate core knowledge.

**Molecular & Cellular Neuroscience MS – MISSING**

**Neuroscience PhD – MISSING**
Chemistry Department

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

**Findings 2019-2020:**
Weiping Song and Kimberly Milligan completed beginner, intermediate, and advanced Bb certification courses as well as ACUE.
Milligan also completed Quality Matters course
Wang, Iriowen, and Kim completed the ACUE
All Chemistry Faculty completely ACUE

**Target met?** Yes

**Action Plan 2019-2020:** Chair will continue to disseminate conference postings

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.

Findings 2019-2020:
Results show that 50% of students submitted course evaluations. General and Organic Chemistry courses received high response rates

**Target met?** Partially met. Larger classes provided incentives for completion

Action Plan 2019-2020:
Provide incentives for completing evaluations

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>
</tbody>
</table>
Stefanny Toala  Teaching Intern -TEAL  Song  1 yr

**Target met?** Yes

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

**Findings 2019-2020:**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Project</th>
<th>Faculty Mentor</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua Patterson</td>
<td>Chron’s Disease</td>
<td>Milligan</td>
<td>1 year</td>
</tr>
<tr>
<td>Genell Addison</td>
<td>Nanomaterials – Analytical</td>
<td>Milligan/Winstead</td>
<td>1 year</td>
</tr>
<tr>
<td>Lewis Lott</td>
<td>Nanodiamonds</td>
<td>Winstead</td>
<td>2 yrs</td>
</tr>
<tr>
<td>Janell Esaka</td>
<td>Hemp Biofuel</td>
<td>Milligan</td>
<td>6mths</td>
</tr>
<tr>
<td>Karla Pagen</td>
<td>Hemp Biofuel</td>
<td>Milligan</td>
<td>1 yr</td>
</tr>
</tbody>
</table>

**Target met?** yes

**Action Plan 2019-2021:** 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 participate 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

Findings 2019-2020:

1. Graduate students recorded and hosted virtual crazy/fun chemistry demonstrations for K-12 students. Videos were hosted on DEMCO’s (Delaware Multicultural Civic Organization) website.

2. NOBCCHE – Kids Day event - Empowering minority girls through Campus outreach efforts on campus with current students.

3. Virtual Science Olympiad – Students and faculty served as peer mentors to assist student groups at this statewide virtual competition.

Target met? Yes

Action Plan 2019-2020: to continue providing community service through ACS and also start another community based organization on our campus

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.

**Findings 2019-2020:**

In 2019-2020, 13 students graduated (6 in Chemistry and 7 in Chemistry Pre-Professional). This is a 30% increase from the 10 students that graduated in 2018.

Formalized Pharm D MOU and program details with UMES in Fall 2019. Completed curriculum mapping between the two institutions and recruited 3-5 students. Bridge to Doctorate students (in partnership with Drexel Univ) have served as Teaching Assistants for Chemistry courses.

*Target met? Yes*

**Action Plan 2019-2020:**

Connect/mentor and support students in Pharm D cohorts. Pair students with UMES Pharm D graduate students for additional support/advice. Promote this program on website and other promotional materials.

**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 1</th>
<th>Identify major ethical issues associated with chemistry and how these issues impact society at large.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSU Learning Goal Association:</td>
<td>Graduate Student Learning Goal 1: Understanding of the major ethical issues associated with their discipline and how these issues impact society at large.</td>
</tr>
<tr>
<td>Instrument 1</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>
</tr>
<tr>
<td>Measurement:</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>&lt;50%</td>
</tr>
<tr>
<td>Result:</td>
<td></td>
</tr>
<tr>
<td>Findings in 2018-2019:</td>
<td>33%</td>
</tr>
<tr>
<td>Findings 2020-2021:</td>
<td><strong>Target Met?</strong></td>
</tr>
<tr>
<td>Target Met?</td>
<td>Action plan for 2020-2021: Make students in program be aware of this expectation immediately after they rerolled.</td>
</tr>
<tr>
<td>Instrument 2</td>
<td>Percent of students received certificates of plagiarism prevention after being admitted into this program. <strong>Target:</strong> 100% students received a certificate of plagiarism prevention.</td>
</tr>
<tr>
<td>Measurement:</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td></td>
<td>&lt;70%</td>
</tr>
<tr>
<td>Result:</td>
<td></td>
</tr>
<tr>
<td>Findings in 2018-2019:</td>
<td>33%</td>
</tr>
<tr>
<td>Findings 2020-2021:</td>
<td></td>
</tr>
</tbody>
</table>
Target Met?:
Action plan for 2020-2021: Communicating with the department chairperson and the instructor/professor who teaching to add this requirement in the course of Chem-560.

Outcome 2
Possess adequate skills in clear and concise writing and oral communication.

DSU Learning Goal Association:
Graduate Student Learning Goal 2: Clear and concise written and oral communication.
Graduate Student Learning Goal 4: The ability to integrate knowledge and technology to ensure their professional and personal success.

Instrument 1
Percent of students receive a grade of B or above in Seminar in Chemistry (CHEM 556 & 557). In these two courses, each student is required to choose a topic in Chemistry, create PowerPoint slides, and deliver oral presentation about the topic. A rubric is used for this presentation for faculty and staff members to evaluate students.

Target: 100% students received a minimum grade of B in these two courses.

Measurement: Unsatisfactory Satisfactory Outstanding
<70% 70-90% >90%

Result:

Findings in 2018-2019: 100%.
Target met in 2019-2020? Yes.

Findings 2020-2021:
Target Met?:
Action plan for 2020-2021: No additional.

Instrument 2
Percent of graduating students passed their research plan at the 1st time of trial. Students are required to write a research plan and send it to the advisory committee for approval. (The decision from the committee include (1) Passing at the 1st trial; (2) Passing at the 2nd trial; Failing at the 2nd trial.)

Target: 100% of MS degree students passed research plan at the 1st trial.

Measurement: Unsatisfactory Satisfactory Outstanding
<70% 70-89% >90%

Result:

Findings in 2018-2019: NA
Target met in 2019-2020? NA
Action plan for 2020-2021: NA

Instrument 3
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 meeting/conference = 2.0 point; One presentation in international meeting/conference = 3.0 point.)

Target: 100% students received at least 1.0 point each year.

Measurement: Unsatisfactory Satisfactory Outstanding
<50% 50-75% >=75%

Result:

Findings in 2018-2019: 67%

Findings 2020-2021:
Target Met?:
Action plan for 2020-2021: Once the crisis of COVID-19 passes, continue to encourage students to present in various academic conferences.

Outcome 3
Think critically, analyze information accurately, and work collaboratively to address complex problems.

DSU Learning Goal Association:
Graduate Student Learning Goal 3: The ability to think critically, analyze information 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% students achieved an overall rating of 4 or above out of 5.0.

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt; 60%</td>
<td>60-80%</td>
<td>&gt;90%</td>
</tr>
</tbody>
</table>

**Results:** 33%

Findings in 2018-2019: 67%

Target met in 2019-2020? No. It is decreasing. Partial reason is the impact of COVID-19 outbreak.

**Findings 2020-2021:**

**Target Met?:**

Action plan for 2020-2021: Enhancing communication with students. Department Graduate Committee will make appointment with graduate students for their performance improvement.

### Instrument 2

Percent of graduating 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.

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

**Results:** N/A 100%

Findings in 2018-2019: NA

Target met in 2019-2020? Yes.

**Findings 2020-2021:**

**Target Met?:**

Action plan for 2020-2021: No.

### Outcome 4

Integrate knowledge and technology to ensure professional and personal success in Chemistry field.

**DSU Learning Goal Association:**

Graduate Student Learning Goal 4: The ability to integrate knowledge and technology to ensure their professional and personal success.

#### Instrument 1

Percent of students who have achieved an accumulative GPA of 3.0 or above out of 4.0 in course work (excluding Thesis and Research).

**Target:** 100% of students achieved an accumulative GPA 3.0 or above.

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;80%</td>
<td>80-89%</td>
<td>&gt;90%</td>
</tr>
</tbody>
</table>

**Results:** 100%

Findings in 2018-2019: 100%

Target met in 2019-2020? Yes.

**Findings 2020-2021:**

**Target Met?:**

Action plan for 2020-2021: No.

#### 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.

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;25%</td>
<td>25-49%</td>
<td>&gt;=50%</td>
</tr>
</tbody>
</table>

**Results:** 33%

Findings in 2018-2019: 0%

Target met in 2019-2020? No. But it is improving.

**Findings 2020-2021:**
Target Met?:
Action plan for 2020-2021: Encouraging students to publish papers with advisors. The department may establish a bulletin board in the hallway to post papers published by graduate students.

Overall Assessment Results

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

<table>
<thead>
<tr>
<th></th>
<th>NA</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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:

| Number of students registered in program during this period | 13 |
| Number of students graduated during this period            | 1  |
| Number of students dismissed/dropped off during this period | 0  |
| Students participated in this assessment                    | 13 |

Outcome 1

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.
| Instrument 1 | Percent of graduates who are hired into post-doctoral positions, industry positions, or academic positions by reporting time after graduation.  
**Target:** All graduated PhD students are hired into professional positions after graduation within designated period of time.  
**Measurement:**  
| Unsatisfactory | Satisfactory | Outstanding |
| <75% | 75-99% | 100% |
| **Result:** | 100% |
| Finding in the previous year: | 100%.  
Is the target met at this time? | Yes.  
Action plan: | No additional. |
**Instrument 2**

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.

**Target:** All PhD students in program received overall score of 4.0 or above out of 5.0 in the evaluation from their advisors.

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

**Result:** 62%

**Finding in the previous year:** 43%

**Is the target met at this time?** No.

**Action plan:** It is increasing. Partial reason is the impact of COVID-19 outbreak. The department is going to require publishing at least one paper before graduation. This requirement may motivate students to focus on research.

**Instrument 3**

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."

**Target:** All graduate PhD students pass oral defense of their dissertation in the 1st trial.

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;70%</td>
<td>70-89%</td>
<td>90-100%</td>
</tr>
</tbody>
</table>

**Result:** 100%

**Finding in the previous year:** 100%

**Is the target met at this time?** Yes.

**Action plan:** No additional plan.

**Outcome 2**

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.

**Instrument 1**

Percent of students received A in Seminar in Chemistry (CHEM 556&557). These two courses, which build upon the student's undergraduate education, provide the initial steps to achieve this outcome.

**Target:** All students received A in these two courses.

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>&lt;70%</td>
<td>70-89%</td>
<td>&gt;=90%</td>
</tr>
</tbody>
</table>
| Instrument 2 | 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. *(The decision of the committee include (1) Passing at the 1st time; (2) Passing at the 2nd time; (3) Failing at the 2nd time.)*  
**Target:** All students pass the Capstone in the 1st trial.  
**Measurement:**  
- Unsatisfactory: <70%  
- Satisfactory: 70-89%  
- Outstanding: ≥90%  
**Result:**  
- Finding in the previous year: 100%.  
- Is the target met at this time? Yes.  
- Action plan: No additional plan.  
- Due to COVID-19, no literature review defense was conducted. This practice will be resumed. |
| Instrument 3 | Average number of attended scientific seminar/symposium/conferences per student in the past one year. *(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.)*  
**Target:** Each student is expected to receive minimum 3.0 points.  
**Measurement:**  
- Unsatisfactory: <2.0  
- Satisfactory: 2.0-3.0  
- Outstanding: >3.0  
**Result:**  
- Finding in the previous year: 2.6.  
- Is the target met at this time? Yes.  
- Action plan: No additional plan. |
| Outcome 3 | Program graduates will learn to effectively write scientific manuscripts describing their research and to make oral presentations of their research at scientific meetings. |
| Instrument 1 | 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.  
**Target:** Each PhD students is expected to publish at least 1 paper in a peer-reviewed journal.  
**Measurement:**  
- Unsatisfactory  
- Satisfactory  
- Outstanding
### Instrument 2

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. *(A: 4.0; B: 3.0; Fail: 0.0.)*

**Target:** Each graduated PhD student is expected to receive a GPA of 4.0 on their dissertation.

<table>
<thead>
<tr>
<th>Target</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;3.0</td>
<td>3.0-3.5</td>
<td>&gt;3.5</td>
<td></td>
</tr>
</tbody>
</table>

| Result: | 4.0          |

| Finding in the previous year: | 4.0. |
| Is the target met at this time? | Yes. |
| Action plan: | No additional plan. |

### Instrument 3

Percent of PhD students who receive minimum 2.0 points in the past 1 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 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>&lt;50%</td>
<td>50-89%</td>
<td>&gt;90%</td>
<td></td>
</tr>
</tbody>
</table>

| Result: | 38.5          |

| Finding in the previous year: | 50% |
| Is the target met at this time: | No. |
| Action plan: | The decreasing rate could be caused by COVID-19 lockdown. After the opening of campus, this situation could be improved. |

### Overall Assessment Results

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

<table>
<thead>
<tr>
<th>NA for evaluation</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

**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%.
Findings 2019-2020:
In the fall 2019, Chem 101, 47 out of 78 students had a score of 70% or higher. In Chem 102, 38 out of 76 students had a score of 70% or higher. 83% of Organic Chemistry students scored above 60%.

Target met? Partially


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

**Findings 2019-2020:**
In Spring 2020, three students completed the senior capstone project. 100% of students achieved satisfactory or above. Two students achieved satisfactory and above ratings on all elements of the rubric, while one student was rated as “X” (exclude) because she changed advisors and course section. Both students excelled and achieved advanced ratings for computer competency and critical thinking.

**Target met? Yes**

**Action Plan 2019-2020:**
Hold virtual Research Day for student capstone project and other research presentations.

---

**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**

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. 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:**
75% of the students will be rated as satisfactory or above.
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.

Findings 2019-2020: 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 2019-2020: Continue to 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. A rubric will be used for evaluation with possible scores of unsatisfactory, satisfactory, proficient, and advanced. Successful knowledge and application of chemical techniques and methods in advanced coursework.

**Target:**
75% of the students will be rated as satisfactory or above.

**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>
</tr>
<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.

**Findings 2019-2020:** 80% of students enrolled in 3** level courses achieved proficiency in knowledge of chemical techniques and methods.

**Target met? Met**
Action Plan 2019-2020: Continue to encourage faculty to complete ADCS data. Not all students are being assessed.

SLO 5: Students will recognize the fundamentals and application of current chemical and scientific theories including those in Analytical, Inorganic, Organic and Physical Chemistries.

DSU Learning Goal Associations:

Related Measures:

5C-Content Rubric will be used to assess student knowledge of fundamentals in chemical and scientific theories. This rubric will be used in Organic Chemistry II.

Target:
75% of the students will be rated as satisfactory or above.

Fall 2019-2020 – Not reported this cycle.

Action Plan 2019-2020:
Collaborate and communicate with instructor to acquire data and input results in ADCS (Assessment Data Collection System). Rubric results will be obtained in spring 2020.

SLO 6: Students will be able to explain why chemistry is an integral activity for addressing social, economic, and environmental problems.

Relevant Associations:

DSU Learning Goal Associations:

Related Measures:
Group assignment in Selected Topics Course or other relevant course assignment that address green chemistry or environmentally friendly synthetic reaction (without harming environment).

Target:
75% of the students will be rated as satisfactory or above.

Fall 2019-2020
Hemp Materials Assignment in Special Topics Course. Students wrote a paper and presentations. Students submitted a review article to a scientific
journal. Four submissions were sent to journals. One article received feedback for revisions. Reviewers expressed that students need improvement in grammar skills and permission should be granted prior to using pictures.

Action Plan 2019-2020
Support students working on the journal review article revisions. Partner with the Writing Studio staff for additional editing assistance before final resubmission.

Chemistry Pre-professional BS

Mission / Purpose

The Department of Chemistry strives to provide a sound foundation in chemistry for students wishing to concentrate in chemistry and/or biochemistry; to prepare students for professional careers and for graduate study; to provide a proper sequence of courses for those students preparing to enter medical, dental, or other health professional schools; and to meet the needs of students wishing to secure a knowledge of the fundamental principles of chemistry.

In Fall 2021, The Pre-Professional track will change to Biochemistry

The Department's Mission Statement (adopted in 2002) supports the University's Mission Statement to provide for the people of Delaware and others who are admitted, a meaningful and relevant education.

Goals without Outcome/Objective Relationships Specified

G 3: The development of laboratory skills
The development of laboratory skills leading to practical proficiency in chemical synthesis, instrumental methods, quantitative measurement, and statistical data analysis.

Goals and Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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

**Findings 2019-2020:** ADCS data was not completed in Fall 2019. Spring 2020, 1 out of 2 (50%) students completed and achieved satisfactory or above rating in Senior Capstone the other student was exempt.

**Target met? Partially met**

**Action Plan 2019-2020:** Encourage faculty to complete ADCS rubrics and encourage more students to participate in research projects.

**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

Findings 2019-2020: Not Reported

Target met?
Action Plan 2019-2020: 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

Findings 2019-2020: 1 out of 2 students achieved satisfactory or above the other student was exempt.

Target met? Partially met
Action Plan 2019-2020: Encourage more students to participate in research opportunities in the department

Goals and Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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

**Findings 2019-2020:** 1 of 2 students achieved satisfactory or above rating in senior capstone (the other was exempt).

**Target met?** Partially

**Action Plan 2019-2020:** Encourage more students to participate in research opportunities in the department
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 that prepares them for careers in food and nutrition, textiles and apparel studies fields 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 professional 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:
Delaware State University-Summer Research Symposium, July 26, 2019, Dover, DE
1) IFT19 Annual Meeting & Food Expo, June 2-5, 2019, New Orleans, LA.
2) 2019 AOCS Annual Meeting, May 5-8, 2019, St. Louis, MO.
3) Research Day, April 12, 2019, Delaware State University Dover, DE.
4) 19th ARD Research Symposium, March 30-April 3, 2019, Hyatt Regency Jacksonville, FL.
6) Professional Agricultural Workers Conference (PAWC), December 2-4, 2018, Kellogg Conference Center, Tuskegee University, AL.
7) 21st Undergraduate Research Symposium in the Chemical and Biological Sciences. University of Maryland Baltimore County, Oct 20th, 2018, Baltimore, MD.
8) Delaware INBRE-Summer Scholars-Undergraduate Research and Service Celebratory Symposium, August 9, 2018, Newark DE.

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:


**Findings 2019-2020:**

**Target met?** Yes

To enhance skills and pedagogy, Dr. Aryee attended 6 conferences:
1) 2020 International Borlaug Dialogue - World Food Prize, Oct 12 - 16, 2020 (Virtual)
2) AOCS Pulse Science and Technology Forum, Oct 6 - 23, 2020 (Virtual)
3) 2nd IUFoST Global Food Summit, Sept 18, 2020 (Virtual)
4) 2020 Virtual Summer Research Symposium, August 6, 2020
5) Green Jobs Program - Delaware State University, July 14 -16, 2020, Virtual
6) Southern Sustainable Agriculture Working Group (SSAWG), January 22 - 25, 2020, Little Rock, AR.

To enhance skills and pedagogy, Dr. Aryee attended and participated in 2 conferences:
- Commission on Dietetics Item Writer for clinical exam questions. October 11-13, 2019. Chicago, IL.

To enhance skills and pedagogy, Dr. Eluwawalage attended 5 conferences:
1. Winterthur Symposium, Winterthur Museum, Delaware. October 12, 2019; Topic: “History of Costume: The Consumption and Governance of Attire in the Mid-Atlantic Region, United States (1600-1900)”
4. The American Historical Association’s 135th Annual Conference 2021; Seattle, WA; January 7-10; Topic: “History of Costume: The Consumption and Governance of Attire in the Mid-Atlantic Region of United the United States (1600-1900)”

Grants - FY 2019-2020
Dr. Aryee submitted 13 grant proposals to funding agencies, and 3 grants were awarded.

Publications - FY 2019-2020
Dr. Aryee scholarly work was recognized by seven published articles:
3) Shehu, I., Akanbi, T.O., Wyatt, V. and Aryee, A.N.A. 2019. Fruit, nut, cereal, and vegetable waste valorization to produce biofuel. In: Byproducts from Agriculture and Fisheries: Adding Value for Food,


Dr. Eluwawalage scholarly work was recognized in three published articles:
3. ENCYCLOPEDIA ARTICLE TITLE: Berg Fashion Library 2020; Publisher: Bloomberg Publishers; Contributing author – ELUWAWALAGE, D. “History of Aviation Apparel”

Action Plan 2019-2020:
Continue to encourage faculty to attend and participate in professional development workshops and conferences. Continue to write and submit grant proposals in an effort to attract extramural funds to support research, teaching and professional development activities. Continue to encourage faculty to publish their scholarly work.

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.

**Findings 2019-2020:**
**Target met?**
Compared to 2018-2019 undergraduate enrollment (70) with current enrollment (86) for 2016-2017 academic year, undergraduate enrollment in the department increased by 23%.

Action Plan 2019-2020:
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. Department will continue to develop collaborative research and teaching activities with community colleges in Delaware and neighboring states.

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
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></th>
<th>Faculty Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
<td><strong>Research Topic</strong></td>
<td><strong>Mentor</strong></td>
</tr>
<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>

<table>
<thead>
<tr>
<th>Students who conducted research in 2015-2016 academic year (Fall and Spring)</th>
<th></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 Njansa seed oil</td>
<td>Lumor</td>
</tr>
<tr>
<td>Students who conducted research in 2016-2017 academic year (Fall and Spring)</td>
<td></td>
<td></td>
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<tr>
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<td></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>Fauntleroy, Imani</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>
<tr>
<td>Lasheda Brooks</td>
<td>Bacterial spoilage in fish products</td>
<td>Lee</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.

Findings 2018-2019:

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

Action Plan:

Findings 2019-2020:

Target met?

**Senior Research project**
- Develop a Questionnaire on the assigned topic
- Develop at least 10 questions on your topic (due March 26, 2020)
- Develop a questionnaire to gather background information of the target group
- Search for information and write literature review (due April 9, 2020)
- Disseminate and collect data from at least 25 participants
- Analyze data and write report (see example attached)
<table>
<thead>
<tr>
<th>TAS Student Name</th>
<th>Research Topic</th>
<th>Faculty Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steele, Lindsey C</td>
<td>Impact of Folic acid status on fetal health</td>
<td>Besong and Taylor</td>
</tr>
<tr>
<td>Romeus, Anne D</td>
<td>Impact of Calcium &amp; vitamin D supplements on women’s health</td>
<td>Besong and Taylor</td>
</tr>
<tr>
<td>Slour Lovecelia</td>
<td>Evaluate knowledge on Nutrition Fact Panel among college students</td>
<td>Besong and Taylor</td>
</tr>
<tr>
<td>Hall, Melayna T</td>
<td>Consumers’ Clothing purchasing criteria (e.g. price, brand name, quality, style, store, etc)</td>
<td>Besong and Lim</td>
</tr>
<tr>
<td>Handy, Shelynn D</td>
<td>Effects of importing fashion goods on the US fashion business and industry</td>
<td>Besong and Lim</td>
</tr>
<tr>
<td>Wilson, Desiree M.</td>
<td>Effects of Eco-concern practices on the global fashion industry</td>
<td>Besong and Lim</td>
</tr>
<tr>
<td>Holloway, Bahari M</td>
<td>Impact of the US sizing system on mass production of apparel products</td>
<td>Besong and Lim</td>
</tr>
<tr>
<td>Grant, Saybion</td>
<td>Impact of education and literacy on purchasing and selection of apparel</td>
<td>Besong and Lim</td>
</tr>
<tr>
<td>Sanders, Sydney M.</td>
<td>Impact of media/TV on purchasing and selection of apparel</td>
<td>Besong and Lim</td>
</tr>
<tr>
<td>’Nickadelle Jean-Louis</td>
<td>Assess College students’ clothing shopping behavior (factors affecting, or how often, how much, etc)</td>
<td>Besong and Lim</td>
</tr>
<tr>
<td>Benton, Kahron L</td>
<td>Impact of cultural diversity on Fashion design and sales</td>
<td>Besong and Lim</td>
</tr>
</tbody>
</table>

Action Plan 2019-2020:
Encourage faculty to attract extramural funds through grants that can be used to support and increase the number of students participating in research activities. Encourage faculty to attend and participate in grantmanship workshops to improve their grant writing skills.

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.

**Findings 2019-2020:**

**Target met?**
Senior students (5) in the Textiles and Apparel Studies program participated in internship at Nordstrom, TJ Max, Macys and JCPenney retail stores. Senior students (3) 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 2019-2020:**
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:

Findings 2019-2020:

Target met?
Outreach activity is an important component of DSU’s land-grant mission. Dr. Lee provided summer apprenticeship activities on Food microbiology for high school students on campus. Dr. Aryee provided summer research activities on Food Chemistry for High School students. These outreach activities strengthen
the department’s partnership with high schools and serve as important recruitment tool for students.

Action Plan 2019-2020:
Continue to encourage faculty to write grant proposal to attract funds to increase high school students’ participation in experiential learning activities. Identify grant writing workshops and encourage faculty to attend.

**Food & Nutritional Sciences BS (Coordinated Program in Dietetics)**

**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.

**Objective 1: Apply evidence-based guidelines, systematic reviews of scientific literature.**

**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.

**Measure: HMEC 425/426:**
Students are required to complete 10 case studies of different disease conditions, planning and documenting appropriate nutritional interventions. They complete five case studies each in HMEC 425 (Medical Nutrition Therapy I) and 426 (Medical Nutrition Therapy II). The course instructor evaluates student assignments. The final case study is the evaluation tool for objective 1.

Target: 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.

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

2017: 100 % MET
2018: 100 % MET
2019: 100 % MET

**Action Plan:** The students received an A on the final case study, demonstrating competency in applying evidence-based guidelines and review of the literature in analyzing a medical case study.

2020: 100% MET
**Action Plan:** Although the students met the objectives for the final case study, there was some evidence in discussion, their exams and supervised practice that not all students were always able to justify treatment modalities and transfer knowledge from a written case study to clinical practice. Therefore, the course now requires students to meet with the instructor to discuss their reasoning for their assessment, diagnosis, intervention, and monitoring of patient cases.

**Objective 2: Demonstrate professional writing skills in preparing professional communications.**

**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. Measure:**
Personnel Management Assignment (Job description, work contract, orientation plan) is completed in HMEC 492 (Food Service Management Practicum) during the senior year. The Food Service Management rotation preceptor reviews and the program director of the Coordinated Program in Dietetics scores the assignment. In this assignment, students include the following:

- **Job Analysis and Job Description:** Analyze the job of a food service employee assigned by your supervisor. Document the analysis of the position. Then, develop a job description for that position after reviewing different job descriptions in the food service operation and your textbook/internet.

- **Work Contract:** Write a work contract for a real or imagined food service employee. Develop a grievance procedure for the employee in the job. Employee Interview: Participate in an employee interview if possible. If this is not possible, discuss with the hiring manager what questions should be included in an interview and what criteria to look for when interviewing. Document the criteria for employee selection in a report and add this to your portfolio.

- **Orientation Plan:** Develop an orientation plan for a new employee (the same as used in the job analysis and job description). Orient a new employee if possible. Modify the orientation plan after discussion with the new or current employee in the assigned position. Then discuss the orientation plan with the supervisor for additional suggestions. Document the suggestions at the end of the orientation plan and file both the portfolio.

- **Target:** 100% of students will score > 80% on Personnel Management Assignment.

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**a. 2017-2018 Findings and Action Plans**
2017: 100 % MET
2018: 100 % MET
2019: 100 % MET
2020: 100 % MET

**Action Plan:** Students completed all facets of the Personnel Management Assignment. However, they needed to include more details on the orientation plan. For next year’s class, the program director will upload an orientation plan example to Blackboard.

**Objective 3: Design, implement and evaluate presentations to a target audience.**

**Association with DSU Learning Goal**

UG Student Learning Goal 1: Competent Communicators

**Measure: HMEC 490** students enrolled in HMEC 490 (Community Practicum) will hold Nutrition Education Classes at Modern Maturity Center for different audiences. In this assignment, students will be rating on Presentation Evaluation Form. As part of this assignment, students will be required to:

- Review community assessment data available at the MMC.
- Identify nutrition related needs of clients.
- Develop and document goals/objectives and justification for the topic of the nutrition education class.
- Identify resources needed to teach the class.
- Research pertinent and interesting information for seniors and develop an interactive class for clients of three various levels of comprehension and independence:
  - Clients in Daybreak – the adult day care.
  - Clients in Front Porch – clients diagnosed with early memory loss (mild cognitive impairment)
  - Congregate meal clients

Students will:

- Develop evaluation criteria to assess the benefit of the nutrition education class.
- Come up with a marketing strategy to market the class to the congregate meal clients since they have a choice to attend the class.
- Develop a budget as needed.
- Meet with the administrator at the MMC to review the process for submitting budgets at the facility.
- Let the program director know when they are teaching the class so that (s)he can observe the program and give feedback.
- Submit a copy of any prepared materials, including the budget with suggested revisions, and lesson plans adjusted for the three different groups in their portfolio.

The Presentation Evaluation Form is the evaluation tool for this objective.
• **Target:** 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

a. **2017-2018 Findings and Action Plans**
   
   **2017:** 100 % MET  
   **2018:** 100 % MET  
   **2019:** 100 % MET  
   **2020:** Data no available due to COVID 19

**Action Plan:** The program director and the preceptor of the facility rated students. They met entry-level competence since they practice giving presentation to different audiences throughout the community rotation. One factor that surprised students was that clients with different cognitive levels did not always respond as expected. The program director discussed that the assigned location for each presentation needs to be free of distractions and noise. These were not always ideal and some students struggled in keeping the clients’ attention under those circumstances.

**Objective 4: Use effective education and counseling skills to facilitate behavior change.**

**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

**Measure:** The Inservice Evaluation Form measures preparation and organization of the presentation, the structure, objectives and purpose, visuals, nonverbal and verbal communication and effectiveness of evaluation.

**HMEC 490 or 492:** Food service management staff inservice

**Target:**

- 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

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

   **Presenter Evaluation**
   
   **2017:** No data – New Program  
   **2018:** 100 % MET
2019: 100% MET

b. **Action Plan: Report on Observed Behavior Change**

NEW

This category was added to the inservice assignment because an inservice should result in behavior change in the food service facility. Prior to this year, students were not evaluating the effect of their training on behavior.

**Objective 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.**

**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.

**Measure: HMEC 425/426:** Students develop a nutrition care plan for 10 different medical conditions including nutrition assessment, nutrition diagnosis, nutrition plan and intervention, and plans for monitoring and evaluation. Each semester, they have five case studies.

- **Target:** 100% of students will score $\geq 80\%$ 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.

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

2017: 100% MET

2018: 100% MET

2019: 100% MET

**Action Plan:** Students provided nutrition care plans for 10 different disease conditions in MNT I and II. In the spring semester, I noted that students struggled with completing the ADIME documentation correctly. I have added extra training on correct and complete documentation in the medical record in the beginning of the fall semester. Since then, documentation samples for medical records have improved significantly.

2020: 100% MET – Significant improvement on ADIME documentation in students
**Action Plan:** The instructor noted that students do not take the time to read through the extensive feedback on case studies. Therefore, students are required to meet for oral meetings to discuss the rational for nutrition assessments and therapy of a variety of different medical conditions.

**Measure:** NCP during Clinical Rotation in HMEC 491 or 494. Students assess patients, complete nutrition diagnoses, develop a nutrition prescription and intervention and monitor/evaluate the success of the planned intervention during their clinical rotation. On one patient, they do an in-depth case-study.

- **Target:** 100 % of students will score > 80 % on in-depth clinical case study assignment during their clinical rotation. This case study is part of their clinical rotation assignments. The case study is presented in the current medical nutrition therapy class.

  a. **2017-2018 Findings and Action Plans**
     - **2017:** 100 % MET
     - **2018:** 100 % MET
     - **2019:** 100 % MET
     - **2020:** 100 % MET

      **Action Plan:** Students will continue to be encouraged to choose a medically complex patient for their final case study and follow the assignment outline in the syllabus.

**Measure:** Community Nutrition Assessment in HMEC 432.

- **Target:** 100 % of students will score > 80 % on Community Nutrition Project
  a. **2017-2018 Findings and Action Plans**
     - **2017/2018:** 100 % MET
     - **2018/2019:** 100 % MET

      **Action Plan:** Students do this assignment as a group project. The instructor needs to continue to ensure adequate participation.

  **2019/2020:** 100 % MET

      **Action Plan:** Students will complete a program planning assignment as a group with specific task assigned to each group member by the instructor. Each group member will be responsible for reviewing the work of their team members prior to compiling and completing the final project by the group.
Objective: Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.

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. Measure:

Measure: HMEC 492: Theme Day Project. Students plan a theme day such as a fall festival for their food service facility. They are responsible for the menu planning, budgeting (including pre- and post-costing), marketing, production planning, scheduling, and evaluation of the event.

• Target: 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

a. 2017-2018 Findings and Action Plans

2017: No data – New Program
2018: 100 % MET
2019: 100 % MET

Action Plan: Although all the students did well in completing the rotation assignment, I want to redesign it for the spring of 2020 class to ensure that all facets of the assignment are included in the final project.

2020: 100 % MET

Measure: HMEC 492: Equipment Specification. Students research and document the specification for a piece of equipment needed by the food service facility, including the depreciation of the planned equipment.

• Target: 100% of students will score > 80 % on Equipment Specification Project

a. 2017: No data – New Program
2018: 100 % MET
2019: 100 % MET

Action Plan: None at this time.
**Goal 7 CRDN 4.2:** Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.

**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.

**Measure: HMEC 492:** Food Safety and Sanitation Audit. Students will participate in the food safety and sanitation audit at a school lunch program site, evaluating food safety and sanitation in receiving, storage, production, distribution, and/or service of foods using federal/state standards. At a second food service facility, they will audit one area of the facility using the required standards. They will write a report summarizing their findings with suggestions for improvement as needed.

- **Target:** 100% of students will score > 80% Food Safety and Sanitation Audit Report

a. **2017-2018 Findings and Action Plans**
- **2017:** No data – New Program
- **2018:** 100% MET
- **2019:** 100% MET

**Action Plan:** An additional step in the assignment, comparing the types of audits prepared at the two rotation sites, will be added for 2020.

**2020:** 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.

**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.

Measure: HMEC 492: Sustainability Audit

• Target: 100% of students will score > 80 % on sustainability audit report

a. 2017-2018 Findings and Action Plans
   2017: No data – New Program
   2018: 100 % MET
   2019: 100 % MET
   2020: 100% MET

Action Plan: Clarification on the different aspects of sustainability to consider will be compiled during spring 2020 for the 2020/2021 class.

Goal 9 CRDN 2.11: Show cultural competence/sensitivity in interactions with clients, colleagues and staff.

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.

Measure: HMEC 310: Brochure Assignment

• Target: 100 % of students will score > 80 % on Brochure Assignment

a. 2017-2018 Findings and Action Plans
   2017: 100 % MET
   2018: 100 % MET
   2019: 100 % MET


2020: Project in process. Data will be available at the end of the semester.

Measure: HMEC 490-494: Cultural Competency in interaction with clients/staff
• Target: 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
   2019: 100% MET

   Action Plan in 2020: Microaggression and its effect on human interactions will be added to HMEC 310 to increase the effectivity of cultural competence in all students.

   2020: Data will be available at the end of the fall semester.

Student Experiential Activity Outcome

Goal CRDN 2.14: Demonstrate advocacy on local, state or national legislative and regulatory issues or policies affecting the nutrition and dietetics profession.

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.

Measure: HMEC 490: Development of Advocacy Tool. Students will investigate how the Food Bank interacts with legislators and what advocacy tools are already available. They will discuss with their preceptor what legislative issues are currently important for the food bank, research those issues and write a one-page position paper or letter to a legislator serving the community where the food bank operates.

• Target: 100% of students will score ≥ 4 on Evaluation of Advocacy Plan rubric (#8) of the Food Bank evaluations

a. 2017-2018 Findings and Action Plans
   2017: 100% MET
   2018: 100% MET
   2019: 100% MET
   2020: 100% MET

   Action Plan: None at this time.

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.

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: Recipe Sheet in Community rotation: Food Bank or EFNEP

- **Target:** 100% of students will score > 4 on #7 Recipe Sheet Evaluation Rubric. The evaluation tool was developed by Food Bank preceptors to measure student competence.

a. 2017-2018 Findings and Action Plans

2017: 100% MET
2018: 100% MET
2019: 100% MET
2020: 100% MET

**Action Plan:** For 2020, the students will evaluate the recipe that they develop, using the Recipe Criteria for Hunger and Health of Feeding America: hungerandhealth@feedingamerica.org.

Food Science BS – MISSING

Food Science & Biotechnology – MISSING

Textile and Apparel Studies 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 receive a rating above good.


Findings: Target met

All students participated in class activities on the projects assignments. All students completed the required research projects. 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.
b. 2019-2020 Findings and Action Plans

**Findings:** Target met

All students participated in class discussion and activities on projects, assignments, and forums. All students completed the required research projects. 70% of students received a rating of excellent in the categories of problem identification, research, implementation and oral presentation (refer to oral presentation rubric). About 20% of students received a rating of good; 10% of students received a rating of average.

**Action Plan:** Faculty should emphasis research methodologies, and so students will be able to perform primary research through the documented gathering of consumer survey and secondary research through literature review.

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.


**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.

b. 2019-2020 Findings and Action Plans

**Findings:** Target met
All students took exams, activities and completed projects. 80% of students answered 85% of the questions correctly. 20% of students received “C” grade for the tests.

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


**Findings:** Target partially met.

All students took exams, projects and participated in the individual and 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.

b. 2019-2020 Findings and Action Plans

**Findings:** Target met

All students took exams, projects and participated in the small group projects. More than 80% students received “B” or better grade on the group project. More than 20% students received “B” or better grade from overall exams.

**Action Plan:** Emphasis more on business of fashion, fashion e-commerce business strategy, brand imperatives in modern commerce, and future/application of fashion e-commerce.

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.


**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.

b. 2019-2020 Findings and Action Plans

**Findings**: Target met:

All students participated in class activities/discussions/projects related to chapters and case analysis. All students took quizzes and exams. More than 88% students received “B” or better grade and about 12% of students received “C” for overall grade.

**Action Plan**: In order to improve students’ learning, further discussions on global economy, consumer shifts, digital recalibration, and next generation social media platforms needed to be included.

