CAST (College of Agriculture, Science, and Technology)
2018-2019 Annual Report
Executive Summary:

The College of Agriculture, Science and Technology (CAST) represents the merger of the former colleges of Agriculture and Related Sciences and Math, Natural Science and Technology. Since the merger, CAST has realized the following events, activities and accomplishments:

I. Activities
   a. The college is actively engaged in professional development training to ensure stability and consistency and increase diversity of administrative leadership.
   b. The college has realized increased synergy since the merger. Interdisciplinary courses have been established and there are plans for further integration to broaden the scope for student learning.
   c. The college is collaborating with the Delaware Department of Agriculture and agriculture producers for hemp research and capacity building.
   d. The college has established the CAST External Advisory Board of leaders from government, industry, and academic sectors who can provide relevant counsel regarding our teaching, research and outreach activities, and to provide guidance on ways to strengthen course curriculum for competitiveness.
   e. DSU- Ag Discovery Youth Program is in its 13th year as host to USDA-APHIS’s two-week intensive outreach program designed to help middle and high school teenagers explore careers in agribusiness through hands-on labs, workshops, and field trips. This year, DSU hosted its largest cohort of 21 participants.
   f. For the past six years, the Green Jobs Youth Program has trained 14-19 year-old Wilmington residents in agriculture and environmental sciences. The program, held at DSU’s Wilmington campus, runs six weeks and is a partnership between DSU and the City of Wilmington Department of Parks and Recreation.
   g. “DSU Growing Together” is a new Extension gardening and agriculture event for families that promotes working together. The event was held June 1 and was attended by 19 adults and 24 children. Activities included Plant a Seed, Vegetable Name Game, Apple Nacho Demonstration and Physical Activity and Play.

II. Events
   a. Two employees have retired from their positions during this academic year:
      i. Dr. DiMaria, Associate Professor, Department of Chemistry
      ii. Dr. Andrew Lloyd, Professor, Department of Biological Sciences
   b. CAST held a recruiting event October 13, 2018, in the DSU Wellness & Recreation Center. The inaugural event, Exploring Agriculture and Life Sciences: Introducing New Careers, drew more than 50 prospective students and parents. Plans are underway for the 2019 event.
   c. International outreach has increased to the following countries and regions:
      i. MOUs – Caribbean, China, Ghana, Latin America
      ii. Study Abroad – Costa Rica, Mexico, Poland

III. Accomplishments
   a. Thanks to the leadership and persistence of President Mishoe and her administrative staff, and
the thoughtfulness of the Delaware legislature, Delaware State University has finally received matching funds for land-grant programs, as required by federal law. These additional funds will help build capacity to investigate and serve the residents of Delaware, and help sustain valuable human resources and facilities. The state’s investment in Delaware State University’s research and extension will continue to generate much impact for Delaware residents.

b. Grantsmanship
i. CAST research faculty amassed 34 competitive grants this year, which is a significant increase from last year.
ii. Through its first competitive selection process with the State Department of Education and the University of Delaware as the implementing agency, DSU-SNAP-Ed Program was successfully awarded funding to continue its outreach of direct nutrition education to 3rd and 4th graders in each county.
iii. Cooperative Extension received a $450,000, three year USDA grant for the Small & Beginning Farmer Initiative.

c. The Human Ecology department hosted a site visit March 17 – 19, 2019 for the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting body for the Coordinated Program in Dietetics. After the visit, Human Ecology faculty submitted an amended report to ACEND. The ACEND Board will decide on program accreditation during their meeting in October 2019.

d. Twenty-nine faculty, staff and students attended the 19th Biennial Research Symposium presented by the Association of 1890 Research Directors, March 31- April 3, 2019, Jacksonville, FL. Five of the 14 student Hornets who competed in oral and poster presentations received awards for their work:

Oral Presentation winners and categories:
Plant Health And Production And Plant Products
i. 1st Place Undergraduate - Fredrica Williams, Towards an Integrated Understanding of Histone Modification and Gene Expression in Common Bean (Phaseolus vulgaris L.) under Drought Stress. Dr. Venu Kalavacharla, advisor
ii. 3rd Place Undergraduate - Lily Lofton, A Comprehensive Understanding of the Modifications of Nucleosome Positioning at PvDREB6B Coding Region of Common Bean (Phaseolus vulgaris L.) in Response to Drought Stress. Dr. Venu Kalavacharla, advisor

Renewable Energy, Natural Resources And Environment
iii. 1st Place Graduate - Brian Galvez, Trophic Ecology of Weakfish (Cynoscion Regalis) the Delaware Bay Using Stable Isotope and Stomach Content Analyses. Dr. Gulnihal Ozbay and Dr. Stacey Smith, advisors.

Poster presentation winners:
Animal Health And Production And Animal Products
i. 1st Place Undergraduate - Jasmine Harris, Effects of Estrous Synchronization Protocols on Meat Goat Mating, Pregnancy and Kid Performance. Dr. Kwame Matthews, advisor.

Food Safety, Nutrition And Health
ii. 2nd Place Graduate - Peace Asuzu, Effect of Solvent Type on the Chemical Properties and Volatile Composition of Palm Kernel Oil. Dr. Alberta Aryee, Advisor.
e. Dean Dyremple Marsh was recognized June 28, during Caribbean-American Heritage Month, for his unwavering support of students and his professional contributions to the fields of agriculture, science and technology.
f. The CAST Quarterly was launched January 2019. The digital only publication chronicles the accomplishments and activities of the college in a media-rich and compelling format. The publication is archived on the landing page of the CAST website and is shared via CAST social media accounts.
g. CAST has built capacity in its communications office. The Information Coordinator passed the FAA Drone Certification Test August 2018 to receive her commercial license. Drone video and imagery will enhance extension and research programs and projects

Unit Initiatives:

MISSING
In the current year, the Department of Agriculture and Natural Resources has had an increase in undergraduate students numbers at 174 undergraduates and we also observed a decrease in graduate students to 20 students. The department is considering the development of a Ph.D. program in Integrated Agricultural Sciences provided we can secure funding to add additional faculty to make the program possible. One concern of adding the Ph.D. programs is an added strain on our existing facilities as the department does not have enough research laboratories to meet the current demand for space. In many ways, this is the major reason we haven’t pushed these programs forward.