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.


**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.

b. 2019-2020 Findings and Action Plans

**Findings:** Target met:

All students took quizzes and tests and participated in the small group project. All students received “A” on the group project. More than 83% students received “B” or better grade from overall grades in this course.

**Action Plan:** In order to improve students’ learning, the discussion about the operation or production system of global fashion brands will need to be emphasized. The project, researching about global fashion market will help students extend understanding and perspectives on production system and operation of global market.

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).


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. 2019-2020 Findings and Action Plan

Findings: Target not met:

Most students found an internship site and delivered all required documents and reports on time. More than 65% students received “B” or higher than “C” and more than 12% students received “C” 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.

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.


   **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.

   b. **2019-2020 Findings and Action Plan**

   **Findings 2019-2020:** Target not met:

   Summer program was not offered during 2019 summer.

   **Action Plan:**
Prepare summer program for community activities.
Division of Physics, Engineering, Mathematics, and Computer Science

(PEMaCS) – MISSING

Applied Optics MS

Mission / Purpose
The objectives of the graduate program in physics and optics aim at training future workforce and researchers in diverse fields of physics and optical sciences. Our educational activities are combined and integrated with our research focus, creating a stimulating and engaging environment for the students to achieve professional success and leadership status and opening opportunities to a highly demanding multidisciplinary market.

G 1: Graduates will be prepared for their professional carrier with required skills and knowledge
Prepare each graduate for success in professional careers in industry, research, government, or academia in the 21st century global society by providing them with necessary skills and knowledge in their area of study.

SLO 1: Students will learn the advance contents of their field of study
Students will learn the advance contents of their field of study needed to solve problems quantitatively using analytic and numerical methods to find their carriers in different organizations.

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
7. GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.

M 1: Midterms, Quizzes, 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 were 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 Source of Evidence: Writing exam to assure certain proficiency level
**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

**Finding (2019-2020)**
The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 – Math Methods III, 2. Modern Optics, 3. PHYS 605 – Principles of lasers & Optical Devices, 4. PHYS 675- Quantum Mechanics I

The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 601 – Non Linear Optics, 2. PHYS 665 – Statistical Mechanics, 3. PHYS 667 – Math Methods IV, 4. PHYS 676-Quantum Mechanics II, 5. Modern Laser Spect. Methods

The % of the classes with averages equal to or above 4 is 100%

**Target met?**
Yes

**Action Plan 2019-2020:**

**SLO 2: Students will engage in one or more research projects**
Students will engage in one or more research projects to learn laboratory techniques, research protocol, and appropriate behavior expected in a research environment by using instruments, computers and associated technologies.

**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
5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.
7. GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8. GR 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.

**M 1: Midterms, Quizzes, 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%
The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 – Math Methods III, 2. Modern Optics, 3. PHYS 605 – Principles of lasers & Optical Devices, 4. PHYS 675 - Quantum Mechanics I
The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 601 – Non Linear Optics, 2. PHYS 665 – Statistical Mechanics, 3. PHYS 667 – Math Methods IV, 4. PHYS 676-Quantum Mechanics II, 5. Modern Laser Spect. Methods

The % of the classes with averages equal to or above 4 is 100%

Target met?
Yes

**Action Plan 2019-2020:**

**G 2: Graduates will be prepared to think critically to analyze and solve problems**
Prepare each graduate to think critically to analyze and solve problems through research and/or course work.

**SLO 3: Students will be able to integrate content knowledge and analytic thinking skills**
Students will be able to integrate content knowledge and analytic thinking skills to collect, analyze and interpret a variety of problems and issues involving physical systems.

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

**M 1: Midterms, Quizzes, 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 were 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.
Source of Evidence: Writing exam to assure certain proficiency level

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

The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 – Math Methods III, 2. Modern Optics, 3. PHYS 605 – Principles of lasers & Optical Devices, 4. PHYS 675- Quantum Mechanics I
The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 601 – Non-Linear Optics, 2. PHYS 665 – Statistical Mechanics, 3. PHYS 667 – Math Methods IV, 4. PHYS 676-Quantum Mechanics II, 5. Modern Laser Spect. Methods

The % of the classes with averages equal to or above 4 is 100%

**Target met?**
Yes

**Action Plan 2019-2020:**

**SLO 4: Students will be able to organize and conduct original investigations**
Students will be able to 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
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8 GR 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.

**M 1: Midterms, Quizzes, 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. Source of Evidence: Writing exam to assure certain proficiency level
**Target:**
The % of the classes with averages equal to or above 4 should be > 75%

The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 – Math Methods III, 2. Modern Optics, 3. PHYS 605 – Principles of lasers & Optical Devices, 4. PHYS 675- Quantum Mechanics I

The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 601 – Non-Linear Optics, 2. PHYS 665 – Statistical Mechanics, 3. PHYS 667 – Math Methods IV, 4. PHYS 676-Quantum Mechanics II, 5. Modern Laser Spect. Methods

The % of the classes with averages equal to or above 4 is 75%

Target met?
Yes

**Action Plan 2019-2020:**

**G 3: Graduates will be prepared with broad-based knowledge and communication skills**
Produce graduates that have the broad-based knowledge and communication skills needed for success in the global society.

**SLO 5: Students will be capable of effectively communicating the results of their studies**
Students will be capable of effectively communicating the results of their studies in a variety of formats, including written reports, poster presentations, and PowerPoint-like presentations to communicate orally 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
6 GR Student Learning Goal: All graduate students will demonstrate clear and concise written and oral communication.

**M 1: Midterms, Quizzes, 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%
The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:


The % of the classes with averages equal to or above 4 is 100%

Target met?
Yes
Action Plan 2019-2020:

**SLO 6: Students will be able to use their knowledge to analyze and reflect on technical problems**

Students will be able to use their knowledge to 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**

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

5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.

**M 1: Midterms, Quizzes, 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%

The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose:

The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 601 – Non-Linear Optics, 2. PHYS 665 – Statistical Mechanics, 3. PHYS 667 – Math Methods IV, 4. PHYS 676-Quantum Mechanics II, 5. Modern Laser Spect. Methods

The % of the classes with averages equal to or above 4 is 100%

Target met?
Yes
Action Plan 2019-2020:
NA

Computer Science BS

G 1: CSLG 1 - Foundations of Computing and Professionalism
Graduates will have a fundamental understanding of the foundational underpinnings of computing and function as computing professionals.

SLO 1: Apply knowledge of computing and mathematics
An ability to apply knowledge of computing and mathematics appropriate to the discipline

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: Attainment levels on program level outcome.
Attainment levels on program level outcome.

Target:
The % of the classes with averages equal to or above 4 should be > 75%
Finding (2017-2018) - Target: Met
100 percent (13 out of 13) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI0210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI -289 Discrete Structures, 5. CSCI-350 Data Analytics, 6. CSCI-380 Programming Languages

The % of the classes with averages equal to or above 4 is 73%

Target met?
No
Action Plan 2019-2020:
we are monitoring the mathematical skills of the students

G 2: CSLG 2 - Think critically and computing-based problem-solving skills
Graduates will be able to think critically and have well developed computing-based problem-solving skills.

SLO 2: Analyze a problem, and identify and define the computing requirements
An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.

**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: Attainment levels on program level outcome.**

Attainment levels on program level outcome.

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

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

100 (13 out of 13) percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.

In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI0210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms

In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI -289 Discrete Structures, 5. CSCI-350 Data Analytics, 6. CSCI-380 Programming Languages

The % of the classes with averages equal to or above 4 is 64%

**Target met?**
No

**Action Plan 2019-2020:**
We are addressing the deficiency by providing better projects than strengthen student ability to analyze

**SLO 3: Design, implement, and evaluate a computer-based system**

An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs

**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: Attainment levels on program level outcome.**

Attainment levels on program level outcome.

**Source of Evidence:** Academic direct measure of learning - other

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

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

100 percent (11 out of 11) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.

In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI0210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms

In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI -289 Discrete Structures, 5. CSCI-350 Data Analytics, 6. CSCI-380 Programming Languages

The % of the classes with averages equal to or above 4 is 70%
Target met?
No

Action Plan 2019-2020:
We are addressing the deficiency by providing better projects that could be implemented within a realistic time frame.

G 3: CSLG 3 - Team work and Communication
Graduates will be able to work well within diversified groups and be able to communicate effectively in both oral and written form.

SLO 4: Function effectively on teams to accomplish a task
An ability to function effectively on teams to accomplish a common goal.

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

M 1: Attainment levels on program level outcome.
Attainment levels on program level outcome.

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

Finding (2017-2018) - Target: Met
100 percent (5 out of 5) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI0210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms. In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI -289 Discrete Structures, 5. CSCI-350 Data Analytics, 6. CSCI-380 Programming Languages.

The % of the classes with averages equal to or above 4 is 100%

Target met?
Yes

Action Plan 2019-2020:
NA

SLO 5: Understands professional, ethical, legal, security and social issues and responsibilities
Understands professional, ethical, legal, security and social issues and responsibilities.

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

M 1: Attainment levels on program level outcome.
Attainment levels on program level outcome.

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

Finding (2017-2018) - Target: Met
100 percent (4 out of 4) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

Findings 2019-2020:
The % of the classes with averages equal to or above 4 is 100%

Target met?
SLO 6: Communicate effectively with a range of audiences
An ability to communicate effectively with a range of audiences.

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

M 1: Attainment levels on program level outcome.
Attainment levels on program level outcome.
Source of Evidence: Academic direct measure of learning - other

Target:
The % of the classes with averages equal to or above 4 should be > 75%
Finding (2017-2018) - Target: Met
100 percent (8 out of 8) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019 , the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI0210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI -289 Discrete Structures, 5. CSCI-350 Data Analytics, 6. CSCI-380 Programming Languages

The % of the classes with averages equal to or above 4 is 100%

Target met?
yes

Action Plan 2019-2020:
NA

G 4: CSLG 4 - Social Implications of Computing
Graduates will develop an understanding of the social implications of computing.

SLO 7: Analyze the local and global impact of computing
An ability to analyze the local and global impact of computing on individuals, organizations, and society.

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

M 1: Attainment levels on program level outcome.
Attainment levels on program level outcome.

Target:
The % of the classes with averages equal to or above 4 should be > 75%
Finding (2017-2018) - Target: Met
100 percent of the assessed courses achieved an attainment level of 3 or better on this program level outcome. Only one course was assessed that assessed this outcome.

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019 , the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI0210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI -289 Discrete Structures, 5. CSCI-350 Data Analytics, 6. CSCI-380 Programming Languages

The % of the classes with averages equal to or above 4 is 100%
Target met?
yes
Action Plan 2019-2020:
NA
**SLO 8: Recognizes the need for and able to engage in continuing professional development**
Recognizes the need for and able to engage in continuing professional development.

**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: Attainment levels on program level outcome.**
Attainment levels on program level outcome.

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

**Finding (2017-2018) - Target: Met**
100 percent (3 out of 3) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI0210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI -289 Discrete Structures, 5. CSCI-350 Data Analytics, 6. CSCI-380 Programming Languages
The % of the classes with averages equal to or above 4 is 83%

Target met?
Yes
Action Plan 2019-2020:

**SLO 9: Use current techniques, skills, and tools necessary for computing practice**
An ability to use current techniques, skills, and tools necessary for computing 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
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

**M 1: Attainment levels on program level outcome.**
Attainment levels on program level outcome.

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

**Finding (2017-2018) - Target: Met**
100 percent (7 out of 7) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI0210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI -289 Discrete Structures, 5. CSCI-350 Data Analytics, 6. CSCI-380 Programming Languages
The % of the classes with averages equal to or above 4 is 100%

**Target met?**
**yes**

**Action Plan 2019-2020:**
NA

**SLO 10: Apply foundations, principles, and theory in the modeling and design of computer-based systems**
An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.

**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: Attainment levels on program level outcome.**
Attainment levels on program level outcome.
Source of Evidence: Academic direct measure of learning - other

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

**Finding (2017-2018) - Target: Met**
100 percent (8 out of 8) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI0210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI -289 Discrete Structures, 5. CSCI-350 Data Analytics, 6. CSCI-380 Programming Languages

The % of the classes with averages equal to or above 4 is 40%

**Target met?**
**No**

**Action Plan 2019-2020:**
We are addressing some of the concerns by embedding some additional mathematical concepts in the first few years as well as we are looking at some mathematics courses to supplement some of the deficiencies

**SLO 11: Apply design and development principles in the construction of software systems**
To apply design and development principles in the construction of software systems.

**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: Attainment levels on program level outcome.**
Attainment levels on program level outcome.

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

**Finding (2017-2018) - Target: Met**
100 percent (9 out of 9) of the assessed courses achieved an attainment level of 3 or better on this program level outcome.

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.

In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI0210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms.

In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI -289 Discrete Structures, 5. CSCI-350 Data Analytics, 6. CSCI-380 Programming Languages.

The % of the classes with averages equal to or above 4 is 67%.

Target met? No

Action Plan 2019-2020:
We are addressing the deficiency by providing better projects that could be implemented within a realistic time frame.

Computer Science MS

Mission (optional and tied to the department)
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 it’s 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, experiental 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.

c. 2019-2020 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
  The program is entirely dependent on funds from sponsored research. Availability of sponsored research (grants) funding can change from one year to the next. To build consistency in program operation, investment must be made by the university 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 experiential 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. 2019-2020 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. Students Heather Craddock and Lakshmi Konudula did work that was accepted as a research publication.

Action Plan based on findings
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. The university must increase its support of faculty pursuits associated with successful research grant proposal writing, research project management, and research training of graduate students. As research grants running out are not replaced, the program is put in a precarious position where faculty are not able to support additional graduate students. Investment in the program by the university is critical to ensuring stability.

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 smester, 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 seminar two-semester sequence are maintained by the instructors of record.

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.

   2019-2020 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 program reports that 100% have passed their thesis/project 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**
  The program research faculty are running low on grant funding. The program desperately needs investment from the university for activities such as conference attendance for graduate students. 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)
- Industry: Rexford Aboagye (Barklays 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: Abullah 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

c. 2019-2020 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.

Covid-19 has devastated the US economy. In addition, new restrictions implemented on immigrant visa’s has made it difficult nationwide for international students graduating to find professional employment within the US.

- Post-DSU activity
  Impacted by Covid-19: Lakshmi Konudula (seeking employment on International Student Visa practical training 3 years), Heather Craddock (seeking employment on International student visa practical training 3 years).

- Action Plan based on findings
  Continued maintenance of the program’s 100% success rate is predicated on faculty workload including adequate time in order for excellence in student mentoring and research training. The program will continue to push and advocate for faculty contact hours and reduced faculty workload for research and research mentoring activities for graduate students.
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 that 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 students 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 Maringoanti (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. 2019-2020 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.

B. 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.

c. 2019-2020 Findings and Action Plans
outcome not met

Supporting findings/results
The current population of graduate students is 6. This includes 1 part time student and 5-full time students. The 6 graduate students consists of 1 first-year students and 5-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 2019-2020 school year, two students is are self-funded, paying full tuition and living expenses. One is paying out of pocket and the other’s tuition is paid by the government of his home country (Norway).

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.

C. Continue with the additional Student Learning Outcome(s) for your program, may include outcomes related to accreditation.

D. 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.
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. 2019-2020 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.

E. 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 participate 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.

c. 2019-2020 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 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 210 Digital Logic, 2. ENGR 309-Electronic Circuit Analysis, 3. ENGR 312-Signals & Systems, 4. ENGR 340-Solid States Electronics, 5. ENGR 446-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:**

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019 , the courses which have been used for assessment are: 1. ENGR 210 Digital Logic, 2. ENGR 309-Electronic Circuit Analysis, 3. ENGR 312-Signals & Systems, 4. ENGR 340-Solid States Electronics, 5. PHYS 191 - University Seminar I 6. PHYS 200-Analysis of Physical Systems, 7. PHYS 201 - General Physics I, 8. PHYS 202 - General Physics II, 9. PHYS 305 Thermal Physics, 10. PHYS 313 - Analytic Mechanics, 11. PHYS 341 - Theory of Electricity & Magnetism, 12.PHYS 361 - Modern Physics, 15. PHYS 451 - Introduction to Research.


The % of the classes with averages equal to or above 4 is 88%

**Target met?**
Yes

**Action Plan 2019-2020:**

**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: 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. 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 79%
Target met?
yes
Action Plan 2018-2019:
NA

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, 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. PHYS 191 - University Seminar I 6. PHYS 200-Analysis of Physical Systems, 7. PHYS 201 - General Physics I, 8. PHYS 202 - General Physics II, 9. PHYS 305 Thermal Physics, 10. PHYS 313 - Analytic Mechanics, 11. PHYS 341 - Theory of Electricity & Magnetism, 12.PHYS 361 - Modern Physics, 13. PHYS 451 - Introduction to Research.
The % of the classes with averages equal to or above 4 is 84%
Target met?
yes
Action Plan 2019-2020:
NA

G 2: Ensure every graduate is skilled in physics, mathematics and technology and can apply the related skills and knowledge
The graduates of Engineering Physics Program will gain skills in the area of physics, mathematics and technology and can apply the related skills and knowledge to benefit his/her career, community, and personal life.

SLO 3: Students design a system, component, or process to meet desired needs within realistic constraints
Students will be able to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability

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.
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. PHYS 451 - Introduction to Research.
In Spring 2019, the courses that have been used for assessment are: 1. ENGR 403-Intro to MEMS, 2. 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

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, 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. PHYS 191 - University Seminar I, 6. PHYS 200-Analysis of Physical Systems, 7. PHYS 201 - General Physics I, 8. PHYS 202 - General Physics II, 9. PHYS 305 Thermal Physics, 10. PHYS 313 - Analytic Mechanics, 11. PHYS 341 - Theory of Electricity & Magnetism, 12.PHYS 361 - Modern Physics, 15. PHYS 451 - Introduction to Research.

The % of the classes with averages equal to or above 4 is 100%

Target met?
Yes

Action Plan 2019-2020:
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.

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, 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. PHYS 191 - University Seminar I, 6. PHYS 200-Analyses of Physical Systems, 7. PHYS 201 - General Physics I, 8. PHYS 202 - General Physics II, 9. PHYS 305 Thermal Physics, 10. PHYS 313 - Analytic Mechanics, 11. PHYS 341 - Theory of Electricity & Magnetism, 12. PHYS 361 - Modern Physics, 13. PHYS 418 - Theoretical & Experimental Research


The % of the classes with averages equal to or above 4 is 80%

Target met?
Yes
Action Plan 2019-2020:
NA

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. ENGR 340-Solid States Electronics, 5. ENGR446-Optical Electronics, 6. PHYS 200-Analyses of Physical Systems, 7. PHYS 201 - General Physics I, 8. PHYS 313 - Analytic Mechanics, 9. PHYS 316 – Intro to Optics 10. PHYS 341 - Theory of Electricity & Magnetism 11. Applied Physics Lab 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. PHYS 220 – Scientific Programming, 6. PHYS 314 Analytic Mechanics-Dynamics, 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 82%

Target met?
yes
Action Plan 2018-2019:
NA
Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, 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. PHYS 191 - University Seminar I, 6. PHYS 200-Analyses of Physical Systems, 7. PHYS 201 - General Physics I, 8. PHYS 202 - General Physics II, 9. PHYS 305 Thermal Physics, 10. PHYS 313 - Analytic Mechanics, 11.


The % of the classes with averages equal to or above 4 is 90%

Target met?
Yes
Action Plan 2019-2020:
No

**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 are as follow:

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

**Findings 2019-2020:**

The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.


The % of the classes with averages equal to or above 4 is 91%
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 99%

Target met?
Yes
Action Plan 2018-2019:
NA

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, 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. PHYS 191 - University Seminar I 6. PHYS 200-Analysis of Physical Systems, 7. PHYS 201 - General Physics I, 8. PHYS 202 - General Physics II, 9. PHYS 305 Thermal Physics, 10. PHYS 313 - Analytic Mechanics, 11. PHYS 341 - Theory of Electricity & Magnetism, 12.PHYS 361 - Modern Physics, 13. PHYS 451 - Introduction to Research.
The % of the classes with averages equal to or above 4 is 100%

Target met?
Yes
Action Plan 2019-2020:
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 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. ENGR446-Optical Electronics, 3. PHYS 191-University Seminar, 4. PHYS 313 - Analytic Mechanics, 5. PHYS 316 – Intro to Optics, 6. PHYS 361 - Modern Physics, 7. PHYS451-Intro 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, 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

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, 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. PHYS 191 - University Seminar I 6. PHYS 200-Analysis of Physical Systems, 7. PHYS 201 - General Physics I, 8. PHYS 202 - General Physics II, 9. PHYS 305 Thermal Physics, 10. PHYS 313 - Analytic Mechanics, 11. PHYS 341 - Theory of Electricity & Magnetism, 12.PHYS 361 - Modern Physics, 15. PHYS 451 - Introduction to Research.


The % of the classes with averages equal to or above 4 is 86%

**Target met?**
Yes

**Action Plan 2019-2020:**
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 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

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, 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. PHYS 191 - University Seminar I 6. PHYS 200-Analysis of Physical Systems, 7. PHYS 201 - General Physics I, 8. PHYS 202 - General Physics II, 9. PHYS 305 Thermal Physics, 10. PHYS 313 - Analytic Mechanics, 11. PHYS 341 - Theory of Electricity & Magnetism, 12.PHYS 361 - Modern Physics, 15. PHYS 451 - Introduction to Research.
In Spring 2020, 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, 134 PHYS 418 - Theoretical & Experimental Research

The % of the classes with averages equal to or above 4 is 100%

Target met? Yes

Action Plan 2019-2020:
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.

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, 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 403-Intro to MEMS, 5. PHYS 191 - University Seminar I, 6. PHYS 200-Analyses of Physical Systems, 7. PHYS 201 - General Physics I, 8. PHYS 202 - General Physics II, 9. PHYS 305-Thermal Physics, 10. PHYS 313 - Analytic Mechanics, 11. PHYS 341 - Theory of Electricity & Magnetism, 12. PHYS 361 - Modern Physics, 13. PHYS 362 – Quantum Mechanics, 14. PHYS 411 - Fiber Optics Communication, 15. PHYS 418 - Theoretical & Experimental Research
The % of the classes with averages equal to or above 4 is 80%
Target met?  Yes

**Action Plan 2019-2020:**
NA

**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 201 - General Physics I 7. PHYS 202 - General Physics II, 8. PHYS 220 – Scientific Programming, 9. PHYS 314 Analytic Mechanics-Dynamics, 10. PHYS 318 - Foundations of Bioengineering, 11. PHYS 342 - Theory of Electricity & Magnetism II, 12. PHYS 362 – Quantum Mechanics, 13. PHYS 411-Fiber Optics Communication, 134 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

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, 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.
Information Technology BS

G 1: ITLG 1 - Fundamental understanding of information services as IT professionals
Graduates will have a fundamental understanding of the foundational underpinnings of information services as Information Technology professionals.

SLO 1: Apply knowledge of computing and mathematics
An ability to apply knowledge of computing and mathematics appropriate to the discipline.

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: Attainment levels on program level outcomes
Attainment levels on program level outcomes.

Target:
The % of the classes with averages equal to or above 4 should be > 75%
Finding (2017-2018) - Target: Met
100 percent (11 out of 11) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings 2018-2019:
Target met?
Action Plan 2018-2019:

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019 , the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI-350 Data Analytics, 5. INFO-240 Database Administration, 6. INFO-320 System Administration II

The % of the classes with averages equal to or above 4 is 89%
Target met?
Yes
Action Plan 2019-2020: NA
SLO 2: Analyze a problem, and identify and define the computing requirements
An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.

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: Attainment levels on program level outcomes
Attainment levels on program level outcomes.

Target:
The % of the classes with averages equal to or above 4 should be > 75%
Finding (2017-2018) - Target: Partially Met
92 percent (11 out of 12) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings 2018-2019:
Target met?
Action Plan 2018-2019:

Findings 2019-2020:

The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI-350 Data Analytics, 5. INFO-240 Database Administration, 6. INFO-320 System Administration II

The % of the classes with averages equal to or above 4 is 80%
Target met?
Yes
Action Plan 2019-2020:

No

G 2: ITLG 2 - Think critically with well-developed computer-based problem-solving skills
Graduates will be able to think critically and have well developed computer-based problem-solving skills.

SLO 3: Design, implement, and evaluate a computer-based system
An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.

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: Attainment levels on program level outcomes
Attainment levels on program level outcomes.

Target:
The % of the classes with averages equal to or above 4 should be > 75%
Finding (2017-2018) - Target: Partially Met
91 percent (10 out of 11) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings 2018-2019:
Target met?
Action Plan 2018-2019:

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms.

In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI-350 Data Analytics, 5. INFO-240 Database Administration, 6. INFO-320 System Administration II.

The % of the classes with averages equal to or above 4 is 80%.

Target met? Yes

Action Plan 2018-2019:

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms.

In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI-350 Data Analytics, 5. INFO-240 Database Administration, 6. INFO-320 System Administration II.

The % of the classes with averages equal to or above 4 is 100%.

Target met? Yes

SLO 5: Understands professional, ethical, legal, security and social issues and responsibilities
Understands professional, ethical, legal, security and social issues and responsibilities.

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

M 1: Attainment levels on program level outcomes
Attainment levels on program level outcomes.

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

**Finding (2017-2018) - Target: Met**
100 percent (4 out of 4) of the courses achieved an attainment level of 3 or better for this program level outcome.

**Findings 2018-2019:**
Target met?
Action Plan 2018-2019:

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms

In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI-350 Data Analytics, 5. INFO-240 Database Administration, 6. INFO-320 System Administration II

The % of the classes with averages equal to or above 4 is 100%

Target met?
yes
Action Plan 2019-2020:
NA

SLO 6: Communicate effectively with a range of audiences
An ability to communicate effectively with a range of audiences.

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

**M 1: Attainment levels on program level outcomes**
Attainment levels on program level outcomes.

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

**Finding (2017-2018) - Target: Met**
100 percent (8 out of 8) of the courses achieved an attainment level of 3 or better for this program level outcome.

**Findings 2018-2019:**
Target met?
Action Plan 2018-2019:

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms

In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI-350 Data Analytics, 5. INFO-240 Database Administration, 6. INFO-320 System Administration II

The % of the classes with averages equal to or above 4 is 100%

Target met?
Yes
Action Plan 2019-2020:
NA
SLO 7: Analyze the local and global impact of computing
An ability to analyze the local and global impact of computing on individuals, organizations, and society.

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

M 1: Attainment levels on program level outcomes
Attainment levels on program level outcomes.

Target:
The % of the classes with averages equal to or above 4 should be > 75%
Finding (2017-2018) - Target: Met
100 percent (1 out of 1) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings 2018-2019:
Target met?
Yes
Action Plan 2018-2019:
NA

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI-350 Data Analytics, 5. INFO-240 Database Administration, 6. INFO-320 System Administration II

The % of the classes with averages equal to or above 4 is 80%

Target met?
Yes
Action Plan 2019-2020:
NA

SLO 8: Recognizes the need for and able to engage in continuing professional development
Recognizes the need for and able to engage in continuing professional development.

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: Attainment levels on program level outcomes
Attainment levels on program level outcomes.

Target:
The % of the classes with averages equal to or above 4 should be > 75%
Finding (2017-2018) - Target: Partially Met
67 percent (2 out of 3) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings 2018-2019:
Target met?
No
Action Plan 2018-2019:

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI-350 Data Analytics, 5. INFO-240 Database Administration, 6. INFO-320 System Administration II
The % of the classes with averages equal to or above 4 is 86%

Target met?
Yes
Action Plan 2019-2020:
NA

SLO 9: Use current techniques, skills, and tools necessary for computing practice
An ability to use current techniques, skills, and tools necessary for computing 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
4 UG Student Learning Goal: Independent learners able to integrate knowledge and technology to achieve personal and professional success

M 1: Attainment levels on program level outcomes
Attainment levels on program level outcomes.

Target:
The % of the classes with averages equal to or above 4 should be ≥ 75%
Finding (2017-2018) - Target: Met
100 percent (6 out of 6) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings 2018-2019:

Target met?
Action Plan 2018-2019:

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI-350 Data Analytics, 5. INFO-240 Database Administration, 6. INFO-320 System Administration II

The % of the classes with averages equal to or above 4 is 100%

Target met?
Yes
Action Plan 2019-2020:
NA

SLO 10: Use and apply current technical concepts in core information technologies
An ability to use and apply current technical concepts and practices in the core information technologies.

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: Attainment levels on program level outcomes
Attainment levels on program level outcomes.

Target:
The % of the classes with averages equal to or above 4 should be ≥ 75%
Finding (2017-2018) - Target: Partially Met
80 percent (4 out of 5) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings 2018-2019:
Target met?
Action Plan 2018-2019:

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms.
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI-350 Data Analytics, 5. INFO-240 Database Administration, 6. INFO-320 System Administration II.

The % of the classes with averages equal to or above 4 is 100%.

Target met?
yes
Action Plan 2019-2020:
NA

M 4: Competition Attendance
Attendance at competitions such as hackathons and cyber security CTFs.
Source of Evidence: Administrative measure - other
Target:
Students shall attend at least 1 hackathon or competition (could be online as well) during the academic year.
Finding (2017-2018) - Target: Met
Students attended an IBM Hackathon, the Black Enterprise BE Smart Hackathon, and T3 Student Competition.

SLO 11: Identify and analyze user needs to select, create, or evaluate and administrate a computer-based system
An ability to identify and analyze user needs and take them into account in the selection, creation, evaluation and administration of computer-based systems.

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: Attainment levels on program level outcomes
Attainment levels on program level outcomes.

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

Finding (2017-2018) - Target: Partially Met
83 percent (5 out of 6) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings 2018-2019:

Target met?
Action Plan 2018-2019:

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms.
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI-350 Data Analytics, 5. INFO-240 Database Administration, 6. INFO-320 System Administration II.

The % of the classes with averages equal to or above 4 is 100%.
Target met?
Yes
Action Plan 2019-2020:
NA

G 4: ITLG 4 - Social implications of computing
Graduates will develop an understanding of the social implications of computing.

SLO 12: Integrate IT-based solutions into the user environment
An ability to effectively integrate IT-based solutions into the user environment.

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: Attainment levels on program level outcomes
Attainment levels on program level outcomes.

Target:
The % of the classes with averages equal to or above 4 should be > 75%
Finding (2017-2018) - Target: Partially Met
80 percent (4 out of 5) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings 2018-2019:

Target met?
Action Plan 2018-2019:

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms.
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The % of the classes with averages equal to or above 4 is 100%

Target met?
Yes
Action Plan 2019-2020:
NA

SLO 13: Understands best practices and standards and their application
Understands best practices and standards and their application.

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: Attainment levels on program level outcomes
Attainment levels on program level outcomes.

Target:
The % of the classes with averages equal to or above 4 should be > 75%
Finding (2017-2018) - Target: Partially Met
83 percent (5 out of 6) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings 2018-2019:
Target met?  
Action Plan 2018-2019:

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI-350 Data Analytics, 5. INFO-240 Database Administration, 6. INFO-320 System Administration II

The % of the classes with averages equal to or above 4 is 75%

Target met?  
Yes
Action Plan 2019-2020:  
NA

SLO 14: Assist in the creation of an effective project plan
An ability to assist in the creation of an effective project plan.

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: Attainment levels on program level outcomes
Attainment levels on program level outcomes.

Target:  
All assessed courses shall achieve an attainment level of 3 or better in this program level outcome.  
Finding (2017-2018) - Target: Met  
100 percent (5 out of 5) of the courses achieved an attainment level of 3 or better for this program level outcome.

Findings 2018-2019:

Target met?  
Action Plan 2018-2019:

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, the courses which have been used for assessment are: 1. CSCI-110 Computational Thinking, 2. CSCI-120 Elements of Computer Programming I, 3. CSCI-210 Data Structures and Algorithms, 4. CSCI-340 Database Systems, 5. CSCI-370 Stochastic Computing, 6. CSCI-480 Analysis of Algorithms
In Spring 2020, the courses that have been used for assessment are: 1. CSCI-111 Computational Thinking II, CSCI 121-Elements of Computer Programming II, 3. CSCI-211 Data Structures and Algorithms II, 4. CSCI-350 Data Analytics, 5. INFO-240 Database Administration, 6. INFO-320 System Administration II

The % of the classes with averages equal to or above 4 is 75%

Target met?  
Yes
Action Plan 2019-2020:  
NA

Interdisciplinary Applied Mathematics and 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 tests/final evaluations.
Target: Students will complete 80% of the examinations correctly.

   a. 2019-2020 Findings
      - Met (86.6%)
      - In Fall this objective was measure through tests and a final in the subject of Complex Analysis. In the Spring this objective was measured on final examinations in Scientific Computation (Linear Algebra Based) and Pattern Recognition. Students performed less well on Complex Analysis (81%).

   b. Action Plans
      - This is the first year this objective has been separated from analytical/computational skills (SLO 5 is in its first year of implementation). With this caveat it seems more emphasis may be placed on our students skills in primarily proof based courses (Complex Analysis).

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 project and examination.

   Target: Students will 80% or above on the relevant work.

   a. 2019-2020 Findings
      - Met (89%)
      - This objective was measured in the Spring 2020 course Pattern Recognition. In this class the measure included both questions on the final and a course project.

   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. **2019-2020 Findings**  
   ❖ Met:  
   Two students (Matthew Moore and Micah Tyler) successfully defended their PhDs in the 2019-2020 academic year.  
b. **Action Plans**  
2. **Measure: Student Performance in Course Project/Presentation**  
   **Target: Students will successfully defend their dissertation.**  
a. **2019-2020 Findings**  
   ❖ Met (98%)  
   ❖ This objective was measured in the Spring 2020 course Pattern Recognition.  
b. **Action Plans**  
   Implement more widespread usage of course projects/presentations in PhD courses.  

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. **2019-2020 Findings**  
   ❖ Met:  
   Two students (Matthew Moore and Micah Tyler) successfully submitted their PhDs dissertations in the 2018-19 academic year.  
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. **2019-2020 Findings**
      - Met (83.9%)
        In Fall this objective was measure through tests and a final in the subject of Complex Analysis. In the Spring this objective was measured on final examinations in Scientific Computation (Linear Algebra Based) and Pattern Recognition.
        While the SLO was met overall it was not met individually in Complex Analysis (78%) and Pattern Recognition (76%).
   b. **Action Plans**
      - This is a new SLO created to separately measure skill in proofs and skill in direct problem solving techniques. From the results of this SLO (especially in conjunction with SLO 1) it is clear that in courses that focus on proofs students are performing less well on applied techniques. As a result we must spend more time on application in addition to proof techniques in these courses.

**Mathematics BS**

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 Advanced Calculus I, MTSC 452 Advanced Calculus II, MTSC 461 Real Analysis, MTSC 498 - Topics in Mathematics

Courses not evaluated this cycle:
- MTSC 403 – not offered
- MTSC 411 – not offered
- MTSC 203 – Math Ed majors only
- MTSC 252 – Not math majors
- MTSC 317 – not offered
I. Goal 1 – Student Learning
   A. SLO 1 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.

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

1. Measure: Student Performance on M213
   Target: Students will score 70% or above on the relevant work.
   a. 2019-2020 Findings
      ❖ Met (88%)
      ❖ In Fall 2019, students performed well solving problems on determining truth values in various ways, writing out various compound sets, and determining equivalence classes and images.
   b. 2019-2020 Action Plans
      ❖ Because this SLO was met, an action plan is not considered necessary at this point.

2. Measure: Student Performance on M341
   Target: Students will score 70% or above on the relevant work.
   a. 2019-2020 Findings
      ❖ Met (84%)
      ❖ In Fall 2019, students performed well solving problems relating to calculating the number of permutations and applying the inclusion-exclusion principle.
   b. 2019-2020 Action Plans
      ❖ Because this SLO was met, an action plan is not considered necessary at this point.

3. Measure: Student Performance on M317
   Target: Students will score 70% or above on the relevant work.
   a. 2019-2020 Findings
      ❖ Met (95%)
      ❖ In Spring 2020, students performed very well solving problems relating to linear congruences, number theoretic functions, Euler Theorem, and primitive roots.
   b. 2019-2020 Action Plans
      ❖ Because this SLO was met, an action plan is not considered necessary at this point.
B. **SLO 2 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.**

Aligns with UG Student Learning Goal 4: Independent learners able to integrate knowledge and technology to achieve personal and professional success

1. **Measure: Student Performance on M213**
   Target: Students will score 70% or above on the relevant work.
   a. **2019-2020 Findings**
      - Met (81%)
      - In Fall 2019, students performed well solving problems in which they wrote out converse/contrapositive statements and examined set membership and subsets.
   b. **2019-2020 Action Plans**
      - Because this SLO was met, an action plan is not considered necessary at this point.

2. **Measure: Student Performance on M341**
   Target: Students will score 70% or above on the relevant work.
   a. **2019-2020 Findings**
      - Met (89%)
      - In Fall 2019, students performed well solving problems relating to calculating the probability of a random event using sample spaces, calculating the variance of a discrete random variable, calculating the variance of a continuous random variable, given the PDF expression.
   b. **2019-2020 Action Plans**
      - Because this SLO was met, an action plan is not considered necessary at this point.

3. **Measure: Student Performance on M317**
   Target: Students will score 70% or above on the relevant work.
   a. **2019-2020 Findings**
      - Met (97%)
      - In Spring 2020, students performed very well solving problems relating to Hill Cipher and RSA encryption algorithm.
   b. **2019-2020 Action Plans**
      - Because this SLO was met, an action plan is not considered necessary at this point.

C. **SLO 3 Students will apply mathematics in novel situations that may require the development/acquisition of new skills.**
Aligns with UG Student Learning Goal 4: Independent learners able to integrate knowledge and technology to achieve personal and professional success

1. **Measure: Student Performance on M213**  
   **Target:** Students will score 70% or above on the relevant work.
   
a. **2019-2020 Findings**
   - Met (75%)
   - Students were asked to prove a large variety of students using direct proofs, proof by cases, proof by contrapositive, and proof by induction.

b. **2019-2020 Action Plans**
   - Provide written examples of correct proofs so students have something to reference during class.

D. **SLO 4** Students will demonstrate the ability to read, comprehend and communicate mathematical concepts and procedures.

Aligns with UG Student Learning Goal 1: Competent Communicators

1. **Measure: Student Performance on M213**  
   **Target:** Students will score 70% or above on the relevant work.
   
a. **2019-2020 Findings**
   - Met (73%)
   - Students were asked to examine a statement and determine if it was true, write out a tautology, analyze a proof for errors, and answer questions about functions.

b. **2019-2020 Action Plans**
   - Have more examples in class/on homework where students are asked to develop statements, set, and functions that meet specific requirements.

c. **2019-2020 Action Plans**
   - The instructors can concentrate on the main concepts of probability theory, and emphasize on the applications of abstract ideas to real-world examples.

E. **SLO 5** Students will be able to read and comprehend proofs and write logical and organized proofs.

Aligns with UG Student Learning Goal 4: Independent learners able to integrate knowledge and technology to achieve personal and professional success

1. **Measure: Student Performance on M213**
Target: Students will score 70% or above on the relevant work.

a. 2019-2020 Findings
   - Met (85%)
   - Students were asked to prove a large variety of statements using direct proofs, proof by cases, proof by contrapositive, and proof by induction.

b. 2019-2020 Action Plans
   - Because this SLO was met, an action plan is not considered necessary at this point.

   Target: Students will score 70% or above on the relevant work.
   a. 2019-2020 Findings
      - Met (96%)
      - In Spring 2020, students performed very well solving problems relating to divisibility, prime number, and Fermat little theorem
   b. 2019-2020 Action Plans
   c. Because this SLO was met, an action plan is not considered necessary at this point.

F. SLO 6 Students will also be able to make connections among the different representations.
   Aligns with UG Student Learning Goal 1: Competent Communicators
   Aligns with UG Student Learning Goal 2: Effective inquirers, critical thinkers, and problem-solvers able to use appropriate quantitative and qualitative information

1. Measure: Student Performance on M341
   Target: Students will score 70% or above on the relevant work.
   a. 2019-2020 Findings
      - Met (90%)
      - Students were asked to calculate probabilities of events for a random variable with a Binomial distribution, and to calculate conditional probability in a repeated trial.
   b. 2019-2020 Action Plans
      - Because this SLO was met, an action plan is not considered necessary at this point.

Exhibit 3: Assessment Schedule
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

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: UG 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: UG 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.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO1. 

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

**Final exam modifications**
*Established in Cycle:* 2011-2012
In the future we will categorize the data according to the major. The department is recommending that teachers for these courses...

**Consolidate Course Data**
*Established in Cycle:* 2012-2013
Combine data from various semester to get a bigger picture of SLO1 for Math Ed majors.

**Encourage full time faculty to provide accurate data of student performance by major.**
*Established in Cycle:* 2013-2014
Encourage full time faculty to provide accurate data of student performance by major. Several courses had missing data, and miss...

**SLO 1 Action Plan**
*Established in Cycle:* 2016-2017

2) Findings indicate that students may have gaps and/or weaknesses in the prerequisite knowledge and proficiencies to be successful.

**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.

**Findings for 2019-2020**
For SLO 1, students averaged 86% on this objective across all courses that measured SLO 1 (MTSC 203, 317, and 341). As such this SLO was met for Mathematics Education majors assessed. This is comparable to 2018-9 where the average for this SLO was 80.9%.

**Action Plan for 2019-2020**
The department undergoes ongoing review of assessments in order to revise assessments such that data that measures each SLO is collected across all relevant courses using multiple measures.

**SLO 1 Data by course for 2019-2020**

<table>
<thead>
<tr>
<th>Course</th>
<th>MTSC 251</th>
<th>MTSC 252</th>
<th>MTSC 313</th>
<th>MTSC 319</th>
<th>MTSC 452</th>
<th>MTSC 454</th>
<th>MTSC 461</th>
<th>MTSC 491</th>
<th>MTSC 498</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources</td>
<td>Final</td>
<td>Various</td>
<td>Final</td>
<td>Final</td>
<td>Final</td>
<td>Final</td>
<td>Final</td>
<td>Final</td>
<td>Final</td>
</tr>
<tr>
<td>#Students</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>AVERAGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 1</td>
<td>95%</td>
<td>81%</td>
<td>98%</td>
<td>86%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SLO 2: UG 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: UG 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.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO2

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

Problem variety
Established in Cycle: 2011-2012
It is recommended that teachers of these courses implement a variety of problems types during the lesson that help students iden...

Problem variety
Established in Cycle: 2012-2013
It is recommended that teachers of these courses implement a variety of problems types during the lesson that help students iden...

Findings for 2018-2019
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.

Action Plan for 2018-2019
To revise assessments such that data that measures each SLO is collected across all relevant courses using multiple measures.

Findings for 2019-2020
For SLO 2, students averaged 89% on this objective across all courses that measured SLO 2 (MTSC 203, 317, and 341). As such this SLO was met. This average is comparable to average for 2018-9 data for this SLO, which was 85.2%. A different set of courses was included in 2018-9.
SLO 2 Data by course for 2019-2020

<table>
<thead>
<tr>
<th>Course</th>
<th>MTSC 341</th>
<th>MTSC 203</th>
<th>MTSC 317</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources</td>
<td>Final</td>
<td>Various</td>
<td>Final</td>
</tr>
<tr>
<td>#Students</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>SLO 2</td>
<td>100%</td>
<td>83%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>AVERAGE 89%</td>
</tr>
</tbody>
</table>

**Action Plan for 2018-2019**
Assessments and assessment data undergo ongoing review such that data that measures each SLO is collected across all relevant courses using multiple measures. Faculty are considering/developing assessments in addition to the final exam to measure student performance on each SLO. Instructors require that students use the correct language of the course consistently. Continue to stress the importance of labeling text and diagrams to accurately reflect the problem situation.

**SLO 3: UG 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: UG 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.

Source of Evidence: Comprehensive/end-of-program subject matter exam
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 measures. To provide students, especially those in introductory courses, additional opportunities and experiences engaging with novel problems.

Findings for 2019-2020
For SLO 3, students averaged 78% on this objective across all courses that measured SLO 3 (MTSC 203). As such this SLO was met. This is comparable to 2018-19 data where the average was 76.6%.

Action Plan for 2019-2020
To revise assessments such that data that measures each SLO is collected across all relevant courses using a variety of measures. To provide students, especially those in introductory courses, additional opportunities and experiences engaging with novel problems. While this objective was met in the available data is limited. To improve upon this, the schedule for assessments was is under review. However, the limitations in the data collection may be a reflection of low program enrollment.
In this cycle, this SLO was measured in only 1 course, MTSC 203 where various measures were used. This practice should be extended to additional courses.

SLO 3 Data by course for 2019-2020

<table>
<thead>
<tr>
<th>Course</th>
<th>MTSC 341</th>
<th>MTSC 203</th>
<th>MTSC 317</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources</td>
<td>Final</td>
<td>Various</td>
<td>Final</td>
</tr>
<tr>
<td>#Students</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>SLO 3</td>
<td>78%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SLO 4: UG 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: UG 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.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO 4

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

**SLO 4 Action Plan**

*Established in Cycle: 2016-2017*

3) Findings also provide some indication that students have limited proficiencies in reading mathematics texts with understand...

**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.

**Findings for 2019-2020**

For SLO 4, students averaged 77% on this objective across all courses that measured SLO 4 (MTSC 203 and 341). As such this SLO was met. This average is comparable to 2018-9 data (73.2%).

<table>
<thead>
<tr>
<th>Course</th>
<th>MTSC</th>
<th>MTSC</th>
<th>MTSC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>341</td>
<td>203</td>
<td>317</td>
</tr>
<tr>
<td>Sources</td>
<td>Final</td>
<td>Various</td>
<td>Final</td>
</tr>
<tr>
<td>#Students</td>
<td>1</td>
<td>4</td>
<td>1 AVERAGE</td>
</tr>
</tbody>
</table>
Action Plan for 2019-2020

While this objective was met across all courses, it was not met in each course. To address this, create/revise instructional opportunities and assessments such that students have multiple opportunities to meet this SLO and so that data that measures each SLO is collected using a variety of measures, particularly in MTSC 341 and its prerequisite courses. Instructional strategies and tasks should consistently require students to engage in small group and whole group discussion and to present their mathematical thinking.

SLO 5: UG 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: UG 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.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
A weighted score of at least 70% for each course indicates that students successfully demonstrated SLO5

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

Proof writing experiences
Established in Cycle: 2011-2012
MTSC 213, 319, 411, and 498 are proof based courses. However, very few course instructors indicated that they are measuring stud...

Proof Writing Experience
Established in Cycle: 2012-2013
Although course instructors indicated that they are measuring students proof reading and writing skill, the exam questions are a...

Final exams for content courses
Established in Cycle: 2013-2014
Final exams for content courses needs to be redesigned to more specifically address individual SLO’s and CLO’s. In several cours...

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.

**Findings for 2019-2020**

For SLO 5, students averaged 74% on this objective across all courses that measured SLO 5 (MTSC 203 and 317). As such this SLO was met. This is comparable to the average for 2018-19 (74.3%).

<table>
<thead>
<tr>
<th>Course</th>
<th>MTSC</th>
<th>MTSC</th>
<th>MTSC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources</td>
<td>Final</td>
<td>Various</td>
<td>Final</td>
</tr>
<tr>
<td>#Students</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>SLO 5</td>
<td>67%</td>
<td>100%</td>
<td>74%</td>
</tr>
</tbody>
</table>

**Action Plan for 2019-2020**

To revise assessments such that data that measures each SLO is collected across all relevant courses using a variety of measures. Provide students a summary of the various methods of proof that they should be familiar with - direct, contrapositive, biconditional, contradiction, counterexample, etc. and help students make more accurate decisions about when each method is appropriate.

**SLO 6: UG SLO-6 Connections**

Students will also be able to make connections among the different representations.

**Related Measures**

**M 6: UG 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.

**Source of Evidence:** Performance (recital, exhibit, science project)

**Target:**

**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.

**Findings for 2019-2020**
For SLO 6, students averaged 81% across all courses that measured this SLO 6 (MTSC 203 and 341). As such this SLO was met.

<table>
<thead>
<tr>
<th>Course</th>
<th>MTSC 341</th>
<th>MTSC 203</th>
<th>MTSC 317</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources</td>
<td>Final</td>
<td>Various</td>
<td>Final</td>
</tr>
<tr>
<td>#Students</td>
<td>1</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>SLO 6</td>
<td>77%</td>
<td>82%</td>
<td>81%</td>
</tr>
</tbody>
</table>

**Action Plan for 2019-2020**
To revise assessments such that data that measures each SLO is collected across all relevant courses using a variety of measures. Making connections is supported by providing students opportunities to study mathematics in real contexts, to use multiple strategies/representations to show their mathematical thinking and justify their responses, and incorporate inquiry in the problem-solving process. PD within the department via the Mathematics Teaching Institute supports the development and implementation of these practices.

**SLO 7: UG 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**

**M 7: UG SLO-7**
Data collected in MTSC 403 Methods of Teaching Mathematics in Secondary School. Data analysis is based on students' overall performance in the class.

**Source of Evidence:** Project, either individual or group
Target:
Success is defined as obtaining Acceptable (2) or Target (3) based on students performance on NCATE rubrics (Assessment 3, 6, 7, and 8).

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

Diversity and Technology Emphasis
Established in Cycle: 2012-2013
In the future, more emphasis should be placed on diversity, technology and designing assessments, without minimizing the effecti...

Additional opportunities to explore a variety of instructional technologies
Established in Cycle: 2013-2014
Provide students additional opportunities to explore a variety of instructional technologies and their effective use in mathemat...

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.

Findings for 2019-2020
There are no findings/data to report for SLO 7 during this cycle.

Action Plan for 2019-2020
Teacher candidates benefit from multiple opportunities to engage in lesson planning, early in their program and with reduced guidance/prompting from instructors. It may be necessary to review the Assessment Cycle schedule to help ensure data collection across all SLOs.
<table>
<thead>
<tr>
<th>NCTM STANDARDS</th>
<th>Overall</th>
<th>LP1</th>
<th>LP2</th>
<th>Average of Highest Earned Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>6b Lesson Preparation</td>
<td>2.75</td>
<td>2.5</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>3a Goals and Standards</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>4b Developmentally Appropriate Lessons</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>3c Diversity &amp; Differentiate Instruction</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>4a Knowledge of Developmentally Appropriate Activities</td>
<td>2.75</td>
<td>2.5</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>4c Cultural Context</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td>4d Recognition of Cultural Differences</td>
<td>2.75</td>
<td>2.5</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>3e High Quality Tasks &amp; Questioning</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>3.0</td>
</tr>
<tr>
<td>2d Language of Mathematics</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>4e Create Lesson Plan with Instructional Technology</td>
<td>2.75</td>
<td>2.5</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>3c Use of Mathematics Specific Manipulatives/ Tools</td>
<td>2.75</td>
<td>2.5</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>5b Use of Mathematics Specific Technology</td>
<td>2.75</td>
<td>2.5</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>3f Creating Assessments</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
<td>2.5</td>
</tr>
<tr>
<td>5c Analyze Assessments</td>
<td>2.75</td>
<td>2.5</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>3g Monitor Student Progress Through Assessments</td>
<td>2.75</td>
<td>2.5</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>5a Mathematical Proficiency</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>3f Determine Prior Knowledge</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>4b Build New Knowledge from Prior Knowledge</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>2b Representation &amp; Connections</td>
<td>2.75</td>
<td>2.5</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>4a Positive Disposition Towards Math Processes &amp; Reflection</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>6b Professional Relationships</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>6b Reflective Practitioner</td>
<td>2.75</td>
<td>2.5</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>61.5</td>
<td>59</td>
<td>64</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>93.18%</td>
<td>89.39%</td>
<td>96.97%</td>
<td>98.48%</td>
</tr>
</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.

1. Measure: Student Performance on final evaluations.
   Target: Students will complete 80% of the examinations correctly.
   a. 2019-2020 Findings
      ❖ Met
      ❖ In fall 2019: In MTSC 541, Students performed well (86%) in finding the conditional density functions, the joint probability mass functions, the joint probabilities, and the cumulative distribution function of the sum of two independent variables. In MTSC 561, Students performed well (85%) on the question regarding intermediate value theorem, L'Hospital's rules, derivatives, and Taylor series.
      ❖ In spring 2020: In MTSC 562, Students were able to master improper integrals of functions on both bounded and unbouded domains. Students’ average score is 89%. In MTSC 651, Students were able solve for the following problems. Sturm-Liouville boundary value problems; the one-dimensional wave on an infinite interval Method of Characteristics and D ’Alembert’s Method; the one-dimensional wave equation, the heat equation and Laplace’s equation using Separation of Variables; partial differential equations in two variable; hyperbolic, elliptic and parabolic equations in cylindrical coordinates; partial differential equations using Laplace transform methods. Students were able to master the skill of solving Nonhomogeneous problems using Eigenfunction expansions. Due to the interruption of the course because of COVID 19, we were unable to get to solving PDEs in spherical coordinates. Students’ average score is 84%.
   b. Action Plans
Students are successful in this SLO. No action plan at this time.

B. SLO 2 **Students will demonstrate the ability to read, comprehend and communicate abstract mathematical concepts and procedures.**
Aligns with Goal 1: prepare our graduates to be competent communicators.

1. **Measure:** Student Performance on class projects/examinations.  
   **Target:** Students will achieve 80% or above on the relevant work.
   a. 2019-2020 Findings
      - Met
      - For spring 2020: In MTSC 562, Students were able to master the properties of sequences and series. Students’ average is 86%. In MTSC 651, Students were able to master the skill of improving their writing of mathematics and performing accurate and precise calculations. Students’ average is 100%. In Fall 2019, this SLO is not measured.
   b. Action Plans
      - Work on increasing the number of ways this SLO may be reported.

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.**
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. 2019-2020 Findings
      - Met
      - For Spring 2020: In MTSC 562, Students were able to master the Taylor series and the mean value theorem of integrals. Students’ average is 93%. In MTSC 651, Students were able to master the skill of explaining and justifying their mathematical thinking and discussing the mathematical correctness of their solution strategy.
Students were able to represent phenomena with mathematics in multiple ways. Students’ average is 96%. In Fall 2019, this SLO is not measured.

b. Action Plans
   ✗ 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.
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. 2019-2020 Findings
      ✗ For spring 2020: In MTSC 651: Students were able to be flexible in choosing the appropriate mathematical technique to solve a partial differential equation. Students were able to master the skill of making connections between different mathematical representations. Students’ average is 95%. In Fall 2019, this SLO is not measured.
   b. Action Plans
      ✗ 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.
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 Thesis Presentations
   Target: N/A
   a. 2019-2020 Findings
      ✗ Not Reported This Cycle.
   b. Action Plans
      ✗ Work on increasing the number of ways this SLO may be reported. Possibly rewrite SLO.
Optics PhD

**G 1: Prepare each graduate for success in professional careers**
Prepare each graduate for success in professional careers in industry, research, government, or academia in the 21st century global society by providing them with necessary skills and knowledge in their area of study.

**SLO 1: Students will learn the advance Optics content needed to solve problems quantitatively**
Students will learn the advance Optics content needed to solve problems quantitatively using analytic and numerical methods to find their carriers in different organizations.

**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 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.

**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 (2019-2020)**
The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 – Math Methods III, 2. Modern Optics, 3. PHYS 605 – Principles of lasers & Optical Devices, 4. PHYS 675- Quantum Mechanics I
The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 601 – Non Linear Optics, 2. PHYS 665 – Statistical Mechanics, 3. PHYS 667 – Math Methods IV, 4. PHYS 676-Quantum Mechanics II, 5. Modern Laser Spect. Methods

The % of the classes with averages equal to or above 4 is 100%

**Target met?**
Yes

**Action Plan 2019-2020:**
SLO 2: Students will engage in research projects and learn of state-of-the-art technologies
Students will engage in research projects and learn of state-of-the-art technologies to become an independent researcher in his area of research

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
5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8 GR 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.

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 (2019-2020)
The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 – Math Methods III, 2. Modern Optics, 3. PHYS 605 – Principles of lasers & Optical Devices, 4. PHYS 675- Quantum Mechanics I
The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 601 – Non Linear Optics, 2. PHYS 665 – Statistical Mechanics, 3. PHYS 667 – Math Methods IV, 4. PHYS 676-Quantum Mechanics II, 5. Modern Laser Spect. Methods

The % of the classes with averages equal to or above 4 is 100%

Target met?
Yes
Action Plan 2019-2020:
G 2: Prepare each graduate to think critically to analyze and solve problems through research and course work.
Prepare each graduate to think critically to analyze and solve problems through research and course work.

SLO 3: Students will demonstrate the ability to integrate the knowledge and analytic thinking skills
Students will demonstrate the ability to integrate the knowledge and analytic thinking skills to collect, analyze and interpret a variety of problems and issues involving physical systems.

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
8 GR 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.

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 (2019-2020)
The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 – Math Methods III, 2. Modern Optics, 3. PHYS 605 – Principles of lasers & Optical Devices, 4. PHYS 675- Quantum Mechanics I
The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 601 – Non Linear Optics, 2. PHYS 665 – Statistical Mechanics, 3. PHYS 667 – Math Methods IV, 4. PHYS 676-Quantum Mechanics II, 5. Modern Laser Spect. Methods

The % of the classes with averages equal to or above 4 is 100%

Target met?
Yes
Action Plan 2019-2020:
SLO 4: Students will be able to organize and conduct original investigations and reach scientifically appropriate conclusions.

Students will be able to 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
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8 GR 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.

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 (2019-2020)
The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 – Math Methods III, 2. Modern Optics, 3. PHYS 605 – Principles of lasers & Optical Devices, 4. PHYS 675- Quantum Mechanics I
The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 601 – Non Linear Optics, 2. PHYS 665 – Statistical Mechanics, 3. PHYS 667 – Math Methods IV, 4. PHYS 676-Quantum Mechanics II, 5. Modern Laser Spect. Methods

The % of the classes with averages equal to or above 4 is 100%

Target met?
Yes

Action Plan 2019-2020:

SLO 5: Students will be capable of effectively communicating the results of their studies in a variety of formats
Students will be capable of effectively communicating the results of their studies in a variety of formats, including written reports and peer-reviewed publications in known
scientific journals and poster presentations in scientific conferences, or oral presentations to peers in the scientific community.

**DSU Learning Goal Associations**
1 UG Student Learning Goal: Competent Communicators
6 GR Student Learning Goal: All graduate students will demonstrate clear and concise written and oral communication.

**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 (2019-2020)**
The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 – Math Methods III, 2. Modern Optics, 3. PHYS 605 – Principles of lasers & Optical Devices, 4. PHYS 675- Quantum Mechanics I
The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 601 – Non Linear Optics, 2. PHYS 665 – Statistical Mechanics, 3. PHYS 667 – Math Methods IV, 4. PHYS 676-Quantum Mechanics II, 5. Modern Laser Spect. Methods

The % of the classes with averages equal to or above 4 is 100%

**Target met?**
Yes

**Action Plan 2019-2020:**

**G 3: 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

**SLO 6: Students will be able to use their knowledge to analyze and reflect on technical problems**
Students will be able to use their knowledge to 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**
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.

5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.

**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 (2019-2020)**

The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 – Math Methods III, 2. Modern Optics, 3. PHYS 605 – Principles of lasers & Optical Devices, 4. PHYS 675- Quantum Mechanics I

The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose. 1. PHYS 601 – Non Linear Optics, 2. PHYS 665 – Statistical Mechanics, 3. PHYS 667 – Math Methods IV, 4. PHYS 676-Quantum Mechanics II, 5. Modern Laser Spect. Methods

The % of the classes with averages equal to or above 4 is 100%

**Target met?**

Yes

**Action Plan 2019-2020:**

**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 2. PHYS 200 - Analysis of Physical Systems, 3. PHYS 201 - General Physics I, 4. PHYS 202 - General Physics II 5. PHYS 316 - Analytic Mechanics, 6. PHYS 316 - Intro to Optics 7. PHYS 341 - Theory of Electricity & Magnetism 8. Applied Physics Lab II, 9. PHYS 361 - Modern Physics, 10. PHYS 451 - Introduction to Research.
In Spring 2018, 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%

**Target met?**
Yes
**Action Plan 2018-2019:**
NA

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.
In Fall 2019, 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 202 - General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 341 - Theory of Electricity & Magnetism, 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 89%

**Target met?**
Yes
**Action Plan 2019-2020:**
NA

**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%

Target met?
No

Action Plan 2018-2019:
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

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.
In Fall 2019 , 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 202 - General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 341 - Theory of Electricity & Magnetism, 8.PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.
In Spring 2020, 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%

Target met?
No

Action Plan 2019-2020:
The average increased from 60% to 67%, we will keep monitoring the progress.

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%
Target met? No

**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.

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.
In Fall 2019, 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 202 - General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 341 - Theory of Electricity & Magnetism, 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.
In Spring 2020, 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%
Target met? Yes
**Action Plan 2019-2020:**
NA

**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%

**Target met?**
**yes**

**Action Plan 2018-2019:**
NA

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, 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 202 - General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 341 - Theory of Electricity & Magnetism, 8.PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.
In Spring 2020, 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 78%

**Target met?**
**yes**

**Action Plan 2019-2020:**
NA

**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 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%

Target met? No

Action Plan 2018-2019:
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

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.
In Fall 2019, 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 202 - General Physics II, 5. PHYS 305 - Thermal Physics, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 341 - Theory of Electricity & Magnetism, 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.
The % of the classes with averages equal to or above 4 is 100%

Target met? Yes

Action Plan 2019-2020:
NA

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 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:
% 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%
Target met? Yes
Action Plan 2018-2019:
Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.
In Fall 2019, 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 202 - General Physics II, 5. PHYS 305 - Thermal Physics, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 341 - Theory of Electricity & Magnetism, 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.
The % of the classes with averages equal to or above 4 is 80%

Target met?
Yes

Action Plan 2019-2020:
NA

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%

Target met?
Yes

Action Plan 2018-2019:
NA

Findings 2019-2020:
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.
In Fall 2019, 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 202 - General Physics II, 5. PHYS 305 - Thermal Physics, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 341 - Theory of Electricity & Magnetism, 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.
The % of the classes with averages equal to or above 4 is 80%
Target met?  
Yes

Action Plan 2019-2020:
No

**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 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 are1. PHYS 192 - University Seminar II, 2. PHYS 200 - Analysis of Physical Systems, 3. PHYS 201 - General Physics I, 4. PHYS 202 - General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 341 - Theory of Electricity & Magnetism, 8.PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.

The % of the classes with averages equal to or above 4 is 86%

**Target met?**

yes

**Action Plan 2018-2019:**
NA

**Findings 2019-2020:**

The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.

In Fall 2019 , 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 202 - General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 341 - Theory of Electricity & Magnetism, 8.PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.

In Spring 2020, 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 100%

**Target met?**

Yes

**Action Plan 2019-2020:**
NA

**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%

**Target met?**
yes

**Action Plan 2018-2019:**
NA

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account. In Fall 2019, 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 202 - General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 341 - Theory of Electricity & Magnetism, 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.
In Spring 2020, 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 83%

**Target met?**
yes

**Action Plan 2019-2020:**
NA

**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 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:

The % of the classes with averages equal to or above 4 is 92%

**Target met?**
Yes

**Action Plan 2018-2019:**
NA

**Findings 2019-2020:**
The class average from the courses offered (one which has this outcome fulfilled) has been taken into account.
In Fall 2019, 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 202 - General Physics II, 5. PHYS 305 Thermal Physics, 6. PHYS 313 - Analytic Mechanics, 7. PHYS 341 - Theory of Electricity & Magnetism, 8. PHYS 361 - Modern Physics, 9. PHYS 451 - Introduction to Research.
In Spring 2020, the courses that have been used for assessment are:

The % of the classes with averages equal to or above 4 is 93%

**Target met?**
Yes

**Action Plan 2019-2020:**
NA

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**Physics MS**

**G 1: Prepare each graduate for success in professional careers**
Prepare each graduate for success in professional careers in industry, research, government, or academia in the 21st century global society by providing them with necessary skills and knowledge in their area of study.

**SLO 1: Students will learn the advance contents of their field of study**
Students will learn the advance contents of their field of study needed to solve problems quantitatively using analytic and numerical methods to find their careers in different organizations.

**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 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.

**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 (2019-2020)**
The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563 – Math Methods III, 2. PHYS 675-Quantum Mechanics I.
The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 665 – Statistical Mechanics, 2. PHYS 667 – Math Methods IV, 3. PHYS 676-Quantum Mechanics II,
The % of the classes with averages equal to or above 4 is 100%

**Target met?**
Yes

**Action Plan 2019-2020:**
NA

**SLO 2: Students will engage in one or more research projects**
Students will engage in one or more research projects to learn laboratory techniques, research protocol, and appropriate behavior expected in a research environment by using instruments, computers and associated technologies.

**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
5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical
issues associated with their discipline and how these issues impact society at large. 

7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.

8 GR 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.

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 (2019-2020)
The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563– Math Methods III, 2. PHYS 675-Quantum Mechanics I.
The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 665 – Statistical Mechanics, 2. PHYS 667 – Math Methods IV, 3. PHYS 676-Quantum Mechanics II,
The % of the classes with averages equal to or above 4 is 100%
Target met?
Yes
Action Plan 2019-2020:
NA

G 2: Prepare each graduate to think critically to analyze and solve problems through research and/or course work.
Prepare each graduate to think critically to analyze and solve problems through research and/or course work.

SLO 3: Students will be able to integrate content knowledge and analytic thinking skills
Students will be able to integrate content knowledge and analytic thinking skills to collect, analyze and interpret a variety of problems and issues involving physical systems.

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

**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 (2019-2020)**
The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563– Math Methods III, 2. PHYS 675-Quantum Mechanics I.
The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 665 – Statistical Mechanics, 2. PHYS 667 – Math Methods IV, 3. PHYS 676-Quantum Mechanics II,
The % of the classes with averages equal to or above 4 is 100%
**Target met?**
Yes
**Action Plan 2019-2020:**
NA

**SLO 4: Students will be able to organize and conduct original investigations**
Students will be able to 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
7 GR Student Learning Goal: All graduate students will be effective problem-solvers; demonstrating the ability to think critically, use information effectively and work collaboratively.
8 GR 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.

**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 (2019-2020)**
The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563– Math Methods III, 2. PHYS 675-Quantum Mechanics I.
The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 665 – Statistical Mechanics, 2. PHYS 667 – Math Methods IV, 3. PHYS 676-Quantum Mechanics II,
The % of the classes with averages equal to or above 4 is 100%

**Target met?**
Yes

**Action Plan 2019-2020:**
NA

**G 3: 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.

**SLO 5: Students will be capable of effectively communicating the results of their studies in a variety of formats**
Students will be capable of effectively communicating the results of their studies in a variety of formats, including written reports, poster presentations, and PowerPoint-like presentations to communicate orally 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
6 GR Student Learning Goal: All graduate students will demonstrate clear and concise written and oral communication.

**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 (2019-2020)**
Not evaluated this academic year for this program

**SLO 6: Students will be able to use their knowledge to analyze and reflect on technical problems**
Students will be able to use their knowledge to 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**
3 UG Student Learning Goal: Ethical, collaborative, and productive citizens of a complex, diverse world.
5 GR Student Learning Goal: All graduate students will demonstrate an understanding of the major ethical issues associated with their discipline and how these issues impact society at large.

**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 (2019-2020)**
The class average from the courses offered in Fall 2018 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose: 1. PHYS 563– Math Methods III, 2. PHYS 675-Quantum Mechanics I.
The class average from the courses offered in Spring 2020 semester (one which has this outcome fulfilled) has been taken into account. Below are the courses which have been used for this purpose.
1. PHYS 665 – Statistical Mechanics, 2. PHYS 667 – Math Methods IV, 3. PHYS 676-Quantum Mechanics II,
The % of the classes with averages equal to or above 4 is 100%
Target met?
Yes
Action Plan 2019-2020:
NA
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 the 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. The curriculum will be reviewed by the department faculty members every two years.
         c. 2018-2019 -Findings
            i. Met.
            ii. The Department Faculty reviewed the 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 the 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

**2019-2020 Findings**

Department met and reviewed the curriculum. Based on review, the pre-requisite needed for Finance courses were streamlined.

Department also formalized the formative assessment for the B.S., Accounting and B.S., Finance Program, and when and in which class to assess it.

**Target met?**

Yes

**2019-2020 Action Plans**

Updated Pre-requisite lists were submitted to the registrar to update the catalog and degree works and banner entries. Advisors and respective Chairs have been informed. All students who take classes in FIN area will follow the new pre-requisite plan.

A formative assessment plan has been shared with the College of Business assessment, advisors, and respective chairs. It has also been shared with the University-wide assessment office. Assessment will be conducted based on this plan.

2) Outcome – Students from the department will engage in experiential learning/Internship.

1. Survey from employers of our students.
   a. Generic documents used to evaluate the measure
      i. Employer feedback satisfaction survey of the 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 this 50% were reported with grade feedback from aon-campus organization where these students interned.

ii. Supporting findings/results

Supported by survey feedback from employers and internship reports 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.

2019-2020 Findings

Two students participated in the internship program.

Target met?

i. Partially met. Two students participated in an internship. The internship program was impacted due to COVID-19 lockdown and quarantine as most internships happen during the Spring semester. Most organizations delayed their program. The two students who did participate did provide their industry report and completed their internship, however, the feedback from industry partners was not received due to COVID-19 lockdown.

2019-2020 Action Plans
As a result of this unexpected event, we have initiated some updates to our internship programs.

After exhaustive meetings with our industry partners, and feedback from other institutes they work with, most industry partners will offer virtual internships. Industry partners have visited virtual classrooms and have hosted sessions to explain how the virtual internships will work.

We at our end will use DocuSign to get relevant feedback and certificate of completion from our industry partners.

We will follow this component for next year.

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. Evidence will be tracked via the annual Faculty Activity Report which each (full-time tenure/tenure-track and instructor) faculty at the department submits in the Spring semester.

2. Target for measure:
   a. At least 3 intellectual contributions will be produced by department faculty/staff as a whole 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.
      ii. 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.

2019-2020

Department faculty participated in intellectual or creative activities such as article copy, abstract copy, presentations, or creative activity program.

Department members made presentations at leading national and international conferences.


Das, Chatterjee, and Ruf: ‘Does size matter in performance of ESG funds with an intentional socially conscious mandate?’

Christopher, Christopher and Kam C. Kong (2020), “Delaware Motorcycle Fatality Study and her co-P.I., Dr. (Grant Report).


Department members also published in peer-reviewed journals and proceedings on academic, practitioner, and pedagogy related areas.


D Askarany, G Spraakman (2020) Regional diversification and financial performance through an excess-capacity theory lens: A new explanation for mixed results Technological Forecasting and Social Change 156, 120076
Target met?

Met.

2019-2020 Action Plans

Department will continue to encourage more academic and scholarly work.

2) Outcome 2.2 Department faculty will participate professional or discipline focused conferences, workshop, or community and industry-focused grant, academic and professional creative work. in

1. Measure of Outcome 2.1
   a. Record of faculty attendance in professional development workshops. The participation will be tracked via the annual Faculty Activity Report.

2. Target for measure
   a. As a whole, 5 faculty from the department will attend 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.

2019-2020 Findings

*Department members made presentations at leading national and international conferences.*


Das, Chatterjee, and Ruf: ‘Does size matter in performance of ESG funds with an intentional socially conscious mandate?’

Christopher, Christopher and Kam C. Kong (2020), “Delaware Motorcycle Fatality Study and her co-P.I., Dr. (Grant Report).


**Target met?**

Yes

2019-2020 Action Plans

Due to COVID-19, faculty are being encouraged to participate in virtual conferences, workshops.

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)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.

2019-2020 Findings

Department faculty are active in providing service through 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, Research 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 Chair is also involved in the 2020 DEEP Day organizing committee.

• 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, through 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. Dania worked on foundational documents for the new entity, DELSTATE CONSULTING, LLC.

• The Aviation Program organized the AFJROTC Summer Flight Academy in Summer 2019 to provide means by which select AFJROTC Cadets may receive specific flight training, to achieve their Private Pilot’s Certificate during an intensive, “accelerate” style, eight-week summer flight training.

• The Department organized to ask the expert session – moderated by Dr. Akash Dania and participated by Drs. Das and Ning on issues related to the state of investing, banking, and financial institutions in the wake of COVID-19 challenges.

• 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 a member of the Wilmington Area Planning Council (WILMAPCO)WILMAPCO Non-motorized Transportation Working Group.
Target met?

Yes

2019-2020 Action Plans

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 a discipline related to co-curricular activities.

1. **Measure of Outcome 2.1** - Number of students participating and types of participation in academic and co-curricular activities. Office of Student Engagement was created by the Dean’s office in 2019 to formally begin coordinating, hosting, and tracking the student engagement activities. Department of Accounting, Economics and Finance also tracks students who engage in academic and scholarly activities which need endorsements.

   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 the 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.

2019-2020 Findings

• Accounting club, Finance club and Economics club run by Department faculty and students were very active during the year. Accounting and Finance club conducted a recruitment drive in early Fall 2020.

• Students from the Department applied and was admitted to Ph.D. Finance program at Morgan State University.

• A student from Department was appointed as the University resident ambassador by KPMG to coordinate internship and recruitment activities.

Target met?

Yes.

2019-2020 Action Plans

Due to the COVID-19 environment, students are being made aware of the virtual meeting tools available to increase student participation across professional and creative 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 the Accounting discipline

   Target: Program seniors will score (+/-) 10% range of the national senior samples of the GRE-ETS standardized exam in the Accounting discipline.

Association to DSU Student Learning Goal - INTELLECTUAL CLIMATE AND CULTURE

   - Met.
   - Supporting findings/results - The sample average of 496 institutes have a score of 43.1 in Accounting discipline. Our program students scored 50 in the Accounting discipline.
   - Action Plan based on findings
     The associated labs for ACCT 204, ACCT 205, a tutorial for other courses in Accounting has helped students. This additional academic support system will be continued.

b. 2019-2020 Findings and Action Plans
   The sample average of students attempting nationally have a score of 44.65 in the Accounting discipline. Our program students scored 44.94 in the Accounting discipline.
   - Target met? Met.
   - Action Plan based on findings
     COVID-19 has impacted the face-to-face interaction and ability to have hands-on coverage of examples and problems. Faculty in the department have been provided training to effectively use virtual platforms to conduct the synchronous course. Also, a dedicated virtual tutorial class
B. **Outcome 2** Demonstrate legal, ethical, global, cultural, and diversity awareness as related to the business profession

1. **Measure:**

   Research-based case study assignment focused on ethical, global, cultural diversity awareness as related to the business professionals 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 the next iteration, students will be encouraged to attempt the case study assignment.

b. **2019-2020 Findings and Action Plans**

   62.5% of students scored 80% or higher in the case study assignment. It is to be noted that if the student who dropped and stopped attending after mid-term were to be eliminated, then, the total percent of students who completed the case study and score over 80% is 71.5%.

   - Target met?
     Partially met.

   - Action Plan based on findings
     Case study assignment will be broken down into four to five components and students will have an opportunity to work on it as the class progress.

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 institutes has a score of 46.7 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 courses in the curriculum cover legal and ethical related ideas (Special Topics in Accounting - Forensic Accounting, Managerial Finance) which will continue.

b. **2019-2020 Findings and Action Plans**

The sample average of students attempting nationally has a score of 47.65 in Legal and social environment discipline. Our program students scored 38.31 in Legal and social environment discipline.

- Target met?
  - Not met.
  - Action Plan based on findings
    Further analysis is needed here. A comparative analysis of how students who took the face-to-face course versus the online course have ultimately fared in the ETS final exam. Students will be provided additional coaching in the area of Legal and social environment.

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 on the 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 the next iteration, students will be encouraged to attempt the case study assignment.

b. 2019-2020 Findings and Action Plans
   62.5% of students scored 80% or higher in the case study assignment. It is to be noted that if the student who dropped and stopped attending after mid-term were to be eliminated, then, the total percent of students who completed the case study and score over 80% is 71.5%.
   ✤ Target met?
      Partially met. Action Plan based on findings
      Case study assignment will be broken down into four to five components and students will have an opportunity to work on it as the class progress.

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 institutes have a score of 33.8 in Quantitative Business Analysis. Our
program students scored 38 in quantitative Business Analysis discipline.

- Action Plan based on findings

**2019-2020 Findings and Action Plans**

The sample average of students attempting nationally has a score of 35.94 in the Quantitative Business Analysis discipline. Our program students scored 36.50 in the Quantitative Business Analysis discipline.

- Target met?
  - Met

- Action Plan based on findings
  The Excel based learning and the use of SPSS Software in learning through the Statistics courses has helped in overall understanding of analytics concepts and therefore will continue.

### 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 an 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 the internship and scored and 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 this 50% were reported with grade feedback from aon-campus organization where these students interned.

b. **2019-2020 Findings and Action Plans**

Two students participated in the internship program.
Target met?

Partially met. Two students participated in an internship. The internship program was impacted due to COVID-19 lockdown and quarantine as most internships happen during the Spring semester. Most organizations delayed their program. The two students who did participate did provide their industry report and completed their internship, however, the feedback from industry partners was not received due to COVID-19 lockdown.

Action Plan based on findings
As a result of this unexpected event, we have initiated some updates to our internship programs. After exhaustive meetings with our industry partners, and feedback from other institutes they work with, most industry partners will offer virtual internships. Industry partners have visited virtual classrooms and have hosted sessions to explain how the virtual internships will work. We at our end will use DocuSign to get relevant feedback and certificate of completion from our industry partners. We will follow this component for next year.

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 the National Association of Black Accountants (NABA) student organization, DSU chapter. from aon-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.

b. 2019-2020 Findings and Action Plans
• Accounting club, Finance club and Economics club run by Department faculty and students were very active during the year. Accounting and Finance club conducted a recruitment drive in early Fall 2020.

• Students from the Department applied and were admitted in Ph.D. Finance program at Morgan State University.

• A student from Department was appointed as the University resident ambassador by KPMG to coordinate internship and recruitment activities.

- Target met?
  Yes

- Action Plan based on findings
  - Due to COVID-19 environment, students are being made aware of the virtual meeting tools available to increase student participation across professional and creative activities.

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 the 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 the service-learning activity. Participation in service-learning activity helped
students secure internships and jobs as these demonstrate leadership and service commitments in students.

b. **2019-2020 Findings and Action Plans**

- Two students volunteered for the New Student Orientation meet with new Accounting major students.
- Two Accounting major seniors led the student contingent to the 2019 NABA conference.
- Five students volunteered to participate as leaders of the Accounting Club - The Accounting Club Mission is to promote interest in the accounting profession as a career, educate students about the various career paths available to accountants, and to provide opportunities for members to interact with other accounting students, faculty and leaders in the business community.

Action Plan based on findings

- Target met?
  - Met

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 BS**

**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.
      v. **Findings 2019-2020:** Having students visit the Writing Center for additional help before submitting written assignments led to better quality of written assignments in terms for grammar/mechanics. Students were given at least three graded written assignments during this course (AVIA-191, -192, -450). Students were evaluated on effective communication per the specifics of the assignment. The outcomes 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.
      vi. **Action Plan:** Report results to show how students did on all sections of the rubric. For example, percentage of students rated at 1, 2, 3, 4 per rubric outcome. Consider using one written assignment from University Seminar and compare to Capstone course.
   b. SLO1.2: Demonstrate effective oral communication skills
      i. **Measure:** FAA Practical Exam: Give requirement in AVIA-102L, -103L, -307L, -361L, 401L and -431L courses, using the associated rubric. The data is submitted to FAA for all courses. Aviation instructors administer
the practical exams in AVIA-102L, -103L, -307L, -361L. The FAA administers practical exams for 401L and -431L courses

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.

iv. **Action Plan:** No change.

v. Findings 2019-2020: 94% of students achieved a passing score in the FAA practical exam on first attempt. Due to COVID-19 pandemic, there were delays in students being able to finish flight training, scheduling check rides in-house and with FAA. More students were granted incomplete grades during spring 2020 due to the pandemic than ever before. Graduation and matriculation rates decreased.

vi. **Action Plan:** Twice of week COVID-testing protocol for all Aviation students conducting flight training will be implemented. Extra cleaning and safety precautions will be implemented for aircraft and set up lab schedules to prevent large number of students at the airport. Decrease simulator training.

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.

   v. Findings 2019-2020: Student feedback indicates higher interest in these course lessons, syllabus and increased understanding of the lesson material. This has also resulted in increased student performance in the course.

   vi. **Action Plan:** No change.

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.
   iv. **Action Plan**: No change.
   v. **Findings 2019-2020**: 94% of students achieved a passing score in the FAA practical exam on first attempt. Due to COVID-19 pandemic, there were delays in students being able to finish flight training, scheduling check rides in-house and with FAA. More students were granted incomplete grades during spring 2020 due to the pandemic than ever before. Graduation and matriculation rates decreased.
   vi. **Action Plan**: Collaborate with Assessment Office on how to separate FAA exam results according to the two portions (oral component of the practical exam and flying component) so results on the oral communication outcome and this outcome could be disaggregated.

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.
   v. **Findings 2019-2020**: The students in this course all passed with a letter grade “C” or better.
   vi. **Action Plan**: Consider using specific classroom exercise and rate how students perform in teamwork and leadership exercises using a rubric.

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.

iv. **Action Plan:** No change.

v. Findings 2019-2020: 94% of students achieved a passing score in the FAA practical exam on first attempt. Due to COVID-19 pandemic, there were delays in students being able to finish flight training, scheduling check rides in-house and with FAA. More students were granted incomplete grades during spring 2020 due to the pandemic than ever before. Graduation and matriculation rates decreased.

vi. **Action Plan:** Twice of week COVID-testing protocol for all Aviation students conducting flight training will be implemented. Extra cleaning and safety precautions will be implemented for aircraft and set up lab schedules to prevent large number of students at the airport. Decrease simulator training.

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.
vi. Findings 2019-2020: The Aviation Program’s aircraft flew 4883.17 hours from 7200 total during this period. The maintenance averaged an operational tempo of 67%. This drop in operational tempo percentage reflects the cessation of student flight training due to COVID, between March 15 – June 15, 2020.

vii. Action Plan: The Aviation Program has resumed student flight training and will re-request the hiring of more mechanics.

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.

vi. Findings 2019-2020: During this period, many of all our activities were curtailed due to the COVID pandemic and budget constraints. However, we were able to recruit 50 new students to the Aviation Program.

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 ______________________

1) The Department curriculum committee reviewed the existing curriculum during AY 2019-2020 and recommended that the Entrepreneurship minor is revised to meet students’ demand, market needs, and employer request. In doing so, similar minor or certification programs at the University of Delaware, Temple University, and Howard University curricula were referenced.

A revised Entrepreneurship minor was proposed in Fall 2019 to be formally introduced in Fall 2020. Curriculum approval was done in the Faculty Senate meeting on April 6, 2020, and is evidenced by the curriculum approval form.

2) The Department curriculum committee reviewed the existing HRM curriculum and recommended to offer DSU Online HRM concentration in Spring 2020 to meet students’ and market demand. Because this online HRM concentration is not a new one, but the same HRM curriculum, Faculty Senate approval was not necessary. The DSU Online HRM concentration would be offered in Fall 2020.

2019-2020 Action Plans: _ Next curriculum review will be done during AY 2021-2022.____________________

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).


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.

**2019-2020 Findings:** Target met? – **Met.**

1) Department faculty members continued producing peer-reviewed journal articles and proceedings, presented in national and local academic and professional conferences, presented workshops. The Department met the target and produced way more than the target during the academic year 2019-2020.

2) The Department faculty published three (3) peer-reviewed journal articles, published five (5) peer-reviewed proceedings, presented seventeen (17) research papers and abstracts in academic conferences, and participated and presented their research in two (2) workshops.

**2019-2020 Action Plans:** The target is met, but the Department Personnel Committee and Chairperson reviewed individual faculty’s performance and decided to recommend three ‘Professors of Practice’ (TYB, CF, and CPG) to produce academic articles to keep AACSB Scholarly Academic (SA) faculty status or to engage in substantive and multiple linkages to practice that may include consulting, professional
development, professional experience, and other engagement activities to qualify AACSB Instructional Practioner (IP) status.

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)

Met.

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.

**2019-2020 Findings:** Target met? –
Met.

1) The Departmental minimum target was met and exceeded with a total participation of sixty-seven (67). Faculties in the Department participated in eleven (11) departmental activities, twenty (20) college committees, sixteen (16) university-wide committees, and twenty (20) community and discipline-related committees & activities.

2) Among these, faculties participated as a chairperson or director in at least eight (8) activities. The chair or director role was listed: three in departmental, two in college-level, one in university-wide, and two in community and discipline-related committees and activities.

**2019-2020 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)


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.

**2019-2020 Findings:** Target met? – Partially Met.

1) The students’ engagement was adversely affected by COVID-19, especially internships during Summer 2020.

2) Ten (10) students got their internships in companies such as JP Morgan and Chase, PriceWaterCooper, DSU Institutional Research and Analytics, Aberdeen Standard Investments, and DXL Management.

3) Forty-one (41) students participated in experiential learning such as Case Competition in DSU COB DEEP Day, Business Challenge at Hewlett Packard (HP) HBCU Business Challenge, Participation in DE
SHRM Conference, and National Diversity Business Case Competition. A few examples were as follows:

a. Five (5) students attended the Hewlett Packard HBCU Business Challenge and two (2) of them (Faith Olasupo and Yazmin Harris) are the Department students.

b. Four (4) students attended the Hewlett Packard HBCU Business Challenge.


d. Ten (10) students attended the National Society of Minority in Hospitality Conference in February 2020

4) Many students started to participate in club activities by the strong recommendations from instructors of MGMT-100 and MGMT-191 with extra credit points.

5) 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 workshop & speaker series organized/ran by department clubs.

2019-2020 Action Plans: The Department will continue to encourage students to participate in more student activities. Students will also be encouraged to participate in at least two clubs as a member and to partake in social and leadership positions. The Department will continue to encourage students to get internship experience and experiential learning opportunities.

Finance BS – New program – in progress

Hospitality & Tourism BS

Management BS
GOAL I: 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 (2017-2018) – Target Met?: Met

100% of the students who had taken the Business Law I course in AY 2017-2018 have met the target (70%) by achieving 75% or higher on all elements of the rubric. Evaluation Rubric demonstrates their ability to identify ethical issues, stakeholders’ positions, and interests in a business environment, identify legal and illegal decisions, and formulate and make responsible decisions based on ethical and legal reasoning. Students performed slightly better (81%) in identifying stakeholder's positions and interests and applying the ethical decision-making models than identifying ethical issues and recommending solutions that are informed by ethical reasoning (75%) (Appendix: Attachment 3).

<table>
<thead>
<tr>
<th>Rubric element</th>
<th>Student identifies ethical issues</th>
<th>Student identifies stakeholders position and interests</th>
<th>Apply the ethical decision-making models</th>
<th>Recommends solutions that are informed by ethical reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students rated acceptable or higher</td>
<td>75%</td>
<td>81%</td>
<td>81%</td>
<td>75%</td>
</tr>
</tbody>
</table>
**Action Plan (2017-2018):**
No action plans.

**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>
<th>Student identifies ethical issues</th>
<th>Student identifies stakeholders position and interests</th>
<th>Apply the ethical decision-making models</th>
<th>Recommends solutions that are informed by ethical reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student identifies ethical issues</td>
<td>94.44%</td>
<td>61.11%</td>
<td>38.89%</td>
<td>21.72%</td>
<td></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.

**Findings (2019-2020):** Not Measured **Target met?** N/A

**Action Plans (2019-2020):**
N/A

**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 (2017-2018) – Target Met?: Not Met**

The target has not met the target for this measure. This student learning goal was assessed in a Problem Focused Evaluation Exam, Homework Assignment on the topic of Project Management, Critical Path Method (CPM), and Project Evaluation Review Technique (PERT). Students performed poorly in identifying relevant quantitative and qualitative information for the problems in a logical manner with only 37% of students met the acceptable standards (acceptable & exceeds standard). Students also performed lower in interpreting the results and drawing the most appropriate conclusions with only 48% met the target. Students are slightly better in applying the appropriate concept/techniques for elements identified (58%) and solving the problem correctly (63%) (Appendix: Attachment 5).

<table>
<thead>
<tr>
<th>Rubric Element</th>
<th>Percent of students rated acceptable or higher</th>
<th>Student identifies relevant quantitative and qualitative information for the problems in a logical manner.</th>
<th>Student applies the appropriate concept/techniques for elements identified.</th>
<th>Student solves the problem correctly.</th>
<th>Student interprets the results and draws the most appropriate conclusion.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37%</td>
<td>58%</td>
<td>63%</td>
<td>48%</td>
<td></td>
</tr>
</tbody>
</table>

**Action Plan (2017-2018):**

Reinforce basic skills in mathematics (especially in college algebra and linear equations) to overcome deficiencies in these areas and develop a thorough understanding of all operational functions and processes in a typical production, manufacturing, and service organization in the Introduction to Business.

**Findings (2018-2019):** Not measured – **Target met?** N/A

**Action Plans (2018-2019):**
N/A
**Findings (2019-2020): – Target Met?: Met**

The target was met with 78% for all four objectives. This rubric was assessed in ECON-208 Intro to Statistics with (1) testing whether two discrete variables are associated, using a chi-square test, and (2) interpreting the coefficients of a regression model. In addition to conducting the chi-square test, the students were required to explain the result of the test. The total number of the student measured was 33. Students performed well in four objectives of the student learning goal in (1) Student identifies relevant quantitative and qualitative information for the problems a logical, (2) Student applies the appropriate concept/techniques for elements identified, (3) Student solves the problem correctly, and (4) Student interprets the results and draws the most appropriate conclusion. *(Appendix: Attachment 5-1).*

<table>
<thead>
<tr>
<th>Rubric Element</th>
<th>Student identifies relevant quantitative and qualitative information for the problems in a logical manner.</th>
<th>Student applies the appropriate concept/techniques for elements identified.</th>
<th>Student solves the problem correctly.</th>
<th>Student interprets the results and draws the most appropriate conclusion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students rated acceptable or higher</td>
<td>78%</td>
<td>78%</td>
<td>78%</td>
<td>78%</td>
</tr>
</tbody>
</table>

**Action Plans (2019-2020): 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 (2017-2018) – Target met?: Partially Met

The target of 70% has been partially met. Information Technology student learning goal tries to figure out students’ ability to use productive software and IT network technology. 73.4% of students achieved the target for the ability to use productivity software, e.g., spreadsheet, database, and presentation software, but only 60% of students met the target for the ability to use IT network technology. (Appendix: Attachment 7).

<table>
<thead>
<tr>
<th>Rubric Element</th>
<th>Student is able to use productivity software, e.g., spreadsheet, database, and presentation software.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students</td>
<td>78.4%</td>
<td>60%</td>
</tr>
<tr>
<td>rated acceptable or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>higher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Action Plan (2017-2018):
Enforce students to use the IT network skills in the classes (MIS 305) throughout the semester and encourage students to use various networking technologies such as Internet resources, library databases, and web literature in their assignments (case studies and term projects).

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>Student is able to use productivity software, e.g., spreadsheet, database, and presentation software.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students</td>
<td>68%</td>
<td>90%</td>
</tr>
<tr>
<td>rated acceptable or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>higher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

**Findings (2019-2020): – Target met?: Met**

The target has been met. This student learning goal tries to figure out students’ ability to use productive software and IT network technology. This measurement revealed that 88% of students were in the “Acceptable or Exceeded Standard” category on the first objective – “Student is able to use productivity software, e.g., spreadsheet, database, and presentation software.” 76% of students were meeting the target on the second objective – “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” (Appendix: Attachment 7-2).

<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>88%</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>76%</td>
</tr>
</tbody>
</table>

**Action Plan (2019-2020):**
No action plans.

**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 (2017-2018) – Target met?: Met

All the learning objectives (1-3) have met the target (70%), which was measured on short-case studies throughout the semester and articles from the Wall Street Journal. 100% of students demonstrated awareness of cultural diversity and global issues, 95.83% of them demonstrated awareness of the differences in socioeconomic status, race, gender, and culture, and 95.83% of students demonstrated how socioeconomic status, race, gender, and culture influence internal, external and global organizations. (Appendix: Attachment 9).

<table>
<thead>
<tr>
<th>Rubric Element</th>
<th>Student demonstrates awareness of cultural diversity and global issues.</th>
<th>Student demonstrates awareness of the differences in socioeconomic status, race, gender, and culture.</th>
<th>Student demonstrates how socioeconomic status, race, gender, and culture influence internal, external, and global organizations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students rated acceptable or higher</td>
<td>100%</td>
<td>95.83%</td>
<td>95.83%</td>
</tr>
</tbody>
</table>

Action Plan (2017-2018):
No action plan.

Findings (2018-2019): Not measured – Target met? N/A

N/A

Findings (2019-2020): Not measured – Target met? N/A

Planned to measure in Fall 2020

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 (2017-2018) – Target met?: Met
Students achieved the minimum target of 70% and were rated at 80% (lowest rated rubric element) to 91% (highest rated element) on this rubric, which was assessed using short-case studies throughout the semester. This measure was evaluated in two courses (Organizational Behavior & Principles of Marketing) and showed very similar results with higher than 80% of students meeting the target. Students in one course achieved a higher percentage (86.67%) for successfully identifying effective leadership behaviors and successfully identifying characteristics of effective leadership. Students in the other course achieved higher ratings (91.8%) in effectively formulating their personal leadership philosophy, successfully identifying effective leadership behaviors, and successfully identifying characteristics of effective leadership (Appendix: Attachment 11).

<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>Effectively function in teams.</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>80%</td>
<td>86.67%</td>
<td>86.67%</td>
<td>83.33%</td>
<td>83.33%</td>
</tr>
<tr>
<td>Percent of students rated acceptable or higher MKT-300</td>
<td>91.8%</td>
<td>91.8%</td>
<td>91.8%</td>
<td>89.2%</td>
<td>89.2%</td>
</tr>
</tbody>
</table>

**Action Plan (2017-2018):**
No action plans.

### 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>Effectively function in teams.</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>
<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>
<td>90.91%</td>
</tr>
</tbody>
</table>

**Action Plans:**
No action plans.

**Findings (2019-2020):** Not measured – **Target met?** N/A

**Action Plans (2019-2020):**
Planned to measure in Spring 2021

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 (2017-2018) - Target: Met**
The ETS exams in Spring 2018 were taken in two Strategic Management courses and showed the result as below. The mean score of a section was 144 and another section was 158. The overall mean score of the exams was 149. The number of students in a section was 24 and another was 12. Overall participated senior students were 36. The overall mean score of 149 is within the (+/-) 10% of the overall institution (149 institutions participated) mean 152.

**Action Plan (2017-2018):**
No action plans.

**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.

**Findings (2019-2020) - Target: Met**
The ETS exams in Spring 2020 were taken in two Strategic Management courses and showed the result as below. The overall mean score of the College of Business was 148.2 and the mean score of the Management program was 146.6. The mean score of all the institutions nationwide was 152. The Management program score (146.6) was within the (+/-) 10% of the mean score of all the institutions participated nationwide (152). While reviewing more details in the Management subject area data, the Management field was 46th percentile, Information Systems was 50th percentile, and International Management was 51st percentile among the overall national institutions. However, we found that the Marketing subject area was only 27th percentile among all the institutions (496 institutions) participated. Thus, the mean score of the Management program met the target, (+/-) 10% of all the institutions’ mean score, but the Management program decided to ask Marketing
faculties to find any resolutions to increase the Marketing ETS test score (Appendix: Attachment 12-2).

**Action Plan (2019-2020):**
Although the overall Management program’s “Senior Assessment General Business Knowledge” goal was met, the Marketing field needed to work on the resolutions to increase its score and nationwide percentile. The Management program has three MKT-300 (Principles of Marketing) sections that are taught by three Marketing faculties. The Marketing faculties planned to offer common exams that would cover fundamental marketing knowledge for the mid- and final exams to all the three sections of MKT-300 to increase the ETS score in the Marketing field.
Sport Management Department

Mission
The mission of the Department of Sport Management at Delaware State University is to prepare effective managerial practitioners in sport-related industries, and to foster ethical leaders and professionals with specialized knowledge, skills, and abilities to serve the global community.

Select Type of Unit: Academic Department

Vision (optional)

I. Goal 1 – Teaching
Professionally prepare students through effective teaching and curriculum.

A. Objective
Provide satisfactory teaching, at minimum
Provide a curriculum to address industry trends

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:
Student, Peer, and Chair Evaluations
Review and revise curriculum, if needed, every 3 years

Target:
All Department faculty members will receive an overall 3.0 rating or better on Student, Peer, and Chair Evaluations
Department faculty members will review and revise curriculum, if needed, every 3 years

Findings 2018-2019:_All Department faculty received at least a 3.0 rating on student, peer and chair evaluations. Curriculum was not reviewed.

Target met? __Yes/No____________________________________________

Action Plan: _Review curriculum for undergraduate program next year and the graduate program the following year.
Findings 2019-2020:_All Department faculty received at least a 3.0 rating on student, peer, and chair evaluations. Undergraduate curriculum was revised and will be implemented Fall 2020,

Target met?__Yes/Yes_________________________________________________

Action Plan: __None__________________________________________________

**Goal 2 - Research**
Contribute to the profession/industry through research, publications, and presentations.

**A. Objective**
Department faculty will be engaged in grant writing, research, and presentations.

**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.

☑ 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

**Measure:**
Information submitted for annual evaluations and report.

**Target:**
50% of the Department faculty will have 1 grant application, publication, or presentation annually.

Findings 2018-2019:_3 of 5 faculty members (60%) had a publication

Target met?___Yes____________________________________________________

Action Plan:
___None__________________________________________________________

Findings 2019-2020:_4 of 5 faculty members (80%) had a publication__

Target met?___Yes____________________________________________________
II. Goal 3 – Service –
Contribute to the University, Department, community, and/or industry by providing meaningful service.

A. Objective
Annually serve on University, community, and/or professional committee(s).

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.

Measure:
Information from annual evaluation and annual report

Target:
Each Department faculty member will serve on 1 internal or external committee per year.

Findings 2018-2019: __All faculty members served on at least 1 committee__

Target met? __Yes________________________

Action Plan: __ None____________________________________________

Findings 2019-2020: All faculty members served on at least 1 committee.________

Target met? __Yes________________________

Action Plan: __None____________________________________________

II. Goal 4 – Student Engagement –
Professionally prepare students by providing relevant and diverse opportunities to participate in service learning and professional development activities.

A. Objective
Increase opportunities for students to gain hands-on experience
Increase opportunities for students to attend a professional conference
**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.
- **✓ 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.

**Measure:**

End of the year report

**Target:** 50% or more of the students will have either gained hands-on experience or attended a professional conference and/or event.

Findings 2018-2019: TBD

Target met? Unknown

Action Plan: None

Findings 2019-2020:

Ninety-four out of one hundred seventy-three undergraduate students (54%) completed an internship, worked with DSU Athletics performing game day operations, worked a cheer competition co-hosted by the Sport Management Organization, and/or attended the Wharton Sport Business Conference at the University of Pennsylvania.

In February, the Sport Management Organization co-hosted a Delaware Cheer Association competition. Attendance was approximated to be: (a) 650 participants; (b) 90 coaches; and (c) 1,000 spectators.

Target met? Yes

Action Plan: None

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**Sport Management BS**

**III. Goal 1 – Student Learning Outcomes of the Sport Management Program**

*(On average you should have 4 to 7 Student Learning Outcomes addressing what the*
A 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.

Findings 2019-2020: 23 out of 27 (85%) of the students met the target

Target met? Yes

Action Plan: None at this time

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.

Findings 2019-2020: 22 of 27 students (81%) met the target

Target met? Yes

Action Plan: None at this time

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.

Findings 2019-2020: 5 of 6 students (83%) met the target

Target met? Yes

Action Plan: None at this time

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.
Findings 2019-2020: 22 of 27 students (81%) met the 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% 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.

Findings 2019-2020: _5 of 6 students (83%) met the target

Target met? _Yes

Action Plan: _None at this time_________________________

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_________________________

Findings 2019-2020: _____33 of 34 students (97%) 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.

Findings 2019-2020: _5 of 6 students (83%) met the target_

Target met? Yes

Action Plan: _None at this time_


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.

Findings 2019-2020: 22 of 27 students (81%) met the target

Target met? __Yes

Action Plan: None at this time

**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

Findings 2019-2020: 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
Findings 2019-2020: __4 of 5 students (75%) met target

Target met? __No

Action Plan: _Modification of an existing course that will better prepare students for experiential learning opportunities and the internship will be implemented Fall 2020.

E. **Outcome 5** Demonstrate proficiency in utilizing technology (e.g., internet, MS word, Power-point, 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.

Findings 2019-2020: __22 of 27 students (81%) met the target

Target met? __Yes

Action Plan: None at this time

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

Findings 2019-2020: _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

Findings 2019-2020: _4 of 5 students (75%) met target

Target met? _No

Action Plan: _Modification of an existing course that will better prepare students for experiential learning opportunities and the internship will be implemented Fall 2020.

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.
      Findings 2019-2020: 8 of 9 students (88%) 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:** 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.
Findings 2019-2020: 5 of 6 students (83%) met the 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:** 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

Findings 2019-2020: 4 of 5 students (75%) met target

Target met? No

Action Plan: Modification of an existing course that will better prepare students for experiential learning opportunities and the internship will be implemented Fall 2020.

**Sport Administration M.S.A**

**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__

Findings 2019-2020: 19 of 19 students (100%) 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:

Findings 2019-2020:

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__
Findings 2019-2020: ___18 of 19 students (95%) met target

Target met? _Yes

Action Plan: _Not 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

Findings 2019-2020: ___16 of 16 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

Findings 2019-2020: ___25 out of 27 students (93%) 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

Findings 2019-2020: 18 of 19 students (95%) 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

Findings 2019-2020: 7 of 7 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

Findings 2019-2020: _6 of 6 students (100%) met target

Target met? __Yes

Action Plan: _None at this time
College of Health and Behavioral Sciences (CHBS)

Nursing Department

Mission
The mission of the Nursing department aligns with the mission and core values of Delaware State University as well as the College of Health and Behavioral Sciences. The nursing programs provides exceptional educational opportunities for students of diverse backgrounds and prepares nurses to practice competently and safely in a variety of health care settings, including preparation for future specialization and/or graduate study. Baccalaureate nursing graduates are prepared professionally to provide compassionate and culturally competent evidence-based health care to meet the current and future needs of individuals, families, and communities within the state of Delaware, the nation, and the international environment.

Select Type of Unit: Academic Department

Vision (optional)

II. Goal 1 – Teaching
A. Objective Maintain rigor in all aspects of the clinical nursing components by reviewing curricula and providing clinical skills practice.

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. Theoretical and clinical skills emphasized in laboratory, practice sessions, and clinical settings.

Target: At least one skills activity or a curricular change will be implemented based on NCLEX results or student learning outcomes assessment.

Findings 2018-2019:
The DON continues to maintain rigor in all aspects of the clinical nursing components with the ongoing monitoring of mastery of basic and complex nursing skills relative to course content proficiency level(s). Each student’s clinical evaluation continues to serve as documentation of the achievement of SLOs through faculty verification on the form. Also in reference to clinical skills, the addition of increased mandated skills laboratory and practice sessions, as voted on at the Faculty Curriculum retreat May 2019, will further ensure students are utilizing all aspects of the clinical laboratory to meet clinical objectives.

The DON has added another level in assisting and facilitating the needs of our students. Remediation Specialists work with both pre-nursing and nursing students in both theory and clinical components of the curriculum to ensure that our students progress with expected levels of achievement.

**Action Plan 2018-2019:**
Monitor effectiveness of interventions by remediation specialists

**Findings 2019-2020:** Effectiveness of Remediation Specialists is not quantifiable; add number of referrals and associated student outcomes to end-of-course report

**Target met?** Unable to determine - data reported in the aggregate; unable to track individual student outcomes

**Action Plan 2019-2020:** Request Remediation Specialists to report interventions and associated student outcomes.

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**III. Goal 2 – Service and Research**

**A. Objective:** Faculty will serve the community through professional organizations, scholarly research and participating in associations.

**Association to DSU Strategic Goal:**
Select the DSU strategic plan goal(s) this objective supports.

- 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**

   **Target:** Full-time faculty will participate in at least one research or professional activity/organization.

   **Findings 2018-2019:**
   100% of full-time faculty participated in at least one scholarly or professional activity, yielding 100% participation.

   Dr. Jennifer Akey was appointed to the ACEN Evaluation Review Panel, in the position of assessing the merit of schools of nursing nationwide and their resulting status of full accreditation or not. Additionally, Dr. Akey was one of five (5) applicants in the U.S. awarded a seat to the prestigious Edmond J. Safra Visiting Nurse Faculty program by the Parkinson's foundation. This grant included a 50-hour Parkinsonism curriculum and a stipend of $2,000.

   Dr. Agnes Richardson was appointed to the Board of Directors of the Christiana Visiting Nurses Association. Additionally, Dr. Richardson, as co-primary investigator, was awarded the State Of Delaware Health Fund grant in the amount of $95,600.

   Dr. Paula Rutledge earned her PhD in Nursing from Hampton University in May 2019.

**Action Plan 2018-2019: Continue to monitor**

**Findings 2019-2020:** 100% of full-time faculty participated in at least one scholarly or professional activity, yielding 100% participation.

**Target met? yes**

**Action Plan 2019-2020: Continue to monitor**
IV. Goal 3 – Student Engagement

A. Objective (if applicable): Engage students in community service activities.

Association to DSU Strategic Goal

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 nursing students participated in, on campus or in the local community.
   Target: Nursing students will participate in at least 2 campus or community activities.

   Findings 2018-2019: Nursing students participated in on campus health fairs, Student Nurse Association food drive, and blood pressure screening at Go Red event sponsored by Bayhealth at Dover Downs

   Action Plan 2018-2019:
   Continue participating in community service events

   Findings 2019-2020: Nursing students participated in on campus health fair, Student Nurse Association service events, and blood pressure screenings

   Target met? yes

   Action Plan 2019-2020: continue participation in community service events

V. Goal 4 – Accreditation: Ensure compliance with accreditation requirements.

A. Objective: Review accreditation standards to prepare materials for accreditation visits and/or annual reports.

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:** Preparations, meeting, and faculty/department activities related to accreditation preparation/requirements completed.

**Target:** 100% of requirements documentation and accreditation preparations will be completed.

**Findings 2018-2019:** The department will host a visit by ACEN (Accreditation Commission on Education in Nursing) in September 2019, the purpose of which is to determine whether the DON earns full accreditation for a subsequent eight (8) year term. Much of the time, effort, and focus of the DON this past academic year have concentrated on this endeavor.

Faculty and Staff have collaborated in preparing student records, course files, committee agenda and minutes, and supplementary supportive documents required by ACEN for the visit. They also wrote the Self Study Report.

**Action Plan 2018-2019:**

Continue to collaborate and produce required student records and accreditation documents

**Findings 2019-2020:** Student and faculty records updated and current; SSR written

**Target met** - yes

**Action Plan 2019-2020:** continue to maintain current and secured student, faculty and staff records online; update ACEN standards 1-6 annually
Nursing BSN

### Standard 6: Outcomes
Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role-specific graduate competencies of the nursing education unit.

**Criterion 1:** Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and program outcomes.

**Definition:** See criterion.

**Expected Level of Achievement:** 65% or greater will agree that evaluation findings are used to drive program decision making and are used to maintain or improve student learning outcomes and role-specific graduate competencies.

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<tr>
<th>Component</th>
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<th>Assessment Method/Rationale</th>
<th>Report of Data Collection and Analysis</th>
<th>Actions/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation findings</td>
<td>Annual Systematic Evaluation Plan for Delaware State University Department of Nursing Outcomes Committee meeting minutes.</td>
<td>Outcomes Committee Annually in May</td>
<td>Faculty Survey Rationale: Likert scale on surveys provides ordinal level data.</td>
<td>The evaluation findings are used to drive program decision making and are used to maintain or improve student learning outcomes and role-specific graduate competencies - 100% of UG faculty agree (n=4)</td>
<td>Continue to monitor. No action needed at this time.</td>
</tr>
</tbody>
</table>

## PROCESS

### IMPLEMENTATION
Criterion 1: The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the Student Learning Outcomes (SLO):

SLO #1 Plan, provide and delegate patient-centered and coordinated care that promotes safe and high quality outcomes.

**Definition:** Same as criterion

**Expected Level of Achievement:** 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: “NCLEX, RN Management of Care” and “QSEN, Safety” as described under the Outcomes heading of the ATI RN Comprehensive Predictor Practice exam 2020 test result section; 80% of students will achieve ≥ 80% on Concept map in NURS 400, NURS final exams; 100% clinical achievement of SLO #1.

### PROCESS

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<tr>
<td>Baccalaureate Program Evaluation Plan</td>
<td>ATI comprehensive predictor proctored exam for Senior students. Systematic Evaluation Plan for Delaware State University Department of Nursing Faculty Meeting Minutes Outcomes meeting minutes. Clinical Evaluation Tools End of course reports</td>
<td>May annually Overall responsibility is the Outcomes Committee</td>
<td>Review ATI scores on the comprehensive final in areas related to patient centered care and safety. 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. Clinical Concept Map NURS 400- 80% of students will achieve ≥ 80% within two attempts. 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. One-hundred percent (100%) of students in NURS clinical courses will meet the expected level of achievement for SLO #1 on the clinical form. <strong>Rationale:</strong> Review validates achievement of expected level.</td>
</tr>
</tbody>
</table>

### IMPLEMENTATION

<table>
<thead>
<tr>
<th>Component</th>
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<th>Actions/Results</th>
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</thead>
</table>
| SP 2020: ATI Predictor practice Tests A (1st attempt) and B (2nd attempt)  
RN Management of Care:  
04-14-20 1st attempt 82.9%  
04-21-20 2nd attempt 82.5%  
Safety:  
04-14-20 1st attempt 75.6%  
04-21-20 2nd attempt 79.6%  
Clinical Evaluations r/t knowledge and clinical competency.  
Spring 2020 (n=16) :100%  
Spring 2019 (n=12): 100%  
Spring 2018 (n=8): 100%  
Data collection for Clinical Concept Map NURS 400  
Fall 2019: 100% (20/20)  
Fall 2018: 84.6% (11/13)  
Final Exam  
F 2018  F 2019  F 2019  F 2020  
NURS 307 100% (21/21) n/a 100% (31/31) n/a  
NURS 309 81% (22/27) n/a 100% (32/32) n/a  
NURS 311 n/a 95% (18/19) n/a 100% (29/29)  
NURS 316 n/a 100% (19/19) n/a 18% (8/29)  
NURS 400 92% (12/13) n/a 100% (20/20) n/a  
NURS 408 83% (10/12) n/a 89% (19/19) n/a  
NURS 409 n/a 83% (10/12) n/a 100% (16/16)  
NURS 419 n/a 100% (12/12) n/a 37.5% (6/16)  
100% of students in the clinical NURS courses met the ELA for SLO #1 on the clinical form. | Continue to monitor ATI results and clinical evaluation tools. Fall 2020: NURS307 Pilot revision of End of Course Reports to assess course ability to evaluate end of program SLO’s by faculty and students via Likert Scale format (calculate correlation). |
Standard 6: Outcomes: Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes and each program outcomes.

Criterion 1: The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the Student Learning Outcomes (SLO):

SLO #2 Engage in interdisciplinary communication effectively and employ patient care technologies, information systems, and communication devices that support safe nursing practice.

Expected Level of Achievement: 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 Practice exam 2020 test result section; 80% of students will achieve ≥ 80% on final exam for NURS 314, 90% of students will achieve ≥ 90% on discussion forum for NURS 405; 100% clinical achievement of SLO #2.

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<td><strong>Component</strong></td>
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<tr>
<td>Baccalaureate Program Evaluation Plan</td>
<td>ATI comprehensive predictor proctored exam for Senior students. Systematic Evaluation Plan for Delaware State University Department of Nursing Faculty &amp; Outcomes Meeting Minutes Clinical Evaluation Tools</td>
</tr>
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</table>
# Standard 6: Outcomes

Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes and each program outcomes.

## Criterion 1

The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the Student Learning Outcomes (SLO):

| SLO #3 | Synthesize leadership concepts, principles, and ethical reasoning in decision making to ensure quality outcomes in providing client care in a variety of settings. |

**Definition:** Same as criterion

## Expected Level of Achievement

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: “Clinical Areas, Leadership,” “QSEN, Quality Improvement” and “BSN Essentials, Basic Organization and Systems Leadership for Quality Care and Patient Safety,” as described under the Outcomes heading of the ATI RN Comprehensive Predictor Practice exam 2020 test result section; 80% of students will achieve > 80% on exam questions r/t ethics; 100% clinical achievement of SLO #3.

## PROCESS

Review validates achievement of expected level. 100% of students in the clinical NURS courses met the ELA for SLO #2 on the clinical form.
<table>
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<tbody>
<tr>
<td>Baccalaureate Program Evaluation Plan</td>
<td>ATI comprehensive predictor proctored exam for Senior students. Systematic Evaluation Plan for Delaware State University Department of Nursing Faculty &amp; Outcomes Meeting Minutes Clinical Evaluation Tools</td>
<td>May annually Overall responsibility is the Outcomes Committee</td>
<td>Review ATI scores on the comprehensive final in areas related to leadership and ethical reasoning. Review clinical evaluation tools. 100% of all graduating seniors should achieve a minimum of 3.0 in areas related to: 3.1-3.4 leadership and ethical reasoning Eighty-percent (80%) of students in NURS 405 will achieve ≥ eighty-percent on exam I questions related to ethics (#25, 26, 41, 50, 54, 60, 61, 62, 64, and 65). One-hundred percent (100%) of students in NURS clinical courses will meet the expected level of achievement for SLO #3 on the clinical form.</td>
<td>SP 2020: ATI Predictor practice Tests A (1st attempt) and B (2nd attempt) Leadership- 04-14-20 1st attempt 82.3% 04-21-20 2nd attempt 84.1% Quality Improvement 04-14-20 1st attempt 79.2% 04-21-20 2nd attempt 67.5% Basic Organization and Systems Leadership for Quality Care and Patient Safety 04-14-20 1st attempt % 04-21-20 2nd attempt % Clinical evaluations r/t technologies and information systems, and therapeutic communication: Spring 2020 (n=16 ) :100% Spring 2019 (n=12): 100% Spring 2018 (n=8): 100% NURS 405 Ethics Exam questions: Fall 2019: (n= ) % - data unavailable Fall 2018: 46% 100% of students in the clinical NURS courses met the ELA for SLO #3 on the clinical form.</td>
<td>Action Plan for ATI and clinical evaluations of graduating seniors: continue to monitor. Quality Improvement: Assessment in NURS405 NURS 405: Addition of supportive resources, articles, and case studies. Increase the number of practice NCLEX style questions related to ethics Fall 2020: NURS307 Pilot revision of End of Course Reports to assess course ability to evaluate end of program SLO’s by faculty and students via Likert Scale format (calculate correlation).</td>
</tr>
</tbody>
</table>

**Standard 6: Outcomes:** Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes and each program outcomes.

**Criterion 1:** The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the Student Learning Outcomes (SLO):

SLO #4 Integrate professional standards in the practice of nursing with integrity, caring, accountability, respect and excellence in nursing practice

**Definition:** Same as criterion
**Expected Level of Achievement:** 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, Professionalism and Professional Values” as described under the Outcomes heading of the ATI RN Comprehensive Predictor Practice exam 2020 test result section; 100% of students will achieve ≥ 100% will demonstrate excellence in nursing practice during community engagement event; 100% clinical achievement of SLO #4.

<table>
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</table>
| Baccalaureate Program Evaluation Plan | ATI comprehensive predictor proctored exam for Senior students. Systematic Evaluation Plan for Delaware State University Department of Nursing Faculty & Outcomes Meeting Minutes Clinical Evaluation Tools | May annually Overall responsibility is the Outcomes Committee | Review ATI scores on the comprehensive final in areas related to Professional Issues Review clinical evaluation tools. 100% of all graduating seniors should achieve a minimum of 4.1-4.3 professionalism. 100% of Seniors will participate in Community Engagement NURS 409: American Heart Assoc. Go Red Event: and provide education based on BP, race, BMI One-hundred percent (100%) of students in NURS clinical courses will meet the expected level of achievement for SLO #4 on the clinical form. **Rationale:** Review validates achievement of expected level. | SP 2020: ATI Predictor practice Tests A (1st attempt) and B (2nd attempt)  
**Professionalism and Professional Values**  
04-14-20 1st attempt 75%  
04-21-20 2nd attempt 75%  
**Clinical evaluations r/t professionalism:**  
Spring 2020 (n=16) : 100%  
Spring 2019 (n=12): 100%  
Spring 2018 (n=8): 100%  
**Excellence in Nursing Practice**  
Spring 2020: 100 % of Seniors received COVID-19 CE certificate in lieu of community engagement project  
100% of students in the clinical NURS courses met the ELA for SLO #4 on the clinical form. | Action Plan for ATI and clinical evaluations of graduating seniors: continue to monitor. Develop a tool to measure quantitatively students’ ability practice with integrity, caring, accountability, respect and excellence for a community event. Fall 2020: NURS307 Pilot revision of End of Course Reports to assess course ability to evaluate end of program SLO’s by faculty and students via Likert Scale format (calculate correlation). |

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**Standard 6: Outcomes:** Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes and each program outcomes.

**Criterion 1:** The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the Student Learning Outcomes (SLO):

- SLO #5 Collaborate with clients and healthcare professionals to provide safe, effective and culturally competent nursing care through the integration of knowledge and skills.

**Definition:** Same as criterion

**Expected Level of Achievement:** 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: “QSEN, Teamwork and Collaboration,” “QSEN, Patient centered care” and “BSN Essentials, Interprofessional Communication and Collaboration” as described under the Outcomes heading of the ATI RN Comprehensive Predictor Practice exam 2020 test result section; 100% of students will achieve ≥ 100% will demonstrate excellence in nursing practice during community engagement event; 100% clinical achievement of SLO #4.
Comprehensive Predictor  Practice exam 2020 test result section; 100% of students will achieve ≥ 80%; 95% will achieve 100% on exam questions r/t cultural competence in NURS 311; 100% clinical achievement of SLO #5.

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</thead>
<tbody>
<tr>
<td>Systematic Evaluation Plan for Delaware State University Department of Nursing</td>
<td></td>
<td></td>
<td>Review clinical evaluation tools. 100% of all graduating seniors should achieve a minimum of 3.0 in areas related to SLO 5.1-5.4 collaboration, safe and culturally competent care.</td>
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<tr>
<td>Faculty &amp; Outcomes Meeting Minutes</td>
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<td></td>
<td>One hundred percent (100%) of students will achieve ≥ eighty-twelve percent on the Cultural Nutrition presentation in the junior year.</td>
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<tr>
<td>Clinical Evaluation Tools</td>
<td></td>
<td></td>
<td>Ninety-five percent (95%) of students will achieve one-hundred percent (100%) on exam(s) question number 11, 13 (Exam I) and number 65 (final) in NURS 311.</td>
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<td>One-hundred percent (100%) of students in NURS clinical courses will meet the expected level of achievement for SLO #5 on the clinical form.</td>
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<td>Rationale: Review validates achievement of expected level.</td>
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</table>

**Standard 6: Outcomes:** Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes and each program outcomes.

**Criterion 1:** The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the Student Learning Outcomes (SLO):

SLO #6 Synthesize knowledge, skills and professional attitudes through the demonstration of clinical reasoning.

**Definition:** Clinical reasoning is defined as thinking through the various aspects of patient care to arrive at a reasonable decision regarding the prevention, diagnosis, or treatment of a clinical problem in a specific patient.
**Expected Level of Achievement:** 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: “Thinking Skills, Clinical Judgment/Critical Thinking in Nursing,” “QSEN, Evidence Based Practice,” and “BSN Essentials, Scholarship for Evidence-Based Practice” as described under the Outcomes heading of the ATI RN Comprehensive Predictor Practice exam 2020 test result section; 100% of seniors will be evaluated as satisfactory for NURS 409 Disaster Sim; 80% will improve scores for OB SIM NURS 408; 90% of students will achieve > 90% for unfolding case study NURS 408; 100% clinical achievement of SLO #6.

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<td>May annually Overall responsibility is the Outcomes Committee</td>
<td>Review ATI scores on the comprehensive final in areas related to Clinical Judgement/Critical Thinking and Evidence Based Practice Review clinical evaluation tools. 100% of all graduating seniors should achieve a minimum of 3.0 in areas related to 6.1 -6.3 clinical reasoning and Evidence Based Practice. One-hundred percent of the senior nursing students participating in the Disaster Drill will be evaluated as satisfactory at the completion of the sim for NURS 409. Eighty-percent of the students in NURS 408 will improve scores on the pre- and post-test for the obstetrical emergency simulation. Ninety-percent of the students in NURS 408 achieved ninety-percent or better for the Unfolding Case Story project. One-hundred percent (100%) of students in NURS clinical courses will meet the expected level of achievement for SLO #6 on the clinical form. <strong>Rationale:</strong> Review validates achievement of expected level.</td>
<td>Report of Data Collection and Analysis</td>
<td>Action Plan for ATI and clinical evaluations of graduating seniors: continue to monitor. Disaster simulation: develop a pre- and post-test to evaluate students’ ability to meet the objectives of the sim. NURS408 Revise pre/post test questions based on analysis. Evaluate the simulation scenarios and the debriefing. Fall 2020: NURS307 Pilot revision of End of Course Reports to assess course ability to evaluate end of program SLO’s by faculty and students via Likert Scale format (calculate correlation).</td>
</tr>
</tbody>
</table>

**Standard 6: Outcomes:** Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes and each program outcomes.
**Criterion 1:** The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the Role Specific Graduate Competencies (RSGC):

RSGC #1 Nursing Judgement

**Definition:** Make decisions in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within the family and community context. (NLN Competencies for Graduates of Nursing Programs, 2010)

**Expected Level of Achievement:** 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. Nursing Judgement as described under the Outcomes heading of the ATI RN Comprehensive Predictor Practice exam 2020 test result section; 100% clinical evaluation r/t Nursing Judgement for graduating seniors.

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**Standard 6: Outcomes:** Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes and each program outcomes.

**Criterion 1:** The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the Role Specific Graduate Competencies (RSGC):

<table>
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<tr>
<th>RSGC #2 Professional Identity</th>
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</thead>
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<tr>
<td><strong>Definition:</strong> Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context. (NLN Competencies for Graduates of Nursing Programs, 2010)</td>
</tr>
</tbody>
</table>

**Expected Level of Achievement:** 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. Professional Identity as described under the Outcomes heading of the ATI RN Comprehensive Predictor Practice exam 2020 test result section; 100% clinical evaluation r/t Professional Identity for graduating seniors.

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**Standard 6: Outcomes**: Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes and each program outcomes.

**Criterion 1**: The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the Role Specific Graduate Competencies (RSGC):

<table>
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<tr>
<th>RSGC #4 Human Flourishing</th>
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</thead>
<tbody>
<tr>
<td><strong>Program: Baccalaureate</strong></td>
</tr>
<tr>
<td><strong>Evaluation Plan Component</strong>: ATI Comprehensive Predictor proctored exam for Senior students.</td>
</tr>
<tr>
<td><strong>Timeline</strong>: May annually</td>
</tr>
<tr>
<td><strong>Overall responsibility is the Outcomes Committee</strong></td>
</tr>
<tr>
<td><strong>Method/Rationale</strong>: Review scores on the comprehensive minimum of 3.0 in areas related to spirituality.</td>
</tr>
<tr>
<td><strong>Definition</strong>: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. (NLN Competencies for Graduates of Nursing Programs, 2010)</td>
</tr>
</tbody>
</table>

**Expected Level of Achievement**: 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. Spirit of Inquiry:

- **Spring 2018 (n=8): 100%**
- **Spring 2019 (n=12): 100%**
- **Spring 2020 (n=16): 100%**

**Rationale**: Articulate how they achieved Spirit of Inquiry in clinical practice in their clinical log for NURS 409.

**Clinical Evaluations Tools**

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<tbody>
<tr>
<td><strong>Process</strong></td>
<td><strong>Final in areas related to Human Flourishing</strong></td>
<td><strong>Review clinical evaluation tools. 100% of all graduating seniors should achieve a minimum of 3.0 in areas related to Spirit of Inquiry</strong></td>
<td><strong>Articulate how they achieved Human Flourishing in clinical practice in their clinical log for NURS 409.</strong></td>
<td><strong>Action Plan for ATI and clinical evaluations of graduates continue to monitor.</strong></td>
</tr>
</tbody>
</table>
| **Report of Data Collection and Analysis** | **Spring 2018**: ATI Predictor practice Tests A (1 attempt) and B (2 attempts): 100%**
| | **Spring 2019**: 1st attempt 80.2% and 2nd attempt 79.7%** |
| | **Spring 2020**: 1st attempt 79.8% and 2nd attempt 79.3%** |
| **IMPLEMENTATION** | **100% clinical evaluation r/t Spirit of Inquiry for graduating seniors.** | | |
| **Human Flourishing** | | | |

**DELAWARE STATE UNIVERSITY**
Standard 6: Outcomes: Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes and each program outcomes.

Criterion 2: The program demonstrates evidence of achievement in meeting the program outcomes.

Definition: NCLEX-RN pass rate is the number of graduates in a given year who pass NCLEX-RN on the first attempt divided by the number of graduates taking NCLEX-RN in that year.

Expected Level of Achievement: The NCLEX-RN passage rate will be at least 80% for all first-time test-takers during the same 12-month period.

<table>
<thead>
<tr>
<th>Component</th>
<th>Documentation</th>
<th>Responsibility / Timeline</th>
<th>Assessment Method/Rationale</th>
<th>Report of Data Collection and Analysis</th>
<th>Actions/Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX-RN</td>
<td>Delaware State Board of Nursing report</td>
<td>Outcomes Committee and Nursing Department Chair Annually in December</td>
<td>Review of reports from the current year with comparison to national mean for the same time frame for BSN programs. <strong>Rationale:</strong> Review and comparison validates achievement of expected level.</td>
<td>Spring 2020: (7/15) 83.33% Spring 2019: (10/12) 83.33% 2018 results: (8/8) 100%</td>
<td>Continue to monitor.</td>
</tr>
</tbody>
</table>
**Standard 6: Outcomes:** Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes and each program outcomes.

**Criterion 3:** The program demonstrates evidence of students’ achievement in completing the nursing program.

Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics, and program options.

**Definition:** The percentage of students who complete the program with in the defined periods of time (see ELA).

**Expected Level of Achievement:** Fifty percent (50%) of the students who begin the first lab/clinical nursing course will graduate from the Baccalaureate Program within 150% of the time allotted for the program.

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<th>PROCESS</th>
<th>IMPLEMENTATION</th>
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<tbody>
<tr>
<td><strong>Component</strong></td>
<td><strong>Documentation</strong></td>
</tr>
<tr>
<td>Graduation Rates by curricular sequence</td>
<td>Graduation report Graduate list Outcomes minutes &amp; SEP</td>
</tr>
</tbody>
</table>
Standard 6: Outcomes: Program evaluation demonstrates that students have achieved each end-of-program student learning outcomes and each program outcomes.

Criterion 4: The program demonstrates evidence of graduates’ achievement in job placement.

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

Definition: Job placement rate is the number of graduates in a given year who are employed in the field divided by the number of graduates who report employment in the field or that they are seeking in the field as reported in the Campus Job Placement Report.

Expected Level of Achievement: 95% of graduates will be employed in nursing within one year of graduation.

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>IMPLEMENTATION</th>
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<tbody>
<tr>
<td>Component</td>
<td>Documentation</td>
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<tr>
<td>Employment Rates</td>
<td>Annual University Placement Report</td>
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<td>Annual graduate list</td>
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<td></td>
<td>Outcomes minutes, SEP</td>
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</tbody>
</table>

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Program outcome #4 - graduate satisfaction rate: 73% (8/11)
80% of graduates responding to graduate survey (n=11 out of 15) will rate satisfaction with undergraduate program at 80% or higher.

Explanation: All four RSGCs met at 89.5% or better; 4 comments received, 2 positive, 2 negative; one respondent said program was ‘good’; one respondent said UG program was disorganized (10 June 2020/cs)
Nursing MSN – IN PROGRESS (New program)
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/](http://www.apa.org/about/)

Select Type of Unit: Academic Department

Vision *(optional)*

VI. 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.

**Findings 2019-2020:**
Through the efforts of Dr. Scott-Jones’ working group (Drs. Kim Graham, Wade Jones, and Karin Gladney in the Psychology Department, and Drs. Eleanor Kiesel and Kelly Ward of the Social Work Department), the DSU Trauma Institute successfully created an online certification program on Healing Trauma from an African-Centered Healing Approach involving 6 courses, 5 of
which are offered in the Psychology Department. The program is now available for enrollment.

During the past academic year, the Psychology Department received approval from the Faculty Senate and permission to plan from the Board of Trustees for a Master’s Program with specialties in Clinical Psychology, Neuropsychology, and School Psychology. The initial plan is to offer the programs online with an eye on creating doctoral programs in the future.

The Practica in Applied Psychology course (PSYC 435) continues to be a success for students seeking real-world experience. This is a required course for all Psychology majors, and students are encouraged to take it more than once if they wish to gain additional experience. A total of 59 students took the course during the Fall 2019 and Spring 2020 semesters, with 7 of these taking it both semesters. Students in the course earned practicum experience spread out over 34 different settings, including Eastside Charter School, Milford School District, Brandywine Counseling Services, DSU’s Counseling Center, Maryland Department of Health, Connecticut Counseling Centers, Inc., Delaware Easter Seals, DSU’s Lab School, and Shaping Minds Therapeutic Services. Course grades are determined in part by a supervisor evaluation and by completion of assignments relevant to the practicum (e.g., weekly journal entries and a final report). The overwhelming majority of students earned an A in the course (82%), with only a small percentage (3.4%) earning unsatisfactory grades (D or F).

Additional course curriculum changes occur through regular rotation of Psychology electives, which focus on different specialties. One noteworthy change during the current semester is the return of Black Psychology (PSYC 301), which, in addition to being an elective course for our majors, is the initial required course in the Healing Trauma certificate program described above.

Target met?
The targets from last year’s report were met.

Action Plan 2019-2020:
The plan for the upcoming year is to have a full curriculum developed for the Master’s Program in each of specialty fields (Clinical Psychology, Neuropsychology, and School Psychology). We also anticipate that clinicians in Delaware and surrounding communities will begin to take advantage of the new Healing Trauma certification program.

Finally, the aim is to increase the number of practicum opportunities for students, though we are aware that the COVID-19 pandemic may be a limiting factor. However, many of the internships (particularly those in counseling) where students have been placed during the current semester offer virtual services.

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).

**Findings 2019-2020:**

Dr. Karin Gladney participated in a Distance Learning SOS Conference, participated in an all-day virtual conference on how to utilize Kahoot in the classroom, attended the Pennsylvania, Delaware, and New Jersey Distance Learning Association (PADLA) Conference, received training in Campus Labs Student Response, and completed CTL Advanced BlackBoard Certification.

Dr. Amy Rogers completed CTL Beginner, Intermediate, and Advanced BlackBoard Certification, earned a badge from Pearson North America in Digital Learning Webinar Series: Innovations in Teaching, and participated in a 5-week Exemplary Course Program Webinar Series.

Dr. Janeese Brownlow participated in a 2-day REMOTE workshop from the Connected Faculty Summit on remote learning

Dr. Padmini Banerjee participated in several CTL and BlackBoard trainings and facilitated a virtual professional development workshop session on mentoring

Dr. Gwendolyn Scott-Jones developed and facilitated the *Emotional Intelligence and Agility* Workshop and the *Organizational Trauma and Resiliency* Workshop, both for DSU faculty/staff. She also presented *Stressed Over COVID-19, Civil*
Unrest, and Not Knowing What Fall 2020 Will Bring for a DSU Forum. Finally, she participated in an ACCEL Behavioral and Mental Health Research retreat, a NIH Assist and NSF Research Portals workshop offered by the Office of Sponsored Programs, and AAC&U 2020 Annual Meeting & ACAD Dean’s Institute.

Dr. Brian Friel attended a CTL BlackBoard Collaborate Ultra refresher session and completed CITI re-certification training.

Target met?
Yes, at least 6 members of the faculty did participate in training sessions related to teaching and learning (4 was the target).

Action Plan 2019-2020:
Faculty will continue to receive relevant training on distance learning technologies and methods.

VII. 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
  o 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.
  o 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.
  o 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.

Findings 2019-2020:
The faculty in the Psychology Department have been active in research and maintain memberships in several regional, national, and international organizations:

**Faculty Membership in Professional Organizations**

- Society for Neuroscience
- JB Johnston Club for Evolutionary Neuroscience
- European Society for Human Evolution
- Psychonomic Society
- Associate for Psychological Science
- Society for Judgment and Decision Making
- International Society for Traumatic Stress Studies
- American Academy of Sleep Medicine
- Sleep Research Society
- Eastern Psychological Association
- Society for Neuroscience
- International Society for the History of the Neurosciences

**Scholarly Research**

- Dr. Christine Charvet published 4 journal articles and has an additional 2 in press. She was awarded 3 NIH grants as principle investigator through INBRE and continues work on a 5-year grant awarded in 2018. She also submitted 2 additional grant applications which are currently under
evaluation. She also presented her research at several conferences across the country (at national conferences San Diego, Chicago, and Philadelphia to name a few) and internationally (Würzburg, Germany).

- Dr. Janeese Brownlow published 3 journal articles and has another 2 in press. Her research is currently supported by a grant through COBRE with pending support on 2 additional grants (Research Centers for Minority Institutions, American Academy of Sleep Medicine Foundation). She has also presented her research at 5 invited talks in locations ranging from Philadelphia to Charleston, SC. She was also a co-author on a presentation given at the Organization for Human Brain Mapping Annual Conference in Rome, Italy.

- Dr. Jarid Goodman published 4 journal articles and has another 2 currently under review. His research has been supported on a COBRE grant.

- Dr. Amy Rogers was a co-author on a paper presented at the Proceedings of the American Society for Engineering Education Annual Conference & Exposition (Virtual Conference).

- Dr. Padmini Banerjee published supplemental materials for a Gender Studies textbook and a book review. She also had 2 conference presentations (unfortunately, 1 had to be canceled due to COVID-19).

- Dr. Gwendolyn Scott-Jones presented a talk at the Eastern Psychological Association Conference.

- Dr. Brian Friel presented his research at the Annual Meeting of the Psychonomic Society held in Montreal, Canada. He recently joined research team with members from DSU, Prairie View A&M, and Texas Southern University investigating factors in (future) COVID-19 vaccine acceptance.

- Dr. Karin Gladney participated in the Substance Abuse and Mental Health Services Administration (SAMHSA) conference held in Baltimore. She also attended a Trauma Train-the-Trainer seminar in preparation for the Trauma Healing online certification program described above.
Dr. Scott-Jones was awarded a $20,000 contract from Delaware’s Department of Education to work on trauma awareness initiatives. She is Co-PI of ACCEL’s Professional Development Core and serves as key personnel on the HBCU-UP Grant. She also wrote a Grant-in-Aid for the Slaughter Neck Community Action (awarded $40,000 from the State of Delaware).

Drs. Scott-Jones, Friel and Goodman created the online transitional survey that was administered to all students taking psychology courses. Results were presented at the May 2020 General Faculty Meeting.

**Outreach and Engagement**

Dr. Karin Gladney, our coordinator for the Certificate in Alcohol and Drug Counseling (CADC) program worked to streamline the enrollment process for the program and is currently in discussions with DelTech regarding a connected degree program. She also serves as a facilitator for YWCA Dialogues to Action: Conversations about Racism.

Dr. Janeese Brownlow presented a talk on improving sleep health for the Christiana Care Triple Negative Breast Cancer Education and Support Group.

Dr. Gwendolyn Scott-Jones holds the following positions: board member for the Early College High School, Board President for Slaughter Neck Community Action, member of the Lake Forest School District Policy Committee, and advisory board member of Delaware’s Juvenile Justice.

Dr. Padmini Banerjee serves as the Assistant Director of DSU’s Women Studies Program

Dr. Amy Rogers also serves as a consultant to the National Science Foundation.

Dr. Brian Friel continues to serve as the University’s IRB chair.

Mrs. Marcille Sewell serves on the Board of Directors for House of Pride in Dover, Delaware. She also serves as the advisor for the Psychology Club and is Co-Advisor for DSU’s Rotaract.
• Dr. Jarid Goodman and Ms. Rosemary Beauregard are the advisors for the DSU chapter of Psi-Chi, the national honor society for psychology majors.

Target met?

Yes, the targets of having faculty involved in research and/or professional activity and community involvement were met.

Action Plan 2019-2020:

The faculty plan to continue their involvement in research and community outreach. In particular, we expect the Trauma Certificate program to provide a unique opportunity to professionals in the region.

VIII. 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.

**Findings 2019-2020:**

- Students in Practica for Applied Psychology were placed in internships at one of 34 different sites.
- Tiana Anderson participated in the Semester at Sea during Fall 2019.

**Target met?**

Considering the limitations posed by the COVID-19 pandemic (i.e., social distancing measures), there were still many locations available for students to obtain internship experience.
Action Plan 2019-2020:

As of the midterm of the Fall 2020 semester, 46 students were registered in PSYC 435. This number represents a substantial increase from Fall 2019 (32 students), which is remarkable in light of the COVID-19 pandemic. We anticipate that Mrs. Marcille Sewell’s efforts to expand internship opportunities for our students will continue to grow.

IX. 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.

Findings 2019-2020:
A total of 84 Psychology majors (75 freshmen, 9 transfer students) entered the program in Fall 2019. Of these, 62 (73.8%) completed the Spring 2020 semester, with 49 (58.3% of the original cohort of 84) enrolled in courses as of the midterm in Fall 2020. Given the change from in-person instruction to virtual instruction (not to mention external challenges brought about by the COVID-19 pandemic), the drop in retention rate (compared to the previous academic year) is not entirely surprising.

In comparison, the retention rate for sophomores and juniors (status as of Fall 2019) during the same time frame was 86.1% in Spring 2020 and 77.2% in Fall 2020.

There were 296 students enrolled as Psychology majors in Fall 2019. This represents a slight drop (3.9%) from the previous year.

Target met?
The freshman retention rate was lower than in the previous year, but this can be attributed at least in part to the challenges posed by the COVID-19 pandemic.

Action Plan 2019-2020:
In accordance with the Recruit Back program, the Psychology Advisor, Dr. Cindy Seto-Friel, contacted Psychology students who had not yet registered between pre-registration until the end of the add-drop period. These efforts will continue with future semesters.
With the acquisition of Wesley College, we anticipate the addition of their majors. Furthermore, the DSU Psychology Department plans to incorporate their Associates Degree program into our own. This should provide an attractive option for prospective students who may not feel that a 4-year degree is right for them, but would still like to earn a post-secondary degree.

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/

I. Goal 1 – Student Learning

Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings and historical trends in psychology.

SLO 1: Knowledge Base of Psychology - students will characterize the nature of psychology as a discipline.

Association to DSU Student Learning Goal: 4

Measure and Target: 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 homework 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 the instructor gives 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 the instructor so frequently.

Data from the ADCS system were also available for students taking the course during the Spring 2020 semester. Of particular interest are the Information Literacy and Problem Solving categories, as good performance on both of these would require familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

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.

Findings 2019-2020: A total of 37 students completed Senior Research Seminar during the Fall 2019 and Spring 2020 semesters. Of these, 36 (97.3%) earned passing grades (25 A’s, 7 B’s, 4 C’s). Percentage data from the Spring 2020 ADCS appear below:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Reading</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
<th>Information Literacy</th>
<th>Computer Competency</th>
<th>Critical Thinking</th>
<th>Problem Solving</th>
<th>Quantitative Reasoning</th>
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<tbody>
<tr>
<td>P</td>
<td>44.44</td>
<td>47.22</td>
<td>44.44</td>
<td>47.22</td>
<td>41.67</td>
<td>41.67</td>
<td>41.67</td>
<td>44.44</td>
<td>33.33</td>
</tr>
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</table>
Target met?
Overall, students performed well in the course, with a majority (67.6%) earning top marks and only 1 student receiving a failing grade. The ADCS data suggest that the majority of students exceed standards, with 19.4% being rated as Advanced and 41.7% being rated as Proficient in both categories. Another 33.3% were rated as Satisfactory in both, with no student failing to meet this minimum standard in either category.

Action Plan 2019-2020:
As with the 2018-2019 findings, there does not appear to be a pressing need to alter anything about the Senior Research Seminar course. One potential area of concern is the number of students who earned a grade of WF in Spring 2020 was higher (4) than what is typical. Given the challenges posed by the abrupt transition to virtual instruction (e.g., students’ lack of technology access) in the middle of that semester, it is likely that this increase in WF grades is an anomaly. However, it does warrant monitoring given that virtual instruction appears to be the norm for at least the short term.

*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**

**Measure and Target:** 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). *NOTE: Test to be implemented FY 19-20 through Blackboard.*

**Target:** 70% of students will achieve 70% passing score or better on post test by senior year.

**Association to DSU Student Learning Goal**

**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 2018-2019:**

Findings 2019-2020:
Creation of the formalized assessment was completed with 60 multiple-choice questions. Faculty members who regularly teach relevant courses provided test banks to serve as a selection pool. From these, a list of 60 multiple-choice items was selected and vetted by the Psychology Department faculty. Early plans to offer the assessment through the Testing Center fizzled when initial offers for help were never realized. The plan is now to offer the assessment through BlackBoard, in which a Psychology Majors organization has been created. A roster of 352 students with their associated DSU email accounts has been added to this organization. However, with the semester having come to a close, the earliest opportunity to deploy the assessment will be January 2021.

Target met?
The target of administering the assessment in Spring 2020 was not met. The process of gathering test banks and selecting items took longer than anticipated, and the initial plan to have the Testing Center administer the test did not come to fruition. Furthermore, the COVID-19 pandemic forcing an abrupt transition to online-only instruction put this project on the back burner.

**Action Plan 2019-2020:**
The plan for the upcoming 2020-2021 assessment period is to deploy the test at the beginning of the Spring 2021 semester. Emails requesting their participation will be sent to Psychology majors in January 2021, and course instructors will be asked to encourage their students’ participation. Given that the Psychology Majors BlackBoard organization contains majors from all classifications, this will provide the opportunity for assessment at
intermediate levels (sophomores and juniors) as well as the main targets of the freshman and senior levels.

**SLO 3:** Major Perspectives of Psychology - Students will explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and sociocultural).

**Association to DSU Student Learning Goal: 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). *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*

**Rubric as attachment**

**Target:** 65% of the students taking History and Systems will demonstrate that they understand the major perspectives of psychology.

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.

Findings 2019-2020:
The relevant ADCS data for the Fall 2020 semester History and Systems course are reported in the table below. Data for other semesters were not available.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Central Message</th>
<th>Organization</th>
<th>Supporting Material / Evidence</th>
<th>Counterarguments</th>
<th>Correct and appropriate language (oral and/or written)</th>
</tr>
</thead>
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</tr>
</tbody>
</table>
Of particular relevance to this SLO are the Central Message and Supporting Material/Evidence categories. In the Central Message category, 77.5% of students were rated as Satisfactory or better. Only 55% were rated as Satisfactory or better in the Supporting Material/Evidence category. However, these percentages are based on all students, including those whom the instructor was unable to assess (X). Once those are removed, the percent of those assessed who meet the Satisfactory-or-better standard rises to 96.9% in the Central Message category and to 68.8% in the Supporting Material/Evidence category.

Data from the Personality course are not assessed through the ADCS system, but the semester grades give us some idea of students’ understanding of the various perspectives in psychology. In the Spring 2020 and Fall 2020 semesters, 77.9% of students earned a passing grade (9 A’s, 29, B’s, 29 C’s).

Target met?
The target of 65% of students demonstrating sufficient understanding of the major perspectives was met in History and Systems (based on ADCS data) and in Personality (based on student grades).

Action Plan 2019-2020:
The test described under SLO2 can also serve as an assessment tool for students’ knowledge of the major perspectives. Because of this, student performance on select items will serve as a supplemental measure in future semesters.

**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.

Findings 2019-2020:
Among the 42 students who took Dr. Goodman’s Experimental Psychology course, 41 (97.6%) passed the 40-item multiple-choice test on Ethics.

Target met?
The target of 65% demonstrating an understanding of ethical issues was easily met.

Action Plan 2019-2020:
The test described under SLO2 contains items concerning ethics in psychology. Performance on those questions can serve as a supplemental measure for students’ understanding of ethical issues.

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: At least 70% of seniors involved in research and/or service learning. At least 70% of students in PSYC 435

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.

Findings 2019-2020:
• 51 students were involved in service-learning projects (e.g., peer counseling) over the Fall 2019 and Spring 2020 semesters
• 14 students were involved in research, either in the context of creating their own projects or by assisting faculty with ongoing research
• 53 seniors out of 68 (77.9%) were involved in either service-learning or research projects
• 11 juniors out of 86 (12.8%) were involved in either service-learning or research projects
• 65 students completed PSYC 435, with 63 (96.9%) earning passing grades (55 A’s, 8 B’s, 0 C’s).

Target met?
The following targets were met:
• At least 70% of senior-level students being involved in service-learning and/or research projects
• At least 70% of students in PSYC 435 earning a C or better

Action Plan 2019-2020:
The percentage of juniors involved in service-learning and/or research was low, and therefore offers an opportunity for improvement. The majority of majors wait to take PSYC 435 during their senior year (which is prescribed in the curriculum), and this offers the best opportunity for students to become involved in such activities. However, students seeking a competitive advantage
for graduate school and the job market would benefit from earlier and longer-term involvement in research and/or service learning. This can be pursued independent of enrollment in PSYC 435. The Department will work to improve messaging on the importance of such involvement, particularly in sophomore- and junior-level courses (e.g., the statistics courses, Experimental Psychology).

**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.

Findings 2019-2020:
In total, 102 students took Elementary Statistics sections, in which SPSS was a component, between the Fall 2019 and Fall 2020. SPSS assignments were required during the Fall 2019 semester, but the transition to online instruction during the subsequent semesters required a change to this policy. Many students do not have their own hardware to run the SPSS program (i.e., a computer with adequate memory) and relied on DSU’s computer labs to complete the assignments. Furthermore, DSU’s campus-wide license expired in the middle of the Fall 2020 semester and has either not been renewed or has not been made available through the usual channels (BlackBoard) since. These disruptions had forced the following changes:

1. In the middle of the Spring 2020 semester, SPSS assignments were moved from their own category of required assignments into a broader pool of homework assignments, previously composed only of assignments from the textbook. Of this pool of assignments, it has been standard procedure that only the best 50% of scores on assignments for each student are counted toward the final grade. The addition of SPSS to this pool allowed students without access to the program to earn maximum points in the course. This change has remained in place for as long as the course has been given either fully online or in a virtual format (i.e., via BlackBoard Collaborate Ultra).

2. Excel lessons were introduced during the Fall 2020 semester to replace the SPSS assignments once DSU’s campus license expired. The assignment forming the basis of this assessment component is given during the last couple weeks of the semester. In the Fall, this generally comes after the DSU yearly campus license has expired. In the past, license renewal and the newest version of SPSS would become available again in time for this assignment to be completed. This was not the case in Fall 2020, and a backup plan was required. These Excel assignments, as designated replacements for the SPSS ones, was also part of the pool of assignments.

These changes, intended to accommodate students with hardware limitations, had the effect of reducing the completion rate of the assignments. Even if students had access to Excel (generally far
more than those with their own access to SPSS), many were in a position that they had done well on enough previous assignments to not have a missed Excel assignment impact their grade. With these changes in mind, the results were as follows:

Of the 43 students who completed the assignment, 42 earned a C or better (97.7%). The overwhelming majority of these exceeded the passing standard (35 A’s, 6 B’s, 1 C).

Target met?
The target of 70% of students passing the assignment was easily met (97.7%), if you only consider those who attempted it (42.2%). Again, the assignment was effectively optional for those students who took the course after Fall 2019 and had done well on prior assignments.

Action Plan 2019-2020:
The trial run of having Excel assignments as an alternative to SPSS worked fairly well, as it is possible to conduct most of the relevant analyses that SPSS can do. Depending on whether DSU renews its SPSS license, Excel will either serve as an alternative to SPSS or as its replacement.

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).

Findings 2019-2020:
The transition to virtual/online instruction necessitated that SPSS could no longer be part of a fair assessment for all students, due to the limitations addressed under Measure 1 above. Therefore, the findings described here will be in terms of the assignments. As with Elementary Statistics, the SPSS assignments effectively became optional for many students as they were included in the pool of assignments for which their best 50% counted toward the final grade after the Fall 2019 semester. In addition, two of the assignments had to be changed to Excel assignments at the end of the Fall 2020 semester.

A total of 102 students completed the Advanced Statistics course between Fall 2019 and Fall 2020. In each section of the course, 7 SPSS/Excel assignments were given, resulting in a total of 714 SPSS/Excel grades. Of these, 295 (41.3%) were completed, and the summary to follow is based only on those attempts.

Of the 295 completed assignments, 220 (74.6%) were A’s, 43 (14.6%) were B’s, and 13 (4.4%) were C’s for a total of 276 (93.6%) earning passing grades.

Target met?
Though the specific assessment measure changed, the content being assessed did not. Considering the completed assignments, the target of 70% was easily met (93.6%).

Action Plan 2019-2020:
As with Elementary Statistics, Excel served as an adequate replacement for the final two SPSS assignments. For those without SPSS access (which may be all of us if the license is not renewed), Excel assignments can be given in their place.

B. Student Experiential Activity Outcome (In Pride 2020, Delaware State University defines experiential learning as involvement in research, study abroad programs, service learning, internships, leadership programs and other hands-on experiences appropriate to the students’ curriculum or as a co-curricular activity. This is not necessarily tied to a class, but will require a reflection piece measured against a rubric to be considered as a “learning experience” and not just participation.)
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.

   Findings 2019-2020:
   Students in Practica in Applied Psychology (PSYC 435) were placed in internships at one of 34 different sites. Of the 67 students who took the course, 63 earned passing grades (55 A’s, 8 B’s, 0 C’s). Two students withdrew from the course, one of whom had already passed it the previous semester (students can take the course more than once for credit).

   Target met?
   Based on all students who began the course, 94.0% earned passing grades. Therefore the target was met.

   **Action Plan 2019-2020:**
   At the beginning of the Fall 2020 semester, 46 students had found placements, the most ever for this program. The number of options for our students continues to grow, and we anticipate that trend will continue.

C. **Service Learning Outcome** *(This type of activity is for the benefit of both the student and the community being served. Service learning is a form of experiential*}
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
Findings 2019-2020:

Psychology Club was involved in the following activities during the past year:

- Vision Board Event, January 28, 2020
- Anything But Clothes Fashion Show, February 5, 2020
- Ms. Psychology Motivation Monday, DSU students, February 10, 2020
- Importance of Maintaining Positive Mental Health Workshop, February 18, 2020
- Todd Bocakrie Mental Health Therapist Conversation, February 20, 2020
- Psych and Paint, February 25, 2020
- Forever a Hornet, February 27, 2020.
- Club Activity with "Black Lives Matter voice your opinion, February 28, 2020
- Zoom Community Financial Literacy Virtual Workshop, October 20, 2020
- Personality Quiz Virtual Workshop, November 1, 2020
- Face Your Fears Community Virtual Workshop, (Athletic Department & Psychology Club) November 5, 2020

Target met?
Despite the pandemic, the Psychology Club was involved in many activities, even utilizing virtual technologies (e.g., Zoom) to make them happen. The target was easily met.

Action Plan 2019-2020:
The Psychology Club has remained active over the past year despite the challenges posed by the pandemic. Under ordinary circumstances, the main challenge has been sustaining that activity from year-to-year as students graduate from the program. Faculty advisors will continue to implement a peer mentoring plan, in which senior-level officers mentor younger members on how to run a successful, active club. Students will also continue to utilize
virtual technologies to organize events in a socially distant and responsible way during the pandemic.

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
Findings 2019-2020:

- A total of 14 Movement Science majors graduated during 2019-20
- Approximately 87% of seniors were audited using the 2017 Kinesiology curriculum during Spring 2020

Target met? No

Action Plan 2019-2020: Continue to graduate remaining (6) 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.
Findings 2019-2020:

- The Athletic Training mentorship group was by far the most consistently populated group, followed by Occupation Therapy and Physical Therapy. A low number of students opted to participate in the Strength & Conditioning group.

Target met? No

Action Plan 2019-2020: Need to digitize Professional Goals Form and find ways to improve virtual advising and mentorship practices

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 Education

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.

Findings 2019-2020:

- All but (3) PUBH courses are available in an online format. The (3) remaining courses are PUBH 335 Mental Health & Stress Management, PUBH 337 Program Planning/Evaluation in Health Education, and PUBH 410 School & Community Health Education
Target met? No

Action Plan 2019-2020:

- Build and offer remaining (3) courses by Fall 2021

**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

Findings 2019-2020:

- Participation in the Athletic Training mentorship group increased while the other groups waned.

Target met?

- No; some group meetings had to be cancelled due to low attendance.

Action Plan 2019-2020:

- Create virtual mentorship programs

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.

Findings 2019-2020:
- No findings to report
  Target met? No

Action Plan 2019-2020:
- Continue to collect data from students and implement virtual mentoring program

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

Findings 2019-2020:
• Tracking still not operational. All events cancelled in Spring 2020
Target met? No

Action Plan 2019-2020:
• Create virtual co-curricular events for 2020-2021 academic year

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

Findings 2019-2020:

- An additional (3) lab assistants were able to be hired for 2019-2020 bringing the total to (8). Target met? No

Action Plan 2019-2020:

- Refine our selection and hiring processes now that demand has increased for the undergraduate lab assistant positions

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
Findings 2019-2020:

- The paid undergraduate intern remained on the grant for year 2
- Additional undergraduate researchers were recruited from KINE & PUBH courses

Target met?

- Although the number of involved students increased to (10) it was still short of the intended goal of (20).

Action Plan 2019-2020:

- None; Funding for the Heart Smart grant expired in 2019-2020

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

Findings 2019-2020:
• We were able to expand our pool of paid undergraduate researchers resulting in approximately 40 students taking lab-based courses, working as lab assistants, or assisting with research.
• As Research & Lab Coordinator, Prof. Von Homer created a department research/lab workflow protocol to streamline faculty research efforts.

Target met? Yes

Action Plan 2019-2020:

• Fully implement department faculty research/lab workflow protocol in 2020-21

Kinesiology BS

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:

D. **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.

E. **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

Findings 2019-2020:

- Consistent with previous findings.
- Improvement resulted from enhancements to the newly rebranded Exercise & Rehabilitation Lab.

Target met? Yes

Action Plan 2019-2020:

- Create more undergraduate research projects that derive from the KINE 364 coursework

F. **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.

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

Findings 2019-2020:

- Undergraduates contributed to (6) presentations at professional conferences and (2) publications; See KPI reports and list of research accomplishments

Target met? Yes

Action Plan 2019-2020:

- Implement new working model for our labs and capitalize on line of research related to the effects of COVID-19 on human movement and performance.
G. **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.

   **Findings 2019-2020:**
   - A 100% first time pass rate was achieved for KINE 470 Motor Development. First time pass rate for KINE 319 remained at approximately 80%

   **Target met? Yes**

   - Action Plan 2019-2020:
• Create more virtual, interactive content for KINE 470 and KINE 319 lecture and labs

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.

  **Findings 2019-2020:**
  
  • 100% internship placement was achieved.
  • 100% combined first-time pass rate for KINE 483/KINE 484

  **Target met?** Yes

  **Action Plan 2019-2020:**
  
  • Continue to 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.

Findings 2019-2020:

- Professional development training occurred in the classroom prior to the start the student internships.
- 100% of Senior Seminar students achieved a score of at least 40 out of 50 on their Competency Assessments.

Target met? Yes

Action Plan 2019-2020:
Create virtual professional development trainings

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

Findings 2019-2020:

• PUBH 333 was offered in Fall 2019 with 16 students enrolled.
  • 100% of these students passed the final project on their first attempt.

Target met? Yes

Action Plan 2019-2020:

• No changes to action plan from previous academic year

H. 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:

- PUBH 220 was offered during the Fall 2018 term and enrolled 17 students.
- Unfortunately, this metric was not tracked.
  Target met? N/A

Action Plan 2018-2019:

- Develop online version of PUBH 220

Findings 2019-2020:

- PUBH 220 was offered in a traditional format and on online format during the Fall 2019 semester and enrolled a total of 35 students.
- 91.4% of these students passed the course on their first attempt.
  Target met? Yes

Action Plan 2019-2020:

- Purchase department laptops for students enrolled in the course to analyze public health data.

I. 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.

Findings 2019-2020:

- Submitted application for a $15,000 American Lung Association Tobacco Prevention and Physical Activity Nutrition and Obesity mini-grant.

Target met? No

Action Plan 2019-2020:

- Continue to advance PUBH research portfolio by investigating public health variables related to the COVID-19 pandemic.

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.

**Findings 2019-2020:**
- Dr. Knolan Rawlins was appointed as Department Internship & Practicum Coordinator.
- Achieved 100% first-time pass rate during 2019-20

Target met? Yes
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

**Findings 2019-2020**

- 100% of students were assessed by site supervisors on professional competencies developed by Dr. Knolan Rawlins, the Department Internship & Practicum Coordinator.
- 100% of students earned a score of at least 40 out of 50 on this assessment.

Target met? Yes

**Action Plan 2019-2020:**

- Continue to refine professional competencies to improve the professional development of our students
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

Findings 2019-2020:
- Awarded American Lung Association mini-grant for approximately $15,000.
- Expanded the size and food types offered by the PAHS Food Pantry
  Target met? Yes

Action Plan 2019-2020:
- Continue to submit unique applications for external funding to expand the research portfolio of the Public Health degree program.

Social Work Department

Mission: The mission of the Department of Social Work is to prepare culturally competent generalist and advanced generalist level social work practitioners who are guided by professional values, ethics, and evidence-based practice towards a purpose to enhance the quality of life for individuals, families, groups, organizations and communities. They provide service and
leadership by implementing prevention and intervention services to diverse client systems and they advocate for social and economic justice in practice, policy, and research in a global society.

Vision: The vision of the Social Work Program at Delaware State University is to train competent Social Workers who advocate for social justice and be the best social workers in the State of Delaware. We see ourselves as the training agency that the state of Delaware and social agencies in the state can depend on to produce competent social workers since we are the only accredited school of social work in the State of Delaware.

X. Goal 1 – Teaching – Recruit and retain qualified faculty.
   A. Objective – Hire and retain faculty in order to meet or exceed CSWE standards.

   Association to DSU goal(s): 1

   1. Measure – Student/faculty ratio. This will be calculated at the end of each semester by comparing the total number of students in each program to the number of full-time faculty. According to CSWE, our accrediting body, adjunct positions do not count in this ratio. Additional full time positions will be requested/budgeted/hired as needed.

   2. Target – 25:1 student/faculty ratio


      ☐ Not reported this cycle
      ☐ Supporting findings/results: N/A
      ☐ Action Plan – We have not calculated the exact numbers at this time, but based on previous data we know that we are out of ratio by at least two full-time faculty. Additionally, we have had three faculty submit retirement paperwork this year, which means we have at least 5 full-time tenure-track faculty positions to fill before the Fall of 2019.

      Findings 2019-2020: Seven new faculty were hired. The 25:1 faculty ratio was nearly achieved so target was partially met. There were also two faculty resignations and three faculty retirees during this time period.

      See below for list of new faculty hired during this academic year.

      1. T. Connell, Assistant Prof
      2. E. Horsey, Lecture II
      3. A. Lovell, Assistant Prof – (resigned in same year)
      4. Ratcliff, Assistant Prof
      5. B. Shamburger, Lecturer
      6. Urdahl, J., Temporary field director
      7. M. Williams, Lecturer II

      Target met? Partially met

      Action Plan 2019-2020:

      To hire two more full time faculty members

XI. Goal 2 - Research – Support faculty research
A. Objective – Promote publication of scholarly work by faculty members.

**Association to DSU goal(s): 3**

1. **Measure** – Faculty CV’s and discussions that will be documented as part of annual review with Department Chair.

2. **Target** – Each full-time faculty member in the department will submit at least one scholarly work, publish a scholarly work, write and submit a grant or research proposal, or work on a research project each academic year.

   a. **2017-2018 Findings & Action Plans**
      - Not reported this cycle
      - Supporting findings/results: N/A
      - Action Plan based on findings: A permanent chair was not hired until April of 2018 and a formal process for annual reviews was not in place at the time. This process will be refined for the 2019 annual reviews.

**Findings 2019-2020:** 100% of full-time faculty participated in grant, research, publication or community work. For example, Ratcliff and Atkins worked on an NIH grant, Amy Haberger worked on ACRM grant. Target met? Met

**Action Plan 2019-2020:**

Fill vacant staff positions to support faculty with scholarly works/grants, research, etc.

I. **Goal 3 – Service** – Faculty engagement with students, university and the local community

A. **Objective** – Encourage faculty to serve on committees, organize or participate in trips, events, and projects/activities that benefit our students, the university, or our community

**Association to DSU goal(s): 4**

1. **Measure** - Faculty CV’s and discussions that will be documented as part of annual review with Department Chair

2. **Target** – Each faculty member will participate in department and/or university committees, organize and lead projects at the university or within the community (e.g., taking students to Washington DC to speak with legislatures about relevant topics, oversee student groups volunteering service, etc) and/or serve on local boards/committees.

   - Not reported this cycle
   - Supporting findings/results: N/A
   - Action Plan based on findings: A permanent chair was not hired until April of 2018 and a formal process for annual reviews was not
in place at the time. This process will be refined for the 2019 annual reviews.

Findings 2019-2020: (what is 100% of faculty?)

Some of the key community/outreach services activities faculty/staff participated in are listed below:

**Franklin, Franzine**  
President - State of Delaware Board of Social Work Examiners – Division of Professional Regulation

**Habeger, Amy**  
Blind Peer Review, International Journal of Integrated Care, February 2019-  
Blind Peer Review, Clinical Practice in Pediatric Psychology, February 2019-  
Research and Evaluation Textbook Peer Review, Sage Publications, Spring 2019-  
Blind Peer Review, Journal of Family Social Work, Spring 2019-  
Member, National Rural Social Work Caucus (2019)  
Member, National Association of Social Workers (2012- )  
Volunteer, Children’s Ministries, Community Church of Ocean Pines (2017-Present)

**Keisel, Eleanor**  
Delaware Coalition Against Domestic Violence Board Member (1999–Present); Chair (2000–2005; 2017–Present)  
Chair, Policy & Law Committee (2000–2020)  
Delaware Lawyer Assistance Committee of DE Bar Association (2012-Present)  
Community Legal Aid Society, Inc., Board member (2017-Present), Vice President, 2019-Present)  
Protection and Advocacy for People with Mental Illness, (2016-Present; Chair, 2018-Present)  
Peoples Place 2, Board of Directors (2017-Present); Chair, Governance Committee (2018-Present)

**Ward, Kelly**  
CSWE Committee Member Practice Council 2016-Present  
NADD member  
Baccalaureate Program Directors BPD Nominating Committee

Target met? Met

**Action Plan 2019-2020:** Faculty continue to be active in the community

1. **Goal 4 – Student Engagement** – Provide opportunities for students to participate in Social Work related activities and experiences outside the classroom.
A. **Objective** – Create and maintain positive relationships with internship sites so that students can participate in field placements across the state that meet their specific interests.

**Association to DSU goal(s): 1, 4**

1. **Measure** – Tracking sheet of placement sites. The Director of Field Instruction will review the list of current placement sites, update contact information and relationship status with that site and create lists of potential new sites to attempt to create agreements with annually. This process will include monitoring the number of sites with traditional and non-traditional hours and students whose schedules require specific hours to ensure successful placement opportunities for students.

2. **Target** – All students should be able to secure an internship placement site that meets their scheduling needs as well as fits in their career interests.

   a. **2017-2018 Action Plan & findings**
      - **Met**
      - **Findings:** All students were successfully placed in field placements for BSW and MSW internships. The Director of Field Instruction has reviewed and updated the master list of placement sites. She has been actively recruiting for additional sites.
      - **Action Plan:** There needs to be a strong effort to create partnerships placement sites in Kent County with non-traditional hours for our students who cannot commit to typical 9-5 placement agreements as the number of students who are completing a non-traditional schedule are increasing in our program.

   **Findings 2019-2020:** There were 31 students out of the 34 graduating seniors who participated in various field practice experiences at diverse settings such as DHSS service centers, Boys/Girls Club, Thresholds substance/mental abuse facility, Shepard’s Place, SCOPE (Intensive learning center for kids with emotional/behavioral issues), Parkway, Child advocacy centers, and three hospitals (Christiana Care, DE Hosp for Chronically Ill, Dover Behavioral).

   **Target met? Met**

   **Action Plan 2019-2020:**

   Field Director resigned before start of academic year and needs to be replaced with temporary and eventually full-time staff person.

A. **Objective** – Provide opportunities for students to actively pursue opportunities outside of the classroom to learn about Social Work

**Association to DSU goal(s): 2, 4**
1. **Measure** – Tracking sheet of events and faculty attendance at such events maintained by the Office Manager.

2. **Target of Objective** – All faculty will create, plan, support or attend at least one student-centered trip, event, symposium or project each year (e.g., taking students to Washington D.C. to speak to legislatures about relevant topics, providing an opportunity for students to participate in a poverty symposium that simulates real-world poverty issues, organizing guest speakers to introduce students to the topics of social justice and human rights from an outside perspective, mentoring students who are presenting posters at the university’s research day, etc).

   a. **2017-2018 Action Plan & findings**

   - Not reported this cycle
   - Supporting findings/results
   - Based on anecdotal evidence, the department can say that all faculty met this goal for the 2017-2018 academic year, but there was no formal tracking in place to ensure dates/names of events/etc. This process is being refined for the 2018-2019 academic year.

   **Findings 2018-2019:**
   There was a poverty symposium during spring 2018.
   **Target met?**

   **Action Plan 2018-2019:**

   **Findings 2019-2020:**
   Due to COVID-19’s impact, all travel and external activities were cancelled.

   **Target met?** Not met due to COVID

   **Action Plan 2019-2020:** Continue to keep faculty, staff and students safe by ensuring compliance with university COVID guidelines

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I. **Goal 5 – Accreditation** by Council on Social Work Education (CSWE)

   A. **Objective** – Demonstrate ability to meet all standards set by Council on Social Work Education (CSWE) for Accreditation.

   **Association to DSU goal(s): 1, 6**

   1. **Measure:** CSWE site visit and program self-studies.
   Demonstration of compliance with all standards as documented in the self-study requirements and during site visit activities. The visiting team’s evaluation of self-study documents and site visit findings will be reviewed to
determine areas of strength and areas for improvement and compliance with all standards.

Target: Upon completion of our department’s site visit by Council on Social Work Education (CSWE), there will be no standards marked as ‘poor’ on the evaluation rubric.

a. **2017-2018 Action Plan & findings**
   ✅ Not reported this cycle
   ✅ CSWE Accreditation for the Department of Social Work will be occurring in the Fall of 2019.
   ✅ Action Plan based on findings: N/A

**Findings 2019-2020:**

We submitted our self-study for reaffirmation with CSWE for both the BSW and MSW Programs in August of 2019, our site visit was in February of 2020, and our decision is due back to us from the Commission of Accreditation in the middle of June. The reaffirmation process usually takes three years to prepare for adequately, the Program started preparing in March of 18 rather than Spring of 16, but we did the best we could based on the time frames.

**Target met? Met**

**Action Plan 2019-2020:** Submitted proposal to the CSWE, our accreditor, to offer a wholly online BSW degree program

**Social Work BSW** - MISSING

**Social Work MSN** - MISSING
College of Humanities, Education, and Social Sciences (CHESS)

Education Department

Early Childhood Education Birth – 2 BS

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

J. **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>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Standards</td>
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<tr>
<td>Prior Knowledge</td>
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<td>Objectives</td>
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<td>Assessments</td>
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<tr>
<td>Accommodations</td>
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<td>7% 0% 57% 36%</td>
</tr>
<tr>
<td>Warm-Ups</td>
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<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>
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</table>
Student Self-Assessment

<table>
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<tr>
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<th>36%</th>
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<tr>
<td>N=14</td>
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<td></td>
<td></td>
<td></td>
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</tbody>
</table>

- **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.

- **2019-2020 Findings:** 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. Due to the data analyst being out in fall 2019 and the COVID-19 crisis in spring 2020, data for the lesson plan is limited to a population of 5. However, all of the students that were evaluated scored in the acceptable and target ranges.

**Common Lesson Plan Results 2019-2020**

<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 0 0 5</td>
<td>0% 0% 0% 100%</td>
</tr>
<tr>
<td>Prior Knowledge</td>
<td>0 0 0 5</td>
<td>0% 0% 0% 100%</td>
</tr>
<tr>
<td>Objectives</td>
<td>0 0 2 3</td>
<td>0% 0% 40% 60%</td>
</tr>
<tr>
<td>Assessments</td>
<td>0 0 2 3</td>
<td>0% 0% 40% 60%</td>
</tr>
<tr>
<td>Accommodations</td>
<td>0 0 2 3</td>
<td>0% 0% 40% 60%</td>
</tr>
<tr>
<td>Warm-Ups</td>
<td>0 0 0 5</td>
<td>0% 0% 0% 100%</td>
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<tr>
<td>Explicit Explanations</td>
<td>0 0 3 2</td>
<td>0% 0% 60% 40%</td>
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<td>Summary and Closure</td>
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<td>0% 0% 20% 80%</td>
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<td>0% 0% 40% 60%</td>
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<td>N=5</td>
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</table>
Target met? Target met with 100% of students scoring in the Acceptable and Target ranges

2019-2020 Action Plans: Since there is no evidence of the items from the 18-19 action plan, we will move forward with those recommendations:
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.

K. **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.

<table>
<thead>
<tr>
<th>Summary of Results from Mentor Teacher Observation Scale</th>
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<tbody>
<tr>
<td><strong>Major Criteria</strong></td>
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<tr>
<td>Planning</td>
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<td>Classroom Environment</td>
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<td>Instruction/Objectives</td>
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<td>Higher Order Questions</td>
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<td>Pacing</td>
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<td>Teacher Modeling</td>
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<td>Student Engagement</td>
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<td>Use of Formative Assessment</td>
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<td>Effective Closure</td>
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<tr>
<td>Reflection</td>
</tr>
<tr>
<td>Professionalism</td>
</tr>
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</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.

b. 2019-2020 Findings: No data available for the Mentor Teacher Observation scale at this time.

c. Target met? N/A

d. 2019-2020 Action Plans: We will continue to develop a plan for students to receive more practice in modeling effective strategy use.

L. **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.

**REVISED as of Fall 2020:** 60% of test takers will pass at least one Elementary Education Praxis Subtest (5002, 5003, 5004, 5005) on the first attempt. 20% of test takers will pass at least one Subtest on the second 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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<td>$S_8$</td>
<td>192</td>
<td>160</td>
<td>164</td>
<td>169</td>
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</table>
b. **Action Plan** – The action plan that I support calls for revising the sequence of courses for Elementary students. This require 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.

2019-2020 Findings: The overall pass rate for the Elementary Education Praxis is 50% based on a population of 16 test takers/students. Out of the 13 first time test takers, 7 successfully passed at least 1 subtest (53.85%). Out of the 6 second attempt test takers, 1 successfully past at least 1 subtest (16.67%).

<table>
<thead>
<tr>
<th>Variables</th>
<th>Total N</th>
<th># Pass</th>
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<tr>
<td>3rd Attempt</td>
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Target met? Target not met; target has been revised based on the 19-20 result

2019-2020 Action Plans: Develop a 15-week tutoring workshop for each subtest. Each workshop will offer a pre-assessment and a post-assessment to provide a baseline for improvement. Workshop facilitators (identified
content experts) will address all of the topics in the Praxis Study Guide by the end of the 15-weeks. Smaller/one-on-one sessions will be available outside of the 15-weeks sessions. Additionally, the Department is offering access to study.com, a site dedicated to test prep that offers courses and lessons for all of the subject tests.

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>
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<tr>
<th></th>
<th>Spring 2019</th>
<th>Spring 2018</th>
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</thead>
<tbody>
<tr>
<td>Supervisor Average of DPAS II Rubric</td>
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<tr>
<td>Mentor Teacher Average of DPAS II Rubric</td>
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<tr>
<td>Mentor Teacher Average of DPAS II Rubric</td>
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<tr>
<td>Supervisor Average of DPAS II Rubric</td>
<td>3.39</td>
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</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.

2019-2020 Findings: Data is not valid. No data is available for fall 2019. Due to COVID-19, the DPAS II evaluations were completely through March, 2020. In a normal semester, students are evaluated 4 times which allows for growth over time.
Target met? n/a


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
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.

2019-2020 Findings: For fall 2019, all students passed the PPAT assessment. Due to the COVID-19 shutdown, the spring 2020 PPAT

<table>
<thead>
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<th>Student #</th>
<th>T.2 - S. 1</th>
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<th>T.3 S.4</th>
<th>T.3 Tot</th>
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assessments have been extended. Though students were eligible for graduation, the assessment is not due until late fall 2020.

Target met? Target met, 100% pass rate for fall 2019

2019-2020 Action Plans: Continue to include PPAT tasks in the methods courses to familiarize students with the process. Additionally, introduce small components of the tasks in earlier (pre-TEP) courses.

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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 and develop the internship portfolio.

**Findings (2018-2019)** - All candidates of 2017 cohort who enrolled for internship scored at the Target or Acceptable level of performance on the Internship activities
assessment. These findings reflect the candidates’ ability to develop, articulate, implement and promote a vision of learning for educational institutions.

**Action Plan**

N/A

**2019-2020 Findings:**

All the students from the cohort year 2018 had completed all 16 internship activities and had scored acceptable or above on the assessment reflecting their ability to synthesize and apply the knowledge and skills identified in NELP standards 1 to 7 enabling them to promote current and future success and well being of each student and adult in their school.

**Target met?**

Met

**2019-2020 Action Plans:**

N/A

**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.

**2019-2020 Findings:**
100% students who had completed the WebQuest Project had scored acceptable or higher on the assessment rubric. This demonstrate their ability to make responsible and informed decisions administratively regarding the cyber security and use of technology.

**Target met?**
Met

**2019-2020 Action Plans:**
N/A

**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**
N/A
2019-2020 Findings:
All the students of 2018 cohort had secured acceptable or higher on the Strategic Plan with regard to assessment and evaluation practices existing in the school demonstrating their ability to analyze and reflect on the priorities of the assessment changes required in the school.

Target met?
Met

2019-2020 Action Plans:
N/A

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
N/A

2019-2020 Findings:
100% of the students of 2019 cohort completed the Research Paper and scored at either Target or Acceptable level demonstrating the capacity to evaluate, communicate about and advocate for ethical and legal decisions.

**Target met?**

Met

**2019-2020 Action Plans:**

N/A

**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 show case their intellectual creativity and research-based decision making.

**Action Plan**

N/A

**2019-2020 Findings:**

All the candidates (100%) who took the Comprehensive Exam in 2019 had obtained the passing scores on the Comp. Exam to exhibit their in-depth understanding of the leadership concepts and ability to engage in critical thinking and problem solving.
Target met?
Met

2019-2020 Action Plans:
N/A

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: Advanced Program Professional Disposition Assessment
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: This assessment 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

2019-2020 Findings:
100% M. Ed. students of the 2018 cohort had scored acceptable or above on the Advanced Program Professional Disposition Rubric Assessment evidencing their values, beliefs, professional attitudes, ethics, fairness, integrity and commitment to student learning.

Target met?
Met

2019-2020 Action Plans:
N/A
**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.

**Action Plan**

**2019-2020 Findings:**
100% M. Ed. candidates of the 2019 cohort performed at the Target level on this assessment that demonstrated their proficiency to collaboratively design, evaluate a vision for changing school culture in the changing society by evaluating the priorities for positive school culture to secure safe learning environment of a school.

**Target met?**
Met

**2019-2020 Action Plans:**
N/A
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 system 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.

Action Plan
N/A
2019-2020 Findings: 100% candidates of the 2018 cohort performed at the Target level on this assessment in Summer 2020 that demonstrated their proficiency to collaboratively design, evaluate a district mission and vision that reflect a core set of values and priorities on the basis of the gap analysis and suggested new strategic goals and objectives for the district and organization improvement.

Target met?
Met

2019-2020 Action Plans:
N/A

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.

Action Plan
Not required

2019-2020 Findings:
The 2018 cohort students are scheduled to undertake their internship in Spring 2021 as per their curriculum requirement, hence the findings will be reported for this SLO in Summer 2021.

Target met?
Will be reported on completion of the internship.

**2019-2020 Action Plans:**

**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 Decision-Making Project (EDUC 835)
To complete this assessment, the candidates will develop a data driven strategic plan to identify the problem of practice, formulate of questions, review research and identify standards and benchmark, collect and analyze data to solve the problem in hand.

**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.

**Action Plan**
N/A

**2019-2020 Findings:**

100% of students completing this assessment project on data driven decision making in Spring 2020 demonstrated their excellent skills in identifying the problem, survey design and implementation of technology to analyze data (SPSS, Excel, Intellectus Statistics), draw conclusion, and make recommendation to solve the problem.

**Target met?**
Met

**2019-2020 Action Plans:**

**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**

N/A

**2019-2020 Findings:** All the students of 2019 cohort had attained Acceptable or Target level on this assessment demonstrating their competence to design, conduct and apply robust action research to critical problems of practice in educational institutions to find solutions to support student learning and well-being.

**Target met?**

Met

**2019-2020 Action Plans:**

N/A

**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.

**2019-2020 Findings:**
All 2018 cohort students who had completed the Qualifying Exam in 2020 had passed the Exam demonstrating their abilities of analytical thinking, scholarly writing, and mastery over the course content.

**Target met?**
Met

**2019-2020 Action Plans:**
N/A

**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:** Advanced Program Professional Disposition Rubric Assessment
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:** This rubric has been adopted with effect from Fall 2019.

**Target:**
90% of the candidates will attain acceptable or target level on the Advanced Program Professional Disposition Rubric Assessment.

**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

2019-2020 Findings: 100% students of the 2019 cohort had scored acceptable or above on the Advanced Program Professional Disposition Rubric Assessment evidencing their values, beliefs, professional attitudes, ethics, fairness, integrity and commitment to student learning.

Target met?
Met

2019-2020 Action Plans:
N/A

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

2019-2020 Findings:
100% of the students who had scheduled their final capstone defense had successfully defended their capstone to receive (a) or (b) alternative on the Graduate School's Report of Doctoral Capstone Outcomes.

Target met?
Met
2019-2020 Action Plans: N/A

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) assessment on their initial attempt.

Related Measures:
Measure 1: PPAT Exam. The PPAT is the assessment that all student teachers must now take and pass in order to successfully complete student teaching and graduate.

Target: 85% of the students who take the PPAT will successfully complete and pass the exam and pass student teaching.

Findings (2019-2020) - Target: N/A – Due to the Covid Pandemic, these students have not taken their PPAT yet. They should be completing it during the Fall 2020.

Target Met?
Action Plan

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 (2019-2020) - Target: Met

100% of the students passed the Praxis 2 exam. This is quite an achievement and a significant improvement for the program. Several significant changes have been put in place in 2016 and are starting to take effect. A Praxis Prep Course was added for both
Social Studies and ELA, the two programs with the highest failure rate. As a result, the success rate has improved significantly on both exams. Students now have the opportunity to have “one” concentration and thus are better prepared for the rigors of the exam. Lastly, additional courses were added to meet the content and rigor of the exam.

<table>
<thead>
<tr>
<th>2019/20</th>
<th>Number of Students</th>
<th>DE Cut Score</th>
<th>Mean</th>
<th>Percentage who passed</th>
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<tr>
<td>Middle School English Language Arts</td>
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<td>100%</td>
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</tr>
<tr>
<td>Middle School Social Studies</td>
<td>1</td>
<td>164</td>
<td>168</td>
<td>100%</td>
</tr>
</tbody>
</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.

**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 (2019-2020):** 85% of students will meet or exceed the standards.

**Target Met? Yes**

**Action Plan (2020-2021):**
The first area that needs improvement is Young Adolescent Development, Elements C and D respect to curriculum and instruction and middle level instruction. This is not typically a problem and might have been due to the fact that student teaching ended March 6th not in late April. This explains why there are only four teacher evaluations of students and not six. The same holds true for the second category Middle Level Curriculum and Standards and Middle level philosophy and school organization. Although the students met the standard, these numbers are significantly lower than what they typically get at the end of their student teaching. It is important to note, that none of the students were below standard and they all met or exceeded the standard. This program consistently has students exceed the standard and as a result they are often hired very early in the employment process. It is not unusual for middle level candidates to be hired half way into their student teaching for a full-time position for upcoming year.

Although, the targets were met the data needs to be closely monitored to determine if the low scores are an anomaly due to the COVID Pandemic or if there is something else going on in the program. There is a group of students out this Fall 2020 and the program coordinator needs to analyze that data to see if there are similar trends in the data results that were found in Spring of 2020 are also in the Fall 2020. If there are, then changes need to be made to specifically to two courses: EDUC 332 Curriculum and Instruction and EDUC 348: Introduction to Teaching, Learning and Family Involvement.

**SLO 4:** Students will be able to secure a full-time teaching position in the middle level education field.

**Related Measure:** Employment Data

**Target:** 85% of Graduates will be employed in Education

**Findings (2019-2020)** - **Target:** Met

2019/20 – There were 6 graduates and 100% of the graduates were employed.

**May 2020**

Catarina Domingo – Woodbridge Middle School – 7th Grade Science  
Gary Hall – WT Chipman - Science  
Sariah Hoskins- North Star Academy – Social Studies  
Bibiana Nicolas - Spanish – Middletown High School  
Syaire Waller - Appoquinimink – Meredith Middle Math/Science  
Samantha Wanzer – Fifer Middle School - ELA

**Findings (2019-2020):** 100% of the middle level students are employed.

**Target Met? Yes**

**Action Plan (2020-2021):**

The middle level program coordinator does resume prep and interview prep with all middle level graduates during the Spring and Fall semesters. Interview prep consists of mock interviews to prepare the students for the actual interview the following day.
Questions are anticipated that the Principal or interview team may ask and are tailored to that particular school district or school. The plan is to continue with this level of support.

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).

**Target:** The aggregate scores for the Lesson Plan and Lesson Plan Addendum rubrics met our target. However, PE faculty may choose to collaborate during our next data day and analyze the disaggregated data across candidates and individual rubric elements.

2.

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.

2019-2020 Findings:
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 Addendum data for the Elementary Lesson Plan #1 showed scores across all 5 candidates averaging 87, 87, 87, and 82 & 82 out of a possible 87 points. The candidate average was 85.40 out of a possible 87 points which is excellent.
The Lesson Plan Addendum data for the Elementary Lesson Plan #2 showed scores across all 5 candidates averaging 87, 87, 87, and 84 & 82 out of a possible 87 points. The candidate average was 85.40 out of a possible 87 points which is excellent.
This is an extremely strong lesson planning group in the elementary methods class.
The elementary Lesson Plan #1 & #2 data sets are attached with the Program Assessment Report for Physical Education.

The Lesson Plan Addendum data for the Secondary Lesson Plan #1 showed scores across all 5 candidates averaging 86, 86, 85, and 84 & 83 out of a possible 87 points. The candidate average was 84.80 out of a possible 87 points which is slightly less than the Elementary Lesson plan #1 but still excellent by SHAPE America’s Standards. The Lesson Plan Addendum data for the Elementary Lesson Plan #2 showed scores across all 5 candidates averaging 87, 87, 87, and 85 & 83 out of a possible 87 points. The candidate average was 85.80 out of a possible 87 points which is also excellent.

This is an extremely strong lesson planning group in the elementary and secondary methods class

The secondary Lesson Plan #1 & #2 data sets are also attached with the Program Assessment Report for Physical Education.

Target: met
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. Therefore, the target was met!

2019-2020 Action Plans:
The aggregate scores for the Lesson Plan Addendum rubrics met our target. However, PE faculty may choose to collaborate during our next data day 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.

   - **Target:** Met
   - **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.

2019-2020 Findings:
No findings for this particular assessment that is completed during EDUC 400 – Student Teaching due to COVID-19 and restricted access to schools.

Target met?
No data to report at this time.

2019-2020 Action Plans:
Will depend on the pandemic situation and access to schools.

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.

Target: Met

- 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.

2019-2020 Findings:
No findings for this particular assessment that is completed during EDUC 400 – Student Teaching due to COVID-19 and restricted access to schools

Target met?
No data to report at this time.

2019-2020 Action Plans:
Will depend on the pandemic situation and access to schools.

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.

- **Target:** Met

- **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.

b. **2019-2020 Findings:**

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 Elementary Unit Plan assessment data showed scores across all 5 candidates of 48, 48, 47, 45, and 44, which represents an overall average of 46.40 out of a possible 48 points.
The Secondary Unit Plan assessment data showed scores across all 5 candidates of 48, 47, 47, 45, and 45, which represents an overall average of 46.40 out of a possible 48 points.
The Elementary Unit Plan Addendum assessment data showed scores across all 5 candidates 60, 59, 59, 57, and 56, which represents an overall average of 58.2 out of a possible 60 points.
The Secondary Unit Plan Addendum assessment data showed scores across all 5 candidates 60, 60, 59, 57, and 54, which represents an overall average of 58.0 out of a possible 60 points.
These 4 data sets are attached with the Program Assessment Report for Physical Education.

Target met
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. Therefore, the target was met!

2019-2020 Action Plans:
The aggregate scores for the Unit Plan and Unit Plan Addendum rubrics met our target. However, PE faculty may choose to collaborate during our next data day 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 (PPAT) 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.

- **Target:** Met

- **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.

**2019-2020 Findings:**

Due to the COVID-19, the Educational Testing Service has extended the timeline for the Spring, 2020 test submissions and, consequently, the scores are not yet available.
Target met?
No data to report at this time.

2019-2020 Action Plans:
When we receive the PPAT scores from ETS for the 3 PE students, this assessment will be updated at that time.
History, Political Science, and Philosophy Department

**Department Mission:** The Department of History, Political Science and Philosophy 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. By doing this, we prepare our students for graduate and professional study and careers in relevant fields locally and globally.

I. **Goal: Teaching:** The department offers sufficient high-quality courses to meet the needs of its majors and of the DSU General Education program.
   A. **Objective:** Provide sufficient course offerings to support the needs of the DSU General Education program. *DSU Strategic Goal #1: Create an exceptional learning environment that promotes challenging, high-quality curricular and co-curricular programs, engaged student learning, and local and global citizenship*
      i. **Measure and Target:** IRPA Data on offerings of courses required in General Education Program including number of course sections, # of students served and FTEs.
            i. Met
            ii. This department plays an essential role in the General Education program. Department faculty teach Geography, Global Societies, History, Political Science and Philosophy, all of which are important courses for the GE program. The History General Education offerings (World History, American History and African American history) had an 80.6% enrollment capacity in Fall 2019 and 82.7% enrollment capacity in spring. The department offers sufficient course sections offerings in History General Education courses. The Critical Thinking courses are filled to capacity (Fall 102% and Spring 104%). The need for more sections and more faculty to teach this course continues to be a persistent problem. As full-time History professors carry a large proportion of the load for General Education courses (usually 3 of their 4 classes are General Education courses) this limits the ability to offer a variety of 300-400 courses to the department majors. In addition to these General Education courses, we have faculty members that currently teach courses for our minors in Law Studies and Africana Studies and also for the Department of Public Health. In recent years, we’ve had faculty who have also taught courses for Women’s and Gender Studies. The breadth of our faculty’s teaching contributions across disciplines is quite remarkable.
iii. The need to hire more Philosophy professors to teach the Critical Thinking course continues to be among the top priorities for the department

B. Objective: Provide sufficient course offerings to enable the majors to complete their degrees in four years. DSU Strategic Goal #2: Recruit, develop, retain, graduate and place outstanding students.

i. Measure and Target: IRPA data on student completion in four to six years. Additional data on student passing rates in courses to identify problematic courses and/or missing offerings which slow the path to completion.


i. Not reported because student completion data for 2019-2020 is not yet available

II. Goal: Research: Department faculty will engage in scholarly research which they will share through presentations, publications and engagement with their students.

A. Objective: Department faculty will produce sufficient published research, conferences and public presentations. DSU Strategic Goal #3: Increase and sustain excellence in scholarly and creative research that addresses significant state, regional, national and global challenges.

i. Measure and Target: Data on scholarly productivity based on Promotion and Tenure Guidelines to average 4 points annually according the Promotion & Tenure guidelines for scholarship.


i. Met

ii. A review of scholarly productivity based on the departmental guidelines for promotion and tenure shows that averaging the 11 members of the department results in an average of 5.5 points per member. For the tenured department members, the average is 8 points. Of particular note is Dr. Patterson’s scholarly productivity (17 points) while also functioning as the department chair and director of the Africana Studies program.

iii. The department will continue in its standard of scholarly production but also continue to encourage and expand opportunities for junior faculty.

Objective: Department faculty, as a whole, will attend a sufficient number of conferences and public presentations to average 4 points according to the Promotion & Tenure guidelines. We are combining this objective with Objective A based on the nature of the reporting system and P&T Guidelines.

III. Goal: Service: Department faculty will play a leadership role on University committees and task forces at the college and University levels and make professional contributions at a local, state, national and international level.
A. **Objective:** Department members will play leadership roles and contribute as members of University, College, Departmental committees and task forces and contribute to shared governance. *DSU Strategic Goal #4: Enhance, leverage and diversify our resources to fulfill the University’s mission.*

i. **Measure and Target:** Data on faculty membership and leadership on University committees, task forces and shared governance bodies to average 4 points annually according the Promotion & Tenure guidelines for service.

a. **2019-2020 Action Plan & findings**

i. Met

ii. Findings: Department faculty continue to play extensive and important leadership roles across the University including the Chair of the Faculty Senate, membership on multiple University-wide committees, the AAUP negotiating team, as members of the MSCHE Self Study Steering Committee and working groups, and program directors. The department average according to the Promotion and Tenure guidelines is 4.5, with tenured department members averaging 5.8.

iii. Action Plan: The department faculty members will continue to contribute to the University, state and national organizations in their capacity as professionals. The department will continue to encourage its junior faculty to expand their involvement, although it is worth noting that several junior faculty are in non tenure-track positions that do not require service.
B. **Objective:** Department faculty will make consistent contributions to local, regional, national and international organizations. *DSU Strategic Goal #4:* Strengthen and expand our outreach, engagement and economic development programs to benefit the people of Delaware, the nation and the world.

i. **Measure and Target:** Data on faculty contributions, including leadership, to local, regional, national and international organizations in their area of expertise to average 3 points annually according the Promotion & Tenure guidelines for scholarship.


      i. **Met**

      ii. While the data on all eleven faculty members only totals 2.1 points for service, the average is 6 for tenured and tenure-track faculty. This reflects the fact that non-tenure faculty are not required to engage in service unless they choose to.

      iii. Department tenure-track and tenured faculty will continue to excel in service outside the University.

IV. **Goal:** Student Engagement

A. **Objective:** Department majors will engage in internship, study abroad, service learning and other extra-curricular activities to support their learning and develop leadership skills. *DSU Strategic Goal #1:* Create an exceptional learning environment that promotes challenging, high-quality curricular and co-curricular programs, engaged student learning, and local and global citizenship

i. **Measure and Target:** Data on student experiential learning activities as well as University leadership as reflected in the KPI data.

   a. **2019-2020 Action Plan & findings**

      i. **Partially Met**

      ii. **Findings:** The KPI data shows that History and Political Science majors participated in internships and undergraduate research although not extensively. One problem for the 2019-2020 academic year was that Dr. Sam Hoff retired from the department and he had formerly managed internships for political science majors. This responsibility was added to the chair’s extensive responsibilities.

      iii. **Action Plan:** The department will continue to seek out opportunities for majors to undertake internship, study abroad, service learning and other extra-curricular activities. The COVID-19 pandemic will inevitably interfere with our ability to do this during the 2020-2021 academic year. Hopefully the Office of Experiential Learning and Research will soon be established to assist us with these activities. Being able to appoint faculty as paid internship coordinators would also help.
History BA

IV. 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>
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<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
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<tr>
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<td>HIST 446 Research Paper</td>
<td>80% proficient or better</td>
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<tr>
<td>Junior/Senior</td>
<td>HIST 300-400 Research Paper</td>
<td>80% proficient or better</td>
</tr>
<tr>
<td>Senior</td>
<td>HIST 475 Capstone Project</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>

2. 2019-2020 Findings and Action Plans
   • This goal was met.
   • Findings: Students met and exceeded the targets we set in every category except the Senior Capstone paper. It is worth noting that the capstone assessment was only based on two students, one of whom performed at a Proficient level and the second at a Satisfactory level. While this does not meet our target, it is not an indicator of a weakness in the program. It reflects that the student decided at a very late date to change his capstone topic and did not follow the recommended procedure where students identify their capstone topic in their junior year, prior to enrolling in the capstone course. His late start on his capstone research impeded his success.

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>HIST 250/290 Research Paper</td>
<td>80% satisfactory</td>
<td>100% Satisfactory (N=3)</td>
</tr>
<tr>
<td>Junior</td>
<td>HIST 446 Research Paper</td>
<td>80% proficient</td>
<td>100% Proficient (N=5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>80% Advanced</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>HIST 300-400 level research paper</td>
<td>80% proficient</td>
<td>100% Proficient (N=4)</td>
</tr>
<tr>
<td>Senior</td>
<td>HIST 475 Capstone paper</td>
<td>80% proficient</td>
<td>50% Proficient, (N=2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100% Satisfactory</td>
</tr>
</tbody>
</table>

   • Action Plan: While we are pleased that our overall our students performed at the level we targeted, we should continue to make a more deliberate link between HIST446 (Research Methods) and HIST475 (Senior Capstone) so that students have the appropriate amount of time to research and write an effective capstone paper. The high performance among our sophomore and junior students hopefully predicts great success when they approach their capstone project.

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>

2. 2019-2020 Findings and Action Plans

- Not assessed 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.

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 Project</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>

2. 2019-2020 Findings and Action Plans

- This goal was Met.
- Findings: This assessment is based upon the completion of essays, research papers and presentations. Overall the goals established were met. The one area of weakness can be found in HIST290 where two students performed at an Advanced level but one student, who has struggled consistently, failed to put in the effort required to perform at a proficient level.

<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</td>
</tr>
<tr>
<td>Sophomore</td>
<td>HIST 290 Presentation</td>
<td>80% satisfactory</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>HIST 300-400 paper/presentation</td>
<td>80% proficient</td>
</tr>
<tr>
<td>Senior</td>
<td>HIST 475 Capstone Project</td>
<td>80% proficient</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. The one student noted who negatively impacted the HIST290 outcome has struggled in many of his courses and, despite multiple interventions, has since left the University.

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>
<tr>
<td>Junior/Senior</td>
<td>HIST 300-400 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>

2. 2019-2020 Findings and Action Plans

- This goal was met.
- **Findings:** Students performed at the targeted level in this learning outcome. The weakness in the HIST290 course can be attributed to the one student noted above in Outcome 3.

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>HIST290 Research Project</td>
<td>80% satisfactory</td>
<td>66% (N=3)</td>
</tr>
<tr>
<td>Junior</td>
<td>HIST 446 Research paper</td>
<td>80% proficient</td>
<td>100% Proficient (N=5)</td>
</tr>
<tr>
<td>Senior</td>
<td>HIST 475 Capstone paper</td>
<td>80% proficient</td>
<td>100% (N=2)</td>
</tr>
</tbody>
</table>

- **Action Plan:** These findings demonstrate that the multiple methods we use in the department to develop students’ critical thinking and analysis skills are on target. It will, of course, remain an important goal, especially if we can push our students toward even higher levels of achievement.

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>

2. 2019-2020 Findings and Action Plans

- This goal was met.
- **Findings:** This learning goal was met as demonstrated in final submissions of research papers in multiple different courses.

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>HIST290 Research Project</td>
<td>80% satisfactory</td>
<td>100% Proficient (N=2)</td>
</tr>
</tbody>
</table>
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>
<tr>
<td>Junior</td>
<td>GLOB395: Class Assignment</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>

2. 2019-2020 Findings and Action Plans

V. Action Plan based on Findings: Students appear to have made progress on this learning goal, based on last year’s findings. Hopefully the greater emphasis placed on developing this skill in the HIST 290 and upper level courses is paying off.

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>

2. 2019-2020 Findings and Action Plans

V. Not reported this cycle

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.

<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>
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)**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. 2019-2020 Findings and Action Plans
   ✗ 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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. 2019-2020 Findings and Action Plans
   ✗ 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. *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.

   **Political Science Department Rubric on Concepts, Theories and Paradigms of Government (POLS-CTPG)**

<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>

<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,</td>
<td>Demonstrates a sophisticated understanding of the major concepts, theories, paradigms and systems of government that have</td>
<td>Demonstrates understanding of the major concepts, theories, paradigms and systems of government</td>
<td>Unable to demonstrate understanding of the major concepts, theories, paradigms and systems of</td>
<td></td>
</tr>
<tr>
<td>and systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. 2019-2020 Findings and Action Plans

- This goal was partially met.
- **Findings:** Data collected shows that the 1st and 2nd year students achieved the established goal of 80% being rated as Satisfactory or better (1st year: 95%; 2nd year: 100%). The data for 3rd and 4th year is more problematic. Only 45% of 3rd year students achieved the Proficient level, although all students were rated as Satisfactory. For 4th year students, 67% achieved a level of Proficient and 100% were considered satisfactory. See chart below for data.

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year</td>
<td>POLS 103/200 Test</td>
<td>80% satisfactory or better</td>
</tr>
<tr>
<td>Sophomore</td>
<td>POLS 220/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>

**I. Action Plan:** The findings suggest that student learning at the higher level needs to be reinforced more powerfully. Faculty are adopting more activist learning activities such as brainstorming exercises and simulations.

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. *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</td>
<td>Student demonstrates good understanding of social scientific methods and effectively applies them to research and enquiry of political phenomena in both</td>
<td>Student demonstrates understanding of social scientific methods and is apply them to research and enquiry of political phenomena in both</td>
<td>Student does not demonstrate understanding of social scientific methods and can not apply them to research and enquiry of political phenomena in both</td>
</tr>
</tbody>
</table>
and global events in an original manner. | phenomena in both local and global events. | local and global events. | phenomena in both local and global events.

### 2. 2019-2020 Findings and Action Plans

- **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. **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>

### 2. 2019-2020 Findings and Action Plans

- **Not reported this cycle**

### 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: 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:</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><strong>Critical Thinking:</strong></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><strong>Arguments</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Critical Thinking:</strong></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>Students 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><strong>Analysis</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **2019-2020 Findings and Action Plans**

- This goal was Met.
- **Findings:** The data submitted for these learning goals shows that our majors are essentially meeting the goals set although there was a small shortfall in the Junior/Senior elective assignment. The goal was 80% rated as Proficient and in this academic year, only 75% achieved that level. Given the small number of students included in this data, this shortfall is the result of only one student underperforming according to our goal. The fact that 100% of seniors completing their capstone performed at a Proficient or better level attests to this shortfall not being reflective of a broad problem in the program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>PHIL101:</td>
<td>80% satisfactory or better</td>
<td>Not reported</td>
</tr>
<tr>
<td>Sophomore</td>
<td>POLS 230: Assignment</td>
<td>80% proficient or better</td>
<td>92% Proficient (N=14)</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>POLS Elective Assignment</td>
<td>80% proficient or better</td>
<td>75% Proficient (N= 20)</td>
</tr>
<tr>
<td>Senior</td>
<td>POLS 475: Capstone</td>
<td>80% proficient or better</td>
<td>100% Satisfactory</td>
</tr>
</tbody>
</table>
• **Action Plan:** These findings demonstrate that the multiple methods we use in the department to develop students’ critical thinking and analysis skills are on target. It will, of course, remain an important goal, especially if we can push our students toward even higher levels of achievement.

**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. *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 methodology</td>
<td>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 no errors.</td>
<td>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.</td>
<td>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 multiple minor errors.</td>
<td>Student does not demonstrate understanding of appropriate citation methodology (Chicago, MLA and/or APA) including required content, order of information and punctuation for footnotes, endnotes and bibliography.</td>
</tr>
</tbody>
</table>

2. **2019-2020 Findings and Action Plans**

⚠️ Not reported this cycle

**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. *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>PHIL 101: Test</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>Senior</td>
<td>POLS 475: Capstone</td>
<td>80% proficient or better</td>
</tr>
</tbody>
</table>
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</td>
<td>Student demonstrates a heightened appreciation for the importance of</td>
<td>Student often demonstrates a good appreciation for the importance of</td>
<td>Student demonstrates an average awareness of the importance of moral</td>
</tr>
<tr>
<td></td>
<td>decision-making situations and the ability to make better quality</td>
<td>decision-making situations and the ability to make better quality</td>
<td>decision-making situations and the ability to make better quality</td>
<td>decision-making situations and sometimes has the ability to make better</td>
</tr>
<tr>
<td></td>
<td>decisions in moral decision-making situations than otherwise.</td>
<td>decisions in moral decision-making situations than</td>
<td>decisions in moral decision-making situations than</td>
<td>quality decisions in moral decision-making situations than</td>
</tr>
<tr>
<td></td>
<td></td>
<td>otherwise.</td>
<td>otherwise.</td>
<td>otherwise.</td>
</tr>
</tbody>
</table>

2. 2019-2020 Findings and Action Plans

- Not reported this cycle

G. Outcome 8: Global Context: Student locates the study of history and/or political science in larger global context: 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</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.</td>
<td>Student does not locate the study of history and/or political science in larger global context.</td>
</tr>
<tr>
<td></td>
<td>global context in a sophisticated manner.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. 2019-2020 Findings and Action Plans

- This goal was not met.

- Findings: The data reported for the Global Context SLO shows that students are slightly underperforming at the establish targeted goals while they are having more success in the Political Science courses linked to global context. This could partly be due to the Sophomores are fall short by 13% which is problematic. While the

<table>
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<tr>
<th>Year</th>
<th>Measure: Course Assignment</th>
<th>Target</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>POLS210: Assignment</td>
<td>80% satisfactory</td>
<td>67% Satisfactory (N=14)</td>
</tr>
<tr>
<td>Junior</td>
<td>POLS220/230: Assignment</td>
<td>80% proficient</td>
<td>100% Proficient (N=11)</td>
</tr>
<tr>
<td>Junior/Senior</td>
<td>GLOB395: Assignment</td>
<td>80% proficient</td>
<td>69% Proficient (N=16)</td>
</tr>
</tbody>
</table>
Action Plan: These findings suggest that students are finding it difficult to achieve the targeted measure in the Global Societies course, while they are more successful in the Political Science courses. This could be partly due to the fact that the learning goal as determined by the department is not directly linked to the learning outcomes for the Global Societies course. We would like to change the courses we use to measure this learning goal.

H. Student Experiential Activity Outcome: To be developed as program emerges. 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>Political Science Department Rubric on Experiential Learning (POLS-EL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
</tr>
<tr>
<td>---------</td>
</tr>
</tbody>
</table>

2. 2019-2020 Findings and Action Plans

- Not functional yet

I. Service Learning Outcome: To be developed as program emerges. 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>Political Science Department Rubric On Service Learning (POLS-SL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
</tr>
<tr>
<td>---------</td>
</tr>
</tbody>
</table>

2. 2019-2020 Findings and Action Plans

- Not functional yet

Integrated Studies BA – MISSING

Liberal Studies BA – MISSING

Languages and Literature Department
MISSION/PURPOSE

The Department of Languages and Literatures (DLL) at Delaware State University has two Units: English and World Languages & Cultures (WLC).

English:

The English Program is twofold: one, it offers its majors and minors the opportunity for personal and intellectual enrichment through the study of British, American, African American, African, Anglophone and World literatures toward an understanding of the world and their place in it; and, two, it offers English Composition and Speech courses that fulfill the General Education requirements. Students majoring in English earn a Bachelor’s of Art degree. Students also have the option to minor in English or Theater. The program also participates in the Master of Arts in Teaching English To Students of Other Languages program.

The goal of the curriculum in the various programs, in accordance with the Mission Statement of DLL, as well as guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) and the National Council of Teachers of English (NCTE), is to ensure sustained language proficiency, literary competence, and an acute awareness of otherness.

ENGLISH MISSION STATEMENT: The Department of Languages and Literatures advances Delaware State University’s mission by empowering a diverse student population through the development of critical thinking and interdisciplinary research and scholarship in languages, literatures, and cultures, to prepare graduates to compete globally. Our comprehensive curricula develop analytical and communicative skills essential for success.

ENGLISH VISION STATEMENT: The Department of Languages and Literatures will be recognized as the model for high standards of excellence while providing a transformative environment for a diverse student population. The department will also lead the university in interdisciplinary research and collaborative learning.

World Languages & Cultures:

WLC offers students of all disciplines the opportunity for personal and intellectual enrichment through the study of new languages, an understanding of the diverse cultures they represent, and an intellectual ability to synthesize any experience gained therein. Its faculty members have expertise in language and language teaching, linguistics, literature, and culture.

WLC offers language instruction in English (as a Second Language), Spanish, and French, with minor offerings in Spanish, French and TELL (Teacher of English Language Learners). In addition, the program has approved language offerings in the catalog for Arabic, Chinese, Fulani, German, Hindi, Italian, Japanese, and Swahili. WLC’s graduate program offerings include: MA in TESOL (Teaching English to Speakers of Other Languages), Online Graduate Certificate in TESOL, and the TELL (Teacher of English Language Learner) certificate. Additionally, the English Language Institute (ELI) certificate program is housed in WLC.

The goal of the curriculum in the various programs, in accordance with the Mission Statement of DLL, as well as guidelines of the American Council on the Teaching of Foreign Languages (ACTFL), the National Council of Teachers of English (NCTE), TESOL International, and the Commission on English Language Accreditation (CEA) is to ensure sustained language
proficiency, literary competence, and an acute awareness of otherness. The principle goal of the division is to grow and strengthen our programs as we create a greater presence on the university community.

WLC MISSION STATEMENT: WLC advances Delaware State University’s mission by empowering a diverse student population through the development of critical thinking and interdisciplinary research and scholarship in languages, literatures, and cultures, to prepare graduates to compete globally. Our comprehensive curricula develop analytical and communicative skills essential for success.

WLC VISION STATEMENT: WLC will be recognized as the model for high standards of excellence while providing a transformative environment for a diverse student population. The department will also lead the university in interdisciplinary research and collaborative learning.

**Goal 1 – Teaching & Department Development** – Restructure the department to align with key growth opportunities and recruit faculty to meet the expertise needs for existing programs and future projections.

**A. Objective:** Recruit two new faculty positions: a) Director of Composition Program and b) Assistant Director of TESOL/Bilingual Education. These two positions are targeted to fulfill four current vacancies left from faculty retiring or passing away over the past several years. These positions are targeted as primary need areas within the department.

   a. **Measure:** Number of new faculty hired 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.

   b. **Target:** The department plans to hire two (2) new full-time faculty during the 2019-2020 academic year for Fall 2020 start dates.

      i. **Met, not met, partially met, not reported this cycle:** PARTIALLY MET

   c. **2019-2020 Findings/results:** Both positions were approved, and searches completed. The position for Director of Composition and Speech was filled, with a Fall 2020 start date for Dr. Bhushan Aryal. The Assistant Director of TESOL/Bilingual Education was not filled, as the COVID-19 hiring freeze went into effect one week prior to HR extending the job offer.

   d. **Action Plan based on findings:** The director of the Composition & Speech program will begin Fall 2020. This is a critical hire for the department, as there is significant need in the area of writing / composition within the department. This success will directly contribute to the success of other identified program objectives and goals. The failed search for Assistant Director of TESOL/Bilingual Education will be put on hold, likely until post-pandemic, when the University again permits departments to conduct searches and hire for critical positions.
B. **Objective:** Restructure the Department into two separate units, targeting key growth opportunities for the department, and develop five-year strategic plans for both units.

a. **Measure:** Reorganization of the department into two units, with each unit developing individual, targeted 5-year strategic plans.

b. **Target:** The department being renamed “Department of Languages & Literatures” and creating distinct an “English” and “World Languages & Cultures” units. Each unit then function independently (personnel committee, curriculum development, program goals and development) and establish separate by-laws and 5-year strategic plans

   i. Met, not met, partially met, not reported this cycle: **MET**

c. **2019-2020 Findings/results:** The two units were successfully formed, and the respective missions/visions are reported at the beginning of this report. Separating the units was necessary in order to target the needed (and very different) development pathways for each area. Both units approved new by-laws in Fall 2019. World Languages & Cultures approved a 2020-2025 unit Strategic Plan during the Spring 2020 semester. English has a tentative strategic plan, with intent to approve and implement during the 2020-2021 academic year. As part of this process, each unit also identified key areas for growth and improvement. All department committees identified key objectives for AY2020-2021.

d. **Action Plan based on findings:** The new strategic plans establish the new department goals, which will be targeted and reported on over the next five years (beginning AY2020-2021). The units will also continue to function independently focusing on the differentiated objectives of each unit.

**Goal 2 - Technology** – Increase the use of technology in the classroom through faculty workshops and existing resources (e.g. SmartBoards, Blackboard, Office365 i-Clickers).

A. **Objective:** Successful implementation of the department technology plan, with an increased use of technology for all department activities and for classroom instruction.

a. **Measure:** The department technology plan for 2019-2020 identifies: a) the implementation of Writing Well Academic Modules, b) Paper-free Department meetings, c) Social Media/Marketing presence, d) Digitize all department documents, e) Weekly Tech Hour, and f) Blackboard use in compliance with University LMS policy

b. **Target:** for the respective six items identified above, the corresponding targets are: a) Writing Well Online Academic Modules completely developed and implemented in classroom use, b) no use of paper for department meetings or operations, c) creation of social media accounts and presence for the department, d) All department files and records are digitized as back-up, and accessible via the cloud, e) Weekly Tech Hour held to support faculty and staff in the use of new technologies during Fall 2019 and Spring 2020, f) 100% of faculty within the department use Blackboard to post faculty contact information and syllabus, use gradebook, and for primary communication.
i. Met, not met, partially met, not reported this cycle: **MET**

c. **2019-2020 Findings/results:**
   a) Writing Well: The online grammar and mechanics modules were completed during AY 2019-2020 and ready for full implementation for AY 2020-2021. These modules compliment the new English Composition course series and provide supplementary resources for instructors and students.
   b) The transition was made to 100% digital department meetings and operations through the use of three primary platforms: Basecamp, Office365, and Blackboard.
   c) Social media accounts were created on Twitter, Facebook, LinkedIn and Instagram, with a digital communications experts consulted for effective development. The accounts are created, but have not yet been fully utilized.
   d) All department files for AY 2019-2020 were digitized in Office365 (OneDrive). Primary documents from the previous 5 years have also been digitized and catalogued. The objective is to digitize all paper documents, but this is postponed until post-pandemic when we have access to our campus office space again.
   e) A weekly tech hour was held for all department faculty/staff during Fall 2019 semester and the first two months of Spring 2020 semester. Between 5-10 faculty members attended each week, based on their individual need and questions. The Tech Hours were successful in providing the needed support for using digital platforms for any faculty in need of assistance.
   f) Through the 100% transition to virtual instruction during Spring 2020, we were successful in complying 100% with the University LMS policy that stipulates the posting of Syllabi, Instructor contact, and use of Blackboard Gradebook.

d. **Action Plan based on findings:** The objectives for the 2019-2020 academic year were achieved. Additional further technology training and advancement is identified in the new Strategic Plans within the department’s English and WLC units. We will continue to use technology as implemented in 2019-2020 and develop further as outlined in the strategic plans and in response to COVID-19 transition to 100% virtual instruction.

**Goal 3 - Research** – Support faculty and students in research and professional activities

A. **Objective:** Faculty to publish professional articles and books and submit for grant opportunities.
   a. **Measure:** Number of books and articles published by faculty members in one academic year. Number of grant submissions
   b. **Target:** The whole department to publish eight (8) books and articles each academic year, and submit two (2) grant applications
      i. Met, not met, partially met, not reported this cycle: **MET / PARTIALLY MET**
   c. **2019-2020 Findings/results:** Collectively, the department successfully achieved seven (7) publications, including articles, book chapters, and reviews. The department collectively submitted three (3) grant applications. One federal grant application and two institutional grant applications.
d. **Action Plan based on findings:** Continue to promote faculty activities and provide faculty with advertisements and opportunities for both publication and grant writing.

**B. Objective:** Faculty to present in professional conferences/workshops
   a. **Measure:** Number of faculty accepted or invited to present at professional conferences or provide professional workshops
   b. **Target:** The whole department to present at twelve (12) professional conferences/workshops annually.
      i. Met, not met, partially met, not reported this cycle: **MET / PARTIALLY MET**
   c. **2019-2020 Findings/results:** Collectively, the department presented at 16 different events, including one (1) invited plenary, eleven (11) Conference Presentations, and four (4) seminars/workshops.
   d. **Action Plan based on findings:** Continue to promote faculty activities and provide faculty with advertisements and opportunities for conferences and professional engagement.

**C. Objective:** Student publication or presentation of research
   a. **Measure:** Number of students who publish or present at professional conferences/workshops
   b. **Target:** At least two (2) students in the departments major, minor, or graduate programs publish or present at academic conferences.
      i. Met, not met, partially met, not reported this cycle: **MET / PARTIALLY MET**
   c. **2019-2020 Findings/results:** Two students were accepted to present their work at academic conferences. One of these students won first place for his presentation of his research paper.
   d. **Action Plan based on findings:** Continue to promote student engagement in research and publication. Faculty to identify opportunities for students.

**Goal 4 – Program Development and Student Experience** – Improve student experience by revising programs within the department identified in prior AY2018-2019 and enhance student learning outcomes through more targeted tracking of student progress and development.

**A. Objective:** Revise the English Composition & Speech Program, which was identified in AY2019-2020 for needed revision and improvement

   a. **Measure:** Revision of ENGL 101, ENGL 102, and ENGL 200
   b. **Target:** Course programs revised for implementation by Fall 2020
      a. Met, not met, partially met, not reported this cycle: **MET**
   c. **2019-2020 Findings/results:** The English Composition and Speech program was significantly revised into a new course program/series. The new program is numbered ENGL 121, 122, 123, and 124. The four courses include writing, oral, and digital literacy objectives and are offered in 8-week accelerated blocks. The courses were successfully developed and implemented as pilot course offerings for the Fall 2020 semester.
d. **Action Plan based on findings:** Run courses as pilot courses and collect student and instructor data. Make revisions based on data and instructor feedback, and then move to implement fully in AY 2021-2022 (either Fall 2021 or Spring 2022 semester full implementation).

**B. Objective:** Develop student progress tool to track all program students within the department (major, minor, graduate, and certificate program students).

a. **Measure:** Development of progress tool that is accessible to entire faculty  

b. **Target:** Student progress tool created for all programs (Major: English; Minors: English, Theater, TELL, Spanish, French; Graduate: TESOL/Bilingual Education; Certificate: TELL, Online Graduate Certificate in TESOL, ELI)  

   a. Met, not met, partially met, not reported this cycle: MET / PARTIALLY MET  

   b. 2019-2020 Findings/results: The Student Progress Tool was successfully created as an excel document. The Progress Tool currently lists all programs, all students within programs and their advisors, and all course requirements of students within the program. The further objective of this tool is to track student content mastery and development (not just course completion). This aspect of the tool is still in progress.

d. **Action Plan based on findings:** Continue to develop the Student Progress tool and outline all student content/skill objectives. The Literature committee in English is currently doing this for the English programs. Once the excel sheet is fully populated, we will then seek to develop the tool into a department app accessible by both students and faculty.

**English BA**

I. **Student Learning Outcome:** Demonstrate basic knowledge of canonical texts, prominent authors, historical time periods and literary movements in American, British and other Anglophone literatures; articulate how literary and cultural texts can critically transform one’s understanding of self, others, and communities toward making wise and ethical choices. (Meets DSU SLOs: **C&T and ETH**)

**Measure:** Student Success rate in ENGL 301 English Literature I, ENGL 302 English Literature II 302, ENGL 306 American Literature II, and ENGL 307 American Literature II  

**Target:** 90% course pass rate, with 80% pass rate with a grade of “B” or higher  

**Findings/Results:**  
- ENGL 301= 100% pass rate, with 64% of students passing with a B or higher  
- ENGL 302= 87% pass rate, with 75% of students passing with a B or higher  
- ENGL 306= 100% pass rate, with 89% of students passing with a B or higher  
- ENGL 307=100% pass rate, with 80% of students passing with a B or higher  
- Overall Average= 97% pass rate, with 77% of students passing with a B or higher
**Action Plan based on findings:** The measure above is only partially indicative of the achievement of the stated Student Learning Outcome. The specific courses identified to measure this objective were selected as they are taken by English majors. Other courses also address this objective but include students from other majors and disciplines. Based on the measure, it indicates the program is achieving this objective. However, it does not give specific insight into student mastery of this objective.

The primary action item being taken by the department to address this is the development of a student progress tool that tracks student content mastery and development (not just course completion and grades). Rubrics, and instructor evaluation will be implemented into the progress tool for each student. We will plan to complete the development of the tool in 2020-2021 and begin to implement it, with the plan for full implementation of this tool by Fall 2021. This will provide us the needed measures and data to gain more detailed insight into student mastery of specific objectives in these courses, and not just the overall course outcomes.

Additionally, the department will identify major-program courses to implement the 5C Content Rubric and draw data from that report.

II. Demonstrate awareness of the evolution of World Englishes and draw logical connections between prominent authors, genres, literary movements, as well as the historical, technological, and cultural contexts important to those traditions (Meets DSU SLOs: C&T and MCA)

**Measure:** Student Success rate in ENGL 301 English Literature I, ENGL 302 English Literature II 302, ENGL 306 American Literature II, and ENGL 307 American Literature II

**Target:** 90% course pass rate, with 80% pass rate with a grade of “B” or higher

2019-2020

**Findings/Results:**
- ENGL 301= 100% pass rate, with 64% of students passing with a B or higher
- ENGL 302= 87% pass rate, with 75% of students passing with a B or higher
- ENGL 306= 100% pass rate, with 89% of students passing with a B or higher
- ENGL 307=100% pass rate, with 80% of students passing with a B or higher
- Overall Average= 97% pass rate, with 77% of students passing with a B or higher

**Action Plan based on findings:** The measure above is only partially indicative of the achievement of the stated Student Learning Outcome. The specific courses identified to measure this objective were selected as they are taken by English majors. Other courses also address this objective but include students from other majors and disciplines. Based on the measure, it indicates the program is achieving this objective. However, it does not give specific insight into student mastery of this objective.
The primary action item being taken by the department to address this is the development of a student progress tool that tracks student content mastery and development (not just course completion and grades). Rubrics, and instructor evaluation will be implemented into the progress tool for each student. We will plan to complete the development of the tool in 2020-2021 and begin to implement it, with the plan for full implementation of this tool by Fall 2021. This will provide us the needed measures and data to gain more detailed insight into student mastery of specific objectives in these courses, and not just the overall course outcomes.

III. Assemble a comprehensive portfolio of written work that is indicative of metacognition and the ability to recognize and analyze different literary genres and cultural texts. (Meets DSU SLOs: C&T, ETH, IL, and MCA)

Measure: Portfolio completed in Senior Seminar course. Student success rate of Senior Seminar course (ENGL 403), and ADCS rubric evaluation of Senior Seminar.

Target: 100% course pass rate, with 90% pass rate with a grade of “B” or Higher in ENGL 403. ADCS or rating of Proficient or Advanced on all skills, with 75% of skills being rated at Advanced level.

2019-2020
Findings/Results: 100% course pass rate, with 88% of students passing with a grade of “B” or higher. *ADCS rubric only completed for one student. That student received “Advanced” rating on all skills, but data is missing for the seven other students for this measure.

Action Plan based on findings: The measure above is only partially indicative of the achievement of the stated Student Learning Outcome. The primary action item being taken by the department to address this is the development of a student progress tool that tracks student content mastery and development (not just course completion and grades). Further qualitative data to evaluate the comprehensive portfolio will be documented in the student progress tool. We will plan to complete the development of the tool in 2020-2021 and begin to implement it, with the plan for full implementation of this tool by Fall 2021. This will provide us the needed measures and data to gain more detailed insight into student mastery of specific objectives in these courses, and not just the overall course outcomes.

Follow-up with the instructor of Senior Seminar for the 2020-2021 academic year to confirm the ADCS Senior Capstone Experience rubric is completed for all students.

IV. Produce rhetorically and critically written texts as well as oral presentations that are enhanced by technological integration, which are in clear grammatical prose and are tailored to diverse audiences and purposes. (Meets DSU SLOs: WSP and IT)

Measure: Student success rate of Contemporary Literature course (ENGL 402).

Target: 100% course pass rate, with 90% pass rate with a grade of “B” or
Higher in ENGL 403.

2019-2020

Findings/Results: 100% course pass rate, with 66% of students passing with a grade of “B” or higher.

Action Plan based on findings: The measure above is only partially indicative of the achievement of the stated Student Learning Outcome. The primary action item being taken by the department to address this is the development of a student progress tool that tracks student content mastery and development (not just course completion and grades). We will plan to complete the development of the tool in 2020-2021 and begin to implement it, with the plan for full implementation of this tool by Fall 2021. This will provide us the needed measures and data to gain more detailed insight into student mastery of specific objectives in these courses, and not just the overall course outcomes.

Additionally, the department will identify major-program courses to implement the 5C Communication Rubric and draw data from that report.

V. Demonstrate the ability to use and to appreciate integrative and independent thinking, creativity, and imagination in intellectual engagement. (Meets DSU SLOs: IL and ETH)

Measure: Student success rate of Senior Seminar course (ENGL 403), and ADCS rubric evaluation of Senior Seminar.

Target: 100% course pass rate, with 90% pass rate with a grade of “B” or Higher in ENGL 403. ADCS or rating of Proficient or Advanced on all skills, with 75% of skills being rated at Advanced level.

2019-2020

Findings/Results: 100% course pass rate, with 88% of students passing with a grade of “B” or higher. *ADCS rubric only completed for one student. That student received “Advanced” rating on all skills, but data is missing for the seven other students for this measure.

Action Plan based on findings: The measure above is only partially indicative of the achievement of the stated Student Learning Outcome. The primary action item being taken by the department to address this is the development of a student progress tool that tracks student content mastery and development (not just course completion and grades). We will plan to complete the development of the tool in 2020-2021 and begin to implement it, with the plan for full implementation of this tool by Fall 2021. This will provide us the needed measures and data to gain more detailed insight into student mastery of specific objectives in these courses, and not just the overall course outcomes.

Additionally, the department will identify major-program courses to implement the 5C Cognition Rubric and draw data from that report.
VI. Demonstrate the ability to plan, conduct, and evaluate interdisciplinary research, both independently and collaboratively, as well as producing critically comprehensive and effective arguments. (Meets DSU SLOs: RL, IL and COLL)

Measure: Student submission of original research for academic presentation and/or publication.

Target: At least two (2) students in the departments major, minor, or graduate programs publish or present at academic conferences.

2019-2020

Findings/results: Two students were accepted to present their work at academic conferences. One of these students won first place for his presentation of his research paper.

Action Plan based on findings: Continue to promote student engagement in research and publication. Faculty to identify opportunities for students.

Measure: Student success rate of Senior Seminar course (ENGL 403), and ADCS rubric evaluation of Senior Seminar.

Target: 100% course pass rate, with 90% pass rate with a grade of “B” or Higher in ENGL 403. ADCS or rating of Proficient or Advanced on all skills, with 75% of skills being rated at Advanced level.

2019-2020

Findings/Results: 100% course pass rate, with 88% of students passing with a grade of “B” or higher. *ADCS rubric only completed for one student. That student received “Advanced” rating on all skills, but data is missing for the seven other students for this measure.

Action Plan based on findings: The measure above is only partially indicative of the achievement of the stated Student Learning Outcome. The primary action item being taken by the department to address this is the development of a student progress tool that tracks student content mastery and development (not just course completion and grades). We will plan to complete the development of the tool in 2020-2021 and begin to implement it, with the plan for full implementation of this tool by Fall 2021. This will provide us the needed measures and data to gain more detailed insight into student mastery of specific objectives in these courses, and not just the overall course outcomes.

Follow-up with the instructor of Senior Seminar for the 2020-2021 academic year to confirm the ADCS Senior Capstone Experience rubric is completed for all students.
Teaching English as a Second Language TESOL

I. Student Learning Outcome: Knowledge of Language - Candidates model and demonstrate understanding of English sentences, clauses, and phrases (SVO structures); processes; and functions as procedural knowledge.

Measure: This SLO is measured in all five core program curriculum courses (ENGL 510, 518, 512, 504, 511). Measure of success is student pass rate with B or higher in courses.

Target: 90% overall pass rate with B or higher
Findings/Results: 85% overall pass rate with B or higher, and 97.5% pass rate with C or higher. The course that students had the greatest challenge in was ENGL 510 – Structure of Modern English.

Action Plan based on findings: The measure above is only partially indicative of the achievement of the stated Student Learning Outcome. The courses used to measure this outcome are all directly aligned with the SLO. Based on the measure, it indicates the program is approaching this objective. The one course that students struggled the most in was ENGL 510. The course structure has been adjusted to count for this and to spend more focused time on the specific concepts the students struggle with. Additionally, these same concepts (primarily developing knowledge of language into procedural knowledge) are also being integrated into other program courses.

Additionally, the TESOL national standards were revised in 2018 and published Spring 2019. Accordingly, we completed a program review in 2019-2020 to re-align program goals to the new national standards and to develop rubrics to evaluate those standards. We successfully completed this process in 2019-2020 and will be implementing the use of the new standards and rubrics in 2020-2021. Please see attached rubrics to be implemented next year in the appendix.

II. Student Learning Outcome: Knowledge of the Learner (ELLs in the Sociocultural Context) - Candidates identify and describe personal identity, role, cultural understanding, personal biases as conscious, declarative knowledge

Measure: This SLO is measured in four of the five core program curriculum courses (ENGL, 518, 512, 504, 511). Measure of success is average student pass rate with B or higher in courses.

Target: 95% overall pass rate
Findings/Results: 96% overall pass rate with B or higher, with an 81% pass rate with a grade of A. Students performed well in these courses, and with developing and applying understanding of learners.

Action Plan based on findings: The measure above is only partially indicative of the achievement of the stated Student Learning Outcome. The courses used to measure this outcome are all directly aligned with the SLO. Based on the measure, it indicates the program is achieving this objective. However, it does not give specific insight into student mastery of this objective.
Additionally, the TESOL national standards were revised in 2018 and published Spring 2019. Accordingly, we completed a program review in 2019-2020 to re-align program goals to the new national standards and to develop rubrics to evaluate those standards. We successfully completed this process in 2019-2020 and will be implementing the use of the new standards and rubrics in 2020-2021. Please see attached rubrics to be implemented next year in the appendix.

III. Student Learning Outcome: Knowledge of Instruction e.g., Candidates use and adapt relevant materials and resources, including digital resources. Candidates plan and implement strategies (conditional knowledge).

Measure: This SLO is measured in three of the five core program curriculum courses (ENGL, 518, 512, 511). Measure of success is average student pass rate with B or higher in courses.

Target: 95% overall pass rate
Findings/Results: 96% overall pass rate with B or higher, with an 83% pass rate with a grade of A. Students performed well in these courses, and with developing and applying understanding of learners.

Action Plan based on findings: The measure above is only partially indicative of the achievement of the stated Student Learning Outcome. The courses used to measure this outcome are all directly aligned with the SLO. Based on the measure, it indicates the program is achieving this objective. However, it does not give specific insight into student mastery of this objective.

IV. Student Learning Outcome: Knowledge of Assessment e.g., Candidates apply knowledge to analyze, interpret, and evaluate data. Candidates demonstrate knowledge and understanding.

Measure: This SLO is measured in three of the five core program curriculum courses (ENGL, 518, 512, 511). Measure of success is average student pass rate with B or higher in courses.

Target: 95% overall pass rate
Findings/Results: 96% overall pass rate with B or higher, with an 83% pass rate with a grade of A. Students performed well in these courses, and with developing and applying understanding of learners.

Action Plan based on findings: The measure above is only partially indicative of the achievement of the stated Student Learning Outcome. The courses used to measure this outcome are all directly aligned with the SLO. Based on the measure, it indicates the program is achieving this objective. However, it does not give specific insight into student mastery of this objective.
Additionally, the TESOL national standards were revised in 2018 and published Spring 2019. Accordingly, we completed a program review in 2019-2020 to re-align program goals to the new national standards and to develop rubrics to evaluate those standards. We successfully completed this process in 2019-2020 and will be implementing the use of the new standards and rubrics in 2020-2021. Please see attached rubrics to be implemented next year in the appendix.

V. Student Learning Outcome: Knowledge of Professionalism e.g., Candidates demonstrate leadership initiative and effective collaboration. Candidates practice self-assessment and reflection for self-improvement.

Measure: This SLO is measured in all five core program curriculum courses (ENGL 510, 518, 512, 504, 511). Measure of success is student pass rate with B or higher in courses.

Target: 90% overall pass rate with B or higher
Findings/Results: 85% overall pass rate with B or higher, and 97.5% pass rate with C or higher. The course that students had the greatest challenge in was ENGL 510 – Structure of Modern English.

Action Plan based on findings: The measure above is only partially indicative of the achievement of the stated Student Learning Outcome. The courses used to measure this outcome are all directly aligned with the SLO. Based on the measure, it indicates the program is approaching this objective. The one course that students struggled the most in was ENGL 510. The course structure has been adjusted to count for this and to spend more focused time on the specific concepts the students struggle with. Additionally, these same concepts (primarily developing knowledge of language into procedural knowledge) are also being integrated into other program courses.

Appendix A:
Delaware State University TESOL: Standardized Rubrics
(Developed 2019-2020, to be implemented 2020-2021)

Below is a formative assessment rubric that can be used in more than one TESOL course. It is a standards-based, standardized tool that describes the quality of student-candidate performance.

The purpose is to help students across the curriculum develop (a) cognitive academic language skills; (b) sociocognitive knowledge of language use, strategies, and research-based instruction; and (c) sociocultural understanding of teaching, learning, and assessment context to succeed as TESOL graduates and as TESOL professionals.
<table>
<thead>
<tr>
<th>TESOL STANDARDS 2018 APPLIED</th>
<th>ENGL 510 online Structures</th>
<th>ENGL 518 online Methods</th>
<th>ENGL 512 f2f Testing</th>
<th>ENGL 504 f2f SLA</th>
<th>ENGL 511 online Literacy</th>
<th>(HIGHLY*) EFFECTIVE</th>
<th>NEEDS IMPROVEMENT</th>
<th>NEEDS IMPROVEMENT</th>
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<tbody>
<tr>
<td><strong>1. Knowledge of Language</strong></td>
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<td>x</td>
<td>x</td>
<td>- no patterned errors</td>
<td>- no sentence fragments, comma splices, or fused sentences</td>
<td>- produces language with patterned errors (e.g., subject-verb/noun/noun agreement);</td>
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<td>- proofreading evident</td>
<td>- communicates with few mistakes; proofreading not always evident</td>
<td>- learning to use punctuation and visual aids to communicate meaning effectively</td>
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<td>- adjusts register</td>
<td>- understands use of visual aids effectively to communicate to listener/reader (e.g., headings &amp; subheadings)</td>
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<td>- uses rules-based punctuation</td>
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<td>- uses visual aids</td>
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<td>communicates with reader/listener in mind</td>
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<th><strong>2. Knowledge of the Learner (ELLs in the Sociocultural Context)</strong></th>
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<tr>
<td>e.g., Candidates identify and describe personal experience</td>
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<td>- produces language with patterned errors (e.g., subject-verb/noun/noun agreement);</td>
<td>- learns knowledge and understanding of register;</td>
<td>- learning to use punctuation and visual aids to communicate meaning effectively</td>
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<td>Identity, role, cultural understanding, personal biases as conscious, declarative knowledge</td>
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<td>3. Knowledge of Instruction</td>
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<td>e.g., Candidates use and adapt relevant materials and resources, including digital resources.</td>
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<td>Candidates plan and implement strategies (conditional knowledge).</td>
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<td>4. Knowledge of Assessment</td>
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<td>e.g., Candidates apply knowledge to analyze, interpret, and evaluate data.</td>
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<td>Candidates demonstrate knowledge and understanding.</td>
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Professionalism

*Rubric ratings are aligned with DPAS II, Delaware Framework for Evaluating Teachers

REMARKS:

Mass Communications, Visual and Performing Arts Department

Mission Statement:

The mission of the Department of Mass Communication, Visual & Performing Arts 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 members of the global society, capable of assuming leadership roles in all sectors of the community across the state and the region. The Department provides an education in the fields of music, art and communications and emphasizes a broad liberal humanities education, critical thinking, technical knowledge and convergence skills to participate in a diverse and global society.

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.

b. 2019-2020 Findings & Action Plans
   - **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. Assistant Professor, tenure track, is at the dissertation stage of her doctorate.

   **Action Plan based on findings:** develop singular personnel committee for entire department; require all faculty job descriptions to articulate minimum qualifications, and hold personnel committee 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.

b. 2019-2020 Findings & Action Plans

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 TV concentration; Film concentration; and Public Relations concentration

Action Plan based on findings: Consolidate the Radio, TV and Film concentration with the Digital Media concentration; update the Public Relations concentration. 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.

b. 2019-2020 Findings & Action Plans

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.

b. 2019-2020 Findings & Action Plans
   - 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:
   - 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. Work to engage in more national events. 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.

   b. **2019-2020 Findings & Action Plans**
      - **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 Reported in this cycle**
      - **Action Plan based on findings:**

**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.”

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 candidate’s ability to design age appropriate lesson plans and assessment tools is evaluated by the Analysis and Synthesis category on this rubric. Candidates are rated according to the following.

### Case Study Case Study Portfolio Scoring Guide

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>TARGET</th>
</tr>
</thead>
<tbody>
<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>
<td>Exhibits adequate understanding of fundamental concepts and functions the stages of development in art education. Reveals the student’s strengths, weaknesses, etc.</td>
<td>Thoroughly integrates understanding of fundamental concepts and functions the stages of development in art education. Reveals 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>
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<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>
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<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>
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<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 paper --no larger than 8 1/2” x 11”---at least 20 lb. typing paper, 80 lb. drawing paper, construction paper, craft or brown paper, etc.) If the children make smaller size drawings, then mount them of standard size paper.</td>
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<tr>
<td>Write and Compile the Project</td>
<td>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)</td>
</tr>
</tbody>
</table>
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 the 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

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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!!!</td>
</tr>
</tbody>
</table>

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 2019-2020:**

Certain 100% was acceptable or above, indicating that candidates learning was enhanced. 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 also, 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.

The project gave the candidates 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 creative, critical and reflective thoughts by allowing divergent thinking about various art designs. For the 20% 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 subjects 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.

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 level of commitment and hard work required during the creative process in order to strive for the best performance.

Overall, the pre-service candidates actively shared their knowledge and experiences during their interactions with the subjects based on ongoing formative assessments. They reviewed their classmate’s analyses of their subject’s and provided each other with feedback through scheduled final presentations that were due for summative grades. I also communicated with them during these activities to provide informal feedback.

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 candidate’s 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, incorrectly sized, or misattributed.</td>
<td>Successful use of projection technology</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 2019-2020:

Assessment of creative skills can be very difficult. Therefore, it is important to understand that content learning focusses on studying a set body of information, and is easier to assess than process learning. This process engages candidates in an ongoing cycle of description, analysis, inquiry/interpretation, and judgement.

Certain 70% was acceptable with 30% 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. In addition, candidates interacted as a supportive
community that learned and grew from each other’s advice and presentations. Of the 30% achieving the target range, these candidates extended themselves by incorporating advanced technological skills to enhance their presentations.

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 throughout each presentation. It was also obvious that each candidate became aware of professional level communication skills in writing and presentation, including procedures for preparing abstracts and presenting papers for Honors Day celebration.

**Action Plan**

Based on pre-service candidate’s performance at such with 100% of being able to achieve acceptable or above, faculty will continue to encourage candidates to participate in University wide presentations but also explore advanced teaching strategies to assist students in retaining information best by transforming abstract ideas into concrete symbols while making personal connections that help them remember and apply what they have learned. The presentations encouraged self-reflection, a skill that can be applied to daily classroom practices.

In order to devise strong assessments for arts learning, candidates were able to grapple with how exactly to gauge these skills as they created and shared each presentation.

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 candidates’ 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>
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</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.</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 2019-2020:**

100% of candidates were able to achieve acceptable or above. Certain 70% was acceptable as students 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 30% 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 them to share their essay on campus whenever possible or prepare articles for publication.

Encourage pre-service candidates to reach out to the Writing Center on your campus for help if necessary or ask a staff member to make an in-class visit to tell candidates about the range of services offered which might include workshops and one-to-one appointments.
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 candidates 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 pre-service candidates will achieve a rating of acceptable or above.

**Findings 2019-2020:**

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, candidates 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 students on class projects that would allow them the opportunity to become more comfortable when working with peers.

Create assigned group roles in order to enhance cooperative learning. This allows candidate’s accountability when working in a group setting. Accountability is crucial to the productiveness of each individual candidate in a cooperative group setting.

Therefore, experiences will be identified for candidates to acquire the skills necessary to proceed to a more professional level whether through education or through the workplace. For pre-service candidates achieving the target range, the ability to undertake not only sustained research, but also to contribute to the field with original insights, or through work undertaken during an internship 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 candidates’ ability to design age appropriate lesson plans and assessment tools is evaluated by the Planning and Instruction category on this rubric. Candidates are rated according to the following.
Rubric of Assessment for Methods Portfolio Scoring Guide

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</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>
</tr>
<tr>
<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>
<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 students will achieve a rating of acceptable or above.

**Findings 2019-2020:**

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.

In analyzing these results, it was found that a portfolio assessment enabled participants 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.”

**Action Plan:**

Identify a variety of ‘Best Practices’ portfolio preparations and presentation techniques and provide opportunities for students to be engaged in portfolio presentations.

Provide frequent positive feedback to pre-service candidates with encouragement for effort, thinking, and problem solving.

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). Pre-service 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 - Student Teaching Experience.

**Target:** Desired Expectation- At least 100% of students will achieve a rating of acceptable or above.

**Findings 2019-2020:**
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 students 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 meet with all pre-service candidates to learn about individual values and documented their language for describing practices and intended outcomes.
- Continue to emphasize professional behavior in the practicum experience.
- Continue to monitor the practicum experience.
- Continue to monitor writing ability of 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 candidate’s collaboration with mentor teachers during practicum experience.
- Foster ownership through ongoing refinement with all faculty and staff within the department to learn about individual values in studio courses and document their language for describing practices and intended outcomes. This will enable us to use this new tool to inform the art education curriculum development and assess student learning in order to create greater cohesion across program courses.

Knowing what to teach, how to teach it, and what methods to use with particular topics in the field of art, candidates in particular settings all combine strategies to form the knowledge and skills that define teaching expertise. Pre-service candidates will be encouraged to focus on content learning as they study select bodies of information. Since this is more accessible than process learning, they will be engaged in an ongoing cycle of inquiry, experimentation, and refinement.

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.

Assessment of these skills is difficult. Content learning, focused as it is on studying a set body of information, is easier to assess than process learning, which engages pre-service candidates in an ongoing cycle of inquiry, experimentation, and refinement. In order to devise strong assessments for arts learning, educators must grapple with exactly how these skills should be gauged (NAEA).
Mass Communications BA – MISSING

Music BA

Goal 1 – Student Learning Outcomes of the BA in Music Program

A. Outcome 1 Analyze music on a harmonic and formal basis.

Measure and Target: Students will analyze the harmonic structure of a given musical example. This will typically be assessed in Music Theory IV on the midterm exam.

Source of Evidence: Writing exam to assure certain proficiency level. Evaluated by the music theory teacher.

TARGET: For 100% of the students to score 70% or better in this area.

1. 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

2. Measure and Target

1a. 2016-2017 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.

❖ 2019-2020 Results

 o Theory IV Midterm - 2020 - 71% of students met the stated goal of getting 70% or better.

 o Theory IV Final - 2020 - 86% of students met the stated goal of getting 70% or better.

B. Outcome 2 Formal analysis

Students will analyze the formal structure of a given musical example. This will typically be assessed in Music Theory IV on the final exam.

Source of Evidence: Writing exam to assure certain proficiency level.

TARGET: For 100% of the students to score 70% or better in this area.

Association to DSU Student Learning Goal

1. Measure and Target
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. The goal is for 100% of the students to score 70% or better in this area. 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.

2019-2020 Results Target Not Met

- Theory IV Midterm - 2020 - 71% of students met the stated goal of getting 70% or better.
- Theory IV Final - 2020 - 86% of students met the stated goal of getting 70% or better.

B. 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 and Target**

**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 was written.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

**Target:**

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.

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

A. 100% of the students showed improvement from the pre test to the post test.
50% of students passed at least 75% of the questions on the post-test.

**Findings (2018-2019) - Target: Partially Met**
- A. 100% of the students showed improvement from the pre test to the post test.
- B. 25% of students passed at least 75% of the questions on the post-test.

**Findings (2019-2020) - Target: Met**
- A. 100% of the students showed improvement from the pre test to the post test.
- B. 87% of students passed at least 75% of the questions on the post-test.

**Outcome 4:** Students will perform as soloists and as members of both large and small ensembles (Experiential Learning).

**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

**Measure and Target -**

Measure: Performance in seminar and ensemble performances/concerts as part of the choral, band, and small ensemble programs.

Target: 75% of music majors will participate in at least one ensemble or applied lesson per academic semester.

**Results**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Ensemble</th>
<th>Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019</td>
<td>Percussion Ensemble</td>
<td>Damian Bluto</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Steel Drum Ensemble</td>
<td>Jarrett Hall</td>
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<tr>
<td></td>
<td></td>
<td>Elijah Shy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marcus Trotter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tyler Watson</td>
</tr>
<tr>
<td></td>
<td>University Choir</td>
<td>Jenna Anderson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Casey Artis</td>
</tr>
<tr>
<td>Brass Quintet</td>
<td>Jaden Adkins</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Marcus Trotter</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Marching Band</th>
<th>Jaden Adkins</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Amina Alexander</td>
</tr>
<tr>
<td></td>
<td>Christal Alexandre</td>
</tr>
<tr>
<td></td>
<td>Marissa Alford</td>
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<td></td>
<td>Brianna Arthur</td>
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<td></td>
<td>Elijah August</td>
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<td></td>
<td>Elise Britt</td>
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<tr>
<td></td>
<td>Mikell Brown</td>
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<tr>
<td></td>
<td>Andranae Butler</td>
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<tr>
<td></td>
<td>Anissa Cartagena</td>
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<td></td>
<td>Janai Cheatham</td>
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<td></td>
<td>Rael Cherry</td>
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<td></td>
<td>Kamin Clark</td>
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<td></td>
<td>Kyra Clark</td>
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<td></td>
<td>Daesia Depriest</td>
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<td></td>
<td>Desmond Drake</td>
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<td></td>
<td>Quincson Dunbar</td>
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<tr>
<td></td>
<td>Kyree Fountain</td>
</tr>
<tr>
<td></td>
<td>Destiny Gaksins</td>
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<td></td>
<td>Reiyanna Gilbert</td>
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<td></td>
<td>Summer Glover</td>
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<td></td>
<td>Taylor Groves</td>
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<td></td>
<td>Jarrett Hall</td>
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<tr>
<td></td>
<td>Dayania Hampton-Jenkins</td>
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<td></td>
<td>Jordyn Harris</td>
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<td></td>
<td>Alexis Henry</td>
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<td></td>
<td>Darius Holmes</td>
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<tr>
<td></td>
<td>Chloe Humphrey</td>
</tr>
<tr>
<td>Name</td>
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<td>------------------</td>
<td></td>
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<tr>
<td>Tiffany Hunter</td>
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<tr>
<td>Philip Irving</td>
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<tr>
<td>Keyonte Jackson</td>
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<td>Shawn Jackson</td>
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<td>Malik Maillard</td>
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<tr>
<td>Beauty Marsh</td>
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<tr>
<td>Justina Mattos</td>
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<td>Taariq Michael</td>
<td></td>
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<tr>
<td>Ephesia Moody</td>
<td></td>
</tr>
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<td>Guitar Ensemble</td>
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Outcome 5 - Students will create and/or identify music from diverse genres; cultures and time periods. Students' identity will be presented in written form with accompanying research.

**Measure and Target -**

Measure: 5c Civic Engagement rubric results will be used to evaluate students for this learning outcome in MUSC 325.

Target: 75% of students will be rated as satisfactory or above.

Results 2019-2020: Not available

- **Service Learning Outcome** Serve the local community by utilizing their musical talents in university events.

Measure: List of the community events where students volunteered musical skills.

Target: Department students will participate in three community events per academic year.

Results: List of events (Date, Event Title/Name, Ensemble/Participant Name)
  
    - Sunday, September 15: Harlem, New York Parade - DSU Marching Band
    - Sunday, October 20: George White Historical Marker - Wilmington, DE - University Choir
    - Saturday, October 26: Caravel Academy Performance - DSU Marching Band
    - Monday, November 25: Norfolk, Virginia Christmas Parade - DSU Marching Band
○ Monday, January 20: Martin Luther King, Jr. Celebration - Dover, DE - University Choir

○ Sunday, February 23: Black History Program - Hanover Presbyterian Church - Wilmington, DE - University Choir

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

2019-2020: Findings
80% of students passed the mid-term exam.

Action Plans:
Continue with plan to 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.

**2019-2020: Findings:**

70% of our Music IV students met the goal.

**Action Plans:**

We feel that this goal has been met and we will set a new goal next year.

**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.

**2019-2020:**

**Findings**
65% 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, II and III.

**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.

**Findings (2019-2020)** - Target: Partially Met: 50% of students passed because only 1 out of 2 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 2019-2020:** The department will continue the tutorial sessions that were offered by faculty and student tutors.

**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

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.

Findings (2019-2020) – Target: Met
100 % of Students received an “Acceptable” or above

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 Scorejury 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 (2019-2020) – Target: Met**
100 % of Students received an “Acceptable” or above.

**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.**

**Findings (2019-2020) - Target: Met. 100 % of Students received an “Acceptable” or above.**
**Action Plan:** Music Education majors will receive an additional opportunity to teach the software (garage band) to their fellow classmates in MUED 302 – Secondary, Vocal and Instrumental Music Methods.

**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.

**Findings 2019-2020.** 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**

A. **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.

Findings 2019-2020:
95% of the students scored 100% on the exam.

Action Plan 2019-2020:
Continue to implement the 2017-2018 action plan.

B. 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.

Findings 2019-2020:
90% of the students scored 70% or better on both the midterm and final exams.

Action Plan 2019-2020:
Continue to implement the 2018 action plan because there was improvement.

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.

Findings 2019-2020: 75% of the class achieved a rating of 70% or higher.
**Action Plan 2019-2020:** Continue to integrate a weekly progress chart and add supplemental support if students fall behind.

**B. 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.

**Findings 2019-2020:**

92% of the students met the goal.

**Action Plan 2019-2020:**

Continue to work on melodic construction and chord progression.

**B. 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.

Findings 2019-2020: 75% of our students participated in a concert performances.

Action Plan 2019-2020: This is a 2 semester process. We must start earlier to prepare the students.

New Media in Art BA – MISSING

Studio Art BA – MISSING
Master of Public Administration (MPA)

Mission
The Master of Public Administration program at Delaware State University contributes to the University’s mission by engaging a diverse population of students and community stakeholders from Delaware and beyond. Students of the MPA program will graduate with the administrative, managerial and analytic skills and proficiencies commensurate with the academic and professional standards and principles of public administrators. They will be grounded in Delaware State University’s core values and will advance society by empowering individuals and communities to achieve equitable, sustainable development through research, scholarship and service.

Vision
MPA graduates from Delaware State University will be among the most-respected and sought-after leaders in the public and nonprofit sectors as they will have the academic and professional skills to successfully advance any cause they pursue; and the social, cultural and philosophical awareness and competency to advance equitable, sustainable community advancement.

I. Goal 1 – Student Learning Outcomes of the MPA
   A. Outcome 1 Identify the historical, theoretical, legal and civic roots of Public Administration as a function of democratic governance and as an academic and professional discipline.
      1. Measure and Target
Measure 1: Students will produce a final project in MPA503 where they will write a paper and give an oral presentation about the history, legal, civic and governance background of a specific Public Administration problem or issue. The following rubric is used to determine whether these students meet targets set for this Learning Objective in this project.

<table>
<thead>
<tr>
<th>Presence</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At most, only a few themes are mentioned and only in passing.</td>
<td>Some concepts or themes are present, but with minimal elaboration.</td>
<td>Most relevant concepts and themes are presented and explained.</td>
<td>Relevant themes concepts are present and explained.</td>
</tr>
</tbody>
</table>
### Target 1: 75 percent of students will a proficient or better rating in both categories on this assignment.

a. 2019-2020 Findings and Action Plans
   - Not reported this cycle
   - Supporting findings/results:

   Outcome 1 was supposed to be evaluated this cycle according to the evaluation plan set forth for the new MPA program. This could not be completed for two reasons. First, the program director did not implement the rubric in Blackboard until the Spring of 2020 for this outcome. When the rubric was implemented in Spring 2020, the instructor was not adequately trained and directed to use the rubric for grading and assessment purposes.

   Action Plan based on findings:
   Rubrics have been fully developed for all outcomes in Blackboard and the importance and procedures for using them have been imparted to all MPA instructors in a newly-developed MPA Instructor Handbook.

B. **Outcome 2** Demonstrate the technical and research skills to successfully evaluate problems, gather and interpret data, and make informed decisions.

**Association to DSU Student Learning Goal**

1. **Measure and Target**

   Measure 1: Students will complete a research design as the culminating assignment in Research Methods for Public Administration (MPA504) in which they will develop a research design that could be implemented. Student learning will be assessed according to the Research Design Criteria in the Rubric below.

   Measure 2: The students will complete a Capstone paper as their Graduate Project (MPA607) in which they will develop a policy
analysis or program evaluation. This requires the students to – among other things – develop a research design, conduct it, and interpret the results to make a recommendation. Student learning in this area is assessed according to the rubric below, broken into categories of Research Design, Research Conduct and Interpretation.

<table>
<thead>
<tr>
<th></th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Design</td>
<td>The student did not develop or demonstrate an understanding of research design. If research was designed, it was not viable due to significant methodological flaws.</td>
<td>The student developed a research design or demonstrated knowledge that is viable, but would result in inaccuracies due to minor flaws.</td>
<td>The student demonstrated a working knowledge of research design and designed research with minor or inconsequential flaws.</td>
<td>The student developed a proper, viable research design or demonstrated the knowledge necessary to do so.</td>
</tr>
<tr>
<td>Research Conduct</td>
<td>The student did not conduct or demonstrate a knowledge of research conduct, or conducted dramatically flawed research.</td>
<td>The student conducted research that yielded results, but with some flaws that resulted in inaccuracies or demonstrated a mostly correct knowledge of research conduct.</td>
<td>The student conducted largely correct research with minor methodological flaws that did not significantly impact findings.</td>
<td>The student conducted research accurately and appropriately or demonstrated a strong working knowledge of research conduct.</td>
</tr>
<tr>
<td>Interpretation</td>
<td>The student did not interpret research findings or demonstrated no knowledge of interpretation or the interpretation was inconsistent with findings.</td>
<td>The student demonstrated an ability to interpret findings with some minor inconsistencies or logical flaws.</td>
<td>The student demonstrated an ability to draw mostly logical and supported conclusions from results.</td>
<td>The student demonstrated an ability to draw fully logical conclusions consistent with research findings.</td>
</tr>
</tbody>
</table>
Target 1: 75 percent of students will achieve proficiency or better in Research Design.

Target 2: 75 percent of students will achieve advanced performance in all categories of the rubric.

a. 2019-2020 Findings and Action Plans
   - Met
   - Supporting findings/results:
   While this outcome was not supposed to be evaluated in this cycle, this is one of the outcomes for which there is some data to report. Rubrics were not fully implemented for Measure 1 until the Spring of 2020, when they were used to evaluate student work on the Research Design project. Of the 9 students who took MPA504 (17673) in the Spring of 2020, 4 scored Advanced, 2 scored Proficient, 1 scored Satisfactory and 2 had no findings because they did not complete the assignment. 6 of 9 students who took the course (66.7%) achieved proficiency or better in Spring 2020. 6 of 7 students who completed the assignment (85.7%) achieved proficiency or better in the Spring of 2020.

Measure Two has full supporting data. This measure is assessed using the Capstone which is necessarily graded through use of rubrics. In Fall of 2019, two students completed Capstones. Of those one scored advanced and one scored proficient in Research Design (50% Advanced). One scored advanced and one scored proficient in Research Conduct (50% Advanced) and both scored advanced in Interpretation (100%). Targets in this category were partially met. In the Spring of 2020, two students completed Capstones. Of those, both scored advanced in Research Design (100%), both scored advanced in Research Conduct (100%) and one scored Proficient and one scored Advanced in Interpretation (50%).

Taken together, in the 2019-2020 Academic Year, 75% of students scored Advanced in all three categories. This met the outcome measure’s target, but only just.

- Action Plan based on findings:
These findings require two different action plans. Both have already been implemented. The first is the establishment of rubrics and training
of instructors on the importance and methods of their use in the newly-created MPA Instructor Handbook.

The second is the continual improvement of the MPA504 course in which research skills are introduced and other MPA courses where those skills are reinforced. Improvement from Fall 2019 to Spring 2020 can be attributed in part to the matriculation of students who are better prepared to complete the Capstone as a result of improvements in course content throughout the program. This is a trend that must be continued.

C. Outcome 3 Apply principles of systematic, strategic planning and management. Association to DSU Student Learning Goal

1. Measure and Target

Measure 1: Students will develop an Organizational Plan as the culminating assignment in MPA605: Organizational Performance Management. Student learning of this objective will be assessed by their application of strategic planning and management principles in this organizational plan as measured by the rubric below.

<table>
<thead>
<tr>
<th>Application of Strategic Principles</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student did not apply any strategic planning or management principles or did so poorly or inaccurately.</td>
<td>The student applied some strategic planning or management principles with some inaccuracies.</td>
<td>The student applied strategic or management principles with minor flaws or errors.</td>
<td>The student applied strategic planning or management principles successfully and accurately.</td>
</tr>
</tbody>
</table>

Target 1: 75 percent of students will achieve proficiency or better on this measure.

a. 2019-2020 Findings and Action Plans
  - Not reported this cycle
  - Supporting findings/results:
    This outcome is not due to be measured in this cycle, but suffers the same weakness of other measures: the lack of implemented rubrics in the Fall of 2019. This course is only offered in the Fall, so there is only one instance where measurement was possible in the 2019-2020 cycle.
Action Plan based on findings:
The course has been heavily overhauled in the Fall of 2020, a full rubric was developed and the course instructor is trained in its use.

D. **Outcome 4** Assess contexts, analyze policy and evaluate programs as Public Administration scholars and practitioners.

**Association to DSU Student Learning Goal**

1. **Measure and Target**

   Measure 1: The Community Profile assignment in MPA601: Administration in Context requires students to select a community for which they will develop a profile. Here, students will determine what the relevant and salient features of their target community are given the goals of their work, and detail those features. Students will be assessed on their rationale for choosing specific features and for how accurately and thoroughly they detail those features according to the rubric below.
Target: 75 percent of students will achieve proficiency or higher on all three categories of the above rubric.

a. 2019-2020 Findings and Action Plans
   - Partially met
   - Supporting findings/results:
     This course is supposed to be offered once per year, but was offered in the Fall of 2019 on a one-time basis for a student who needed it to graduate according to their plan of study. A rubric was implemented in the Spring of 2020, however the instructor in only one of two sections of the course used it to grade in Blackboard. In that section (18435), two students took the course and completed the assignment. Of those, both scored proficient in Rationale, one scored proficient and one advanced in Rigor, and one scored advanced and one proficient in Accuracy. In
this section all students scored proficient or above in all three measures (100%).

❖ Action Plan based on findings:
The main finding is similar to in all measures: the implementation and training in the importance and use of rubrics when grading assignments in Blackboard is crucial. Actions have been taken already to correct this issue. All instructors in the MPA program receive guidance on the importance and procedures for using rubrics when grading assignments.

E. **Outcome 5 Communicate policy and administration principles effectively to a diverse range of audiences in a variety of media.**

**Association to DSU Student Learning Goal**

1. **Measure and Target**

Measure 1: A heavy emphasis is placed on high-quality written and oral communications in the Capstone or Graduate Project of MPA607. The capstone paper is a full-scale policy analysis or program evaluation, where students are expected, among other things to communicate precisely and effectively. The final document should be free from errors and contain full, correct APA citations. The oral presentation should be clear, organized and professional. They will be assessed according to the rubric below.

<table>
<thead>
<tr>
<th>Written Communication</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student did not produce written communication or written communications contained many compositional, grammatical, spelling, formatting and syntax errors and improper tone.</td>
<td>The student produced written communications that were sufficiently clear but with some errors in composition, grammar, spelling, formatting or tone.</td>
<td>Written communications contained few compositional, grammatical, spelling, formatting or syntax errors with mostly appropriate professional tone.</td>
<td>Written communications were properly composed and free of writing errors with appropriate professional tone.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Communication</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Proficient</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student did not produce oral communication</td>
<td>Oral communications were sufficiently professional</td>
<td>Oral communications were mostly professional in</td>
<td>Oral communications were entirely professional in</td>
<td></td>
</tr>
</tbody>
</table>
or oral communication s were unprofessional in tone, disorganized and ineffectively conveyed information. clear, but contained some organizational inconsistencies. tone, mostly organized and mostly effectively conveyed information. tone, organized and effectively conveyed information.

| APA Citations | The student made no attempt to cite sources, or the student cited only some sources, cited the wrong sources, and made significant errors in their in-text citations and references. | All sources were cited, but in-text citations and references contained moderate errors. | The student cited all sources used, but made some errors in their in-text citations and references. | The student cited all sources correctly, with their in-text citations and references adhering fully to APA standards. |

Target: 75 percent of students will achieve proficiency or higher.

a. 2019-2020 Findings and Action Plans
   - Partially met
   - Supporting findings/results:
   Because rubric grading is required for capstones, there is data to be reported for this outcome. The Fall of 2019 and Spring of 2020 each had two students complete capstones and graduate. In both the Fall of 2019 and Spring of 2020, data were not recorded for Oral Communication because of a lack of infrastructure for conducting defenses within the program in Fall 2019 and because of the COVID crisis in Spring 2020. Written Communication and APA citations, however, have complete data. In Fall 2019, both students scored proficient in Written Communication and both scored Advanced in APA Citations. In Spring 2020, one scored proficient and one Advanced in Written Communication, and both scored proficient in APA Citations. Together, all students achieved proficiency or better in Written Communication
(100%), and all students achieved proficiency or better in APA Citations (100%), meeting the target.

Action Plan based on Findings:
A clear issue that needs to be corrected (and has) for this outcome is that infrastructure for conducting oral communication for capstones is needed. This is being implemented in the Fall of 2020 using Zoom.

F. **Outcome 6 Apply a working knowledge of the institutional, organizational and interpersonal networks of society to achieve goals.**

**Association to DSU Student Learning Goal**

1. **Measure and Target**

There will be a final exam in MPA601: Administration in Context, in which students will be asked questions about interrelationships between organizations, institutions and interpersonal networks and how those relationships manifest in some of the policy and administrative contexts that can be observed today.

Target: Students will answer 75 percent of these questions correctly or greater.

a. 2019-2020 Findings and Action Plans

- Partially met
- Supporting findings/results:

While this outcome is not scheduled to be reported this cycle, this is an outcome for which there is complete data to report. All students who complete MPA601 were required to complete an examination. This essay-based examination has two application questions in which students are required to apply course content to explaining the interrelationships between organizations, institutions and interpersonal networks and how those relationships manifest in some of the policy and administrative contexts that can be observed today.

One student completed this course in Fall 2019, and in Spring 2020, there were two sections of this course, with two taking the “Traditional” section and 13 taking the Online section. In Fall 2019, the student scored 8.5 of 10 points. In Spring 2020 Traditional (18435), both students scored 10 of 10 points. In Spring 2020 Online (18303) 9 of 13 students scored better than 75% or 7.5 of 10 points. Two students failed
to complete the exam, and two earned 7 points. Of the 11 students who completed the exam, 9 scored 75% or better. Of all students who took the exam (14), 12 scored better than 75% or 7.5 points of 10.

- Action Plan based on findings:
The examination will be periodically assessed to determine whether it adequately captures the Outcome measured here and improved if needed. Further, this measure will be revisited to determine whether it is appropriate to capture this Outcome.

G. Student Experiential Activity Outcome
Association to DSU Student Learning Goal
1. Measure and Target

Measure: Students who complete an internship experience will write a reflection paper at the end of their experience in MPA608: Internship. Here, students will share their observations of their experience, reflections on how it relates to them, and suggestions of how it contributed to their future career goals.

Target: All students who complete an internship will write a reflection paper.

a. 2019-2020 Findings and Action Plans
   - Partially met
   - Supporting findings/results
   Five students attempted Internships in this Academic year, (Fall 19, Spring 20 and Summer 20). Of those four successfully completed Internships. Of those who successfully completed internships, all wrote reflection essays.
   - Action Plan based on findings
   It is understood that simply measuring whether a student completed an assignment is not an adequate measure, so this measure will be updated to reflect student scores on this essay. Rubrics are in the process of development with the instructor for grading reflection essays, so this outcome can be meaningfully measured in the future.

H. Service Learning Outcome
Association to DSU Student Learning Goal
1. Measure and Target
Measure: Student Capstones in MPA607: Graduate Project will take the form of free consultant reports for community organizations, nonprofits, government agencies or other community empowerment groups where students perform a policy analysis or program evaluation with recommendations. After concluding the capstone project, students will complete a short reflection paper in which they describe their experience.

Target: 90 percent of capstone papers will address community concerns or needs.

a. 2019-2020 Findings and Action Plans
   - Not reported this cycle
   - Supporting findings/results: NA
   - Action Plan based on findings:
     This measure will be updated as to better capture the spirit of Service Learning. The language will be changed to the following: 75% of Capstones will name a community partner as a key stakeholder or beneficiary of the work.

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

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: 
No staff hired

Action Plan: 
No plan at this time

Findings 2019-2020: 
No staff hired

Action Plan 2019-2020: 
No plan at this time

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: 
Begin the process of developing a strategic plan for the MBA and enrollment

Findings 2019-2020: 
Student count through December 2020 is 57, with a graduating class of 14. There were 8 deferrals due to the Pandemic and our International students.

Action Plan 2019-2020: 
Continue our SGAES Open House fairs. These have been very productive. Begin Marketing through social media and targeted adds.

Goals without Outcome/Objective Relationships Specified

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.
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.

**Findings 2019-2020:**
Not collected

**Action Plan 2019-2020:**
The COB graduate Curriculum committee is reviewing the current syllabi. They will also consider whether to bring back MBA Business Law and Ethics, or to integrate it into every course. This will be decided for the next academic year.

**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)

**Action Plan:**
Continue gathering more data

Findings 2019-2020:
In Fall 2019, 8 students were assessed in MBA 601 Managerial Economics using tests and assignments on the Data Gathering, Analysis & Interpretation rubric. 100% of students achieved acceptable above on all elements of this rubric, with the highest percentage of students rated as exceeds standard (25%) on the
“Demonstrates knowledge in the tools and techniques of data gathering” element of this rubric.

A second set of findings came from MBA 620 and the same instructor. The findings were similar to the previous. While the students met the threshold of the 75% in each category to meet or exceed the standard, over 30% were below standard in understanding the data and evaluating it.

**Action Plan 2019-2020:**
The Director will meet with both of the faculty to discuss how to lower the percent below standard, and to normalize the scoring, so that it can be more uniform.

**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):**
For full information, see the Details of Action Plans section of this report.
Planned Action of Information Technology Learning Goal

Established in Cycle: 2019-2021
The assessment of Information Technology is planned to measure at least three times from Fall 2019 to Spring 2021.

Findings 2018-2019:
No data collected

Action Plan:
All adjuncts and faculty have been made aware that they will be using their Rubrics and assessing the learning goal objectives, over the next several terms.

Findings 2019-2020:
No data collected.

Action Plan 2019-2020:
MBA 600 Information and Technology will measure this learning goal starting Spring 2021

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:
Measurement taken by MBA 602 Marketing by Adjunct and Online. Out of 10 students, all received “Exceeds” standards

Action Plan:
Continue gathering data

Findings 2019-2020:
Out of 14 students, all received “Exceeds” standards.

Action Plan 2019-2020:
The findings are curious. I do not have scores from our COB Faculty instructor for this course, but he feels always that the students are not prepared. There is clearly a difference in scoring or student participation. The Director will be meeting with both as well as the COB AOL committee to inquire about scoring rubrics.

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:**

No data collected

**Action Plan:**

**Findings 2019-2020:**

Data has been collected for Fall 2020 through MBA 605 Organizational Leadership and Behavior. I should have the rubrics soon.

**Action Plan 2019-2020:**
We will continue to collect data from MBA 605

**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 a score of 18 or higher

Findings 2018-2019:
In Spring 2019, there were 9 students in the Applied Strategic Management course. There were 3 teams of 3. Each student on the teams was scored. 9 of the students achieved a score of 16 or higher on the rubric. It is hard to make a judgement on this first of my review because three points were taken out due to course being online and the students do not present orally.

Action Plan:
We will continue to review the rubric scores and will review with the instructor after the next cohort.

Findings 2019-2020:
For the Fall 2020 cohort, there were 14 students. 12 were acceptable and 2 exceeded the standards. The rubric measurements were lowered by 3 points as we don't have oral presentations in the online class.

Action Plan 2019-2020:
We will continue to gather data over the next several terms. Here though, the acceptable scores are very high versus exceeds. We will meet with the instructor to see how we can increase our exceeds scores.