The department recently reinstated concentration in Agri-Science Education is showing some moderate growth. This was in response to the University of Delaware dropping their BS degree in Agriculture Education. The department continues to review their other curricula utilizing data collected on our student learning goals over the past several years to further enhance our programs.

Over the long term, the department hopes to continue to grow both the undergraduate and graduate programs through additional recruitment efforts. The college has been fortunate to have a recruiter who is housed within the Department and who has established report with area high schools that serve as seed schools to our programs. The addition of the college advisement center has enabled the recruiter to better focus his efforts, without a loss of service to our new students.

Faculty vacancies continue to be a concern. The ability of the department to respond quickly when a vacancy occurs is essential and processes in place to do this should be addressed in the coming year. The department has identified a need for a GIS specialist to further enhance our undergraduate and graduate programs and if funding could be secured and Agricultural and Natural Resource Economist position would also be useful, however, recently lost positions in Plant Pathology and Poultry Science have resulted in additional needs.

Research facilities continue to be an issue within the department as a growing number of young faculty, and the inclusion of faculty from the Department of Human Ecology have placed a strain on existing facilities. On campus research labs are needed as several of our faculty do not have enough research space. The department recently added a student lounge, research lab and teaching lab in the Annex. As we continue to grow, the need for more research labs will grow. Efforts need to be made find innovative ways to maximize the use of available space located in Departmental facilities. Some areas in the W. W. Baker building may offer options for retrofitting for laboratory use, however consideration needs to be given to specialized equipment needs and the necessity of holding teaching laboratories in some of these spaces as well. It should be noted that the WW Baker building is way overdo for renovation even though the hallway of that section was recently given a much needed coat of new paint.

Attached Files
Unit Initiatives:

Accomplished this cycle: Following a department retreat at the end of last year, the department worked to adjust the various curricula in the program to account for courses that were no longer taught and to better align our programs to the abilities of our faculty. Additionally, the department has requested that a new course in Experiential Learning be put into all curricula to allow for the University expectation that students participate in some type of study abroad, undergraduate research, experiential learning, service learning or internship in each of their specific programs. These changes went through the department curriculum committee, the College Curriculum Committee and the Faculty Senate in the Spring 2019 semester.

In 2018-2019, 38 undergraduates were awarded B.S. degrees. Thirty-two of these were in Agriculture and six were in Natural Resources. Eighteen of the graduates entered DSU in the Fall of 2015 and graduated in four years. Eight additional students took five years to complete their degrees, two accomplished their graduation in only 3 years. The additional 9 students who graduated this academic year transferred into the department with varying numbers of credits. The fate of students who transferred out of the department is not known. The department also graduated ten Master of Science Students this year. Eight were in Natural Resources and two were in Agriculture.

Recruitment and retention continue to be two major areas, identified by the University as critical to meeting the institutional goals for growth over the next five years. The Department of Agriculture and Natural Resources continues to work to improve efforts in both of these areas.

Recruitment efforts are ongoing for both the Undergraduate and Graduate programs and the hiring of a departmental recruiter (originally hired on a grant but currently supported with College funds) has provided the department with a greater connection with high schools in the state and surrounding area. This should directly result in a higher number of applicants for admission into our programs. In addition, the recruiter continues to work to update and improve Departmental brochures and promotional materials, and regularly represents the department during formal recruiting activities on and off campus.

Academic Advising is another issue identified as critical to the mission of the institution and campus wide efforts have made a new advising manual for use by University faculty available on the University web site. Recently, college advising centers were set up to allow for better service to undergraduate students in their first two years at the institution. Following their first two years, students are assigned advisors based on their major and are encouraged to make appointments with their advisors every semester to discuss their programs, course needs and to receive mentoring. The Department Chairman serves as a secondary advisor to all students and regularly meets with students when needed.

Planned for next cycle: The department is still considering a Ph.D. in Integrated Life Sciences. Part of the delay in moving forward is due to concern over having adequate funding to support...
graduate students in the long term required to complete a Ph.D. however expectations are the recent combination of the two colleges will allow for a more robust Ph.D. initiative.
Biological Sciences Department
2018-2019 Annual Report

Executive Summary:

In addition to grant writing by all active research faculty, the department took steps to enhance the curricula and course offerings and this is addressed below. A primary emphasis in our department is to ensure that our students have a relevant internship/capstone experience. We have expanded our ‘model’ of acceptable internship opportunities to include clinical/shadowing internships, study abroad, volunteer opportunities, etc. that extend beyond the traditional ‘benchwork’ laboratory research experience. As such, we anticipate that more students will be excited about their experiences which will translate into them being better prepared for their post-graduation career and educational opportunities. We had several students participate in the DSU research Day, including the following undergraduates: Tajah Lewter, Andrea Morton, Yessica Martinez, Isiah Mobley, Taylor Brown, Gadiel Guevara, Suhyun Nam, Malia Green, Norwoh Kemokai, Sylvia Okafor, Jalen Wilcher, Wendy Anyona, Kamaya Jackson, and Lattrina Mayo, and graduate students: Dionne Williams, Shardae Showell, and Aaron Griffith. Additionally, we have had several graduate students and undergraduate students, under the mentorship of our research faculty, present their research at regional and national conferences throughout the year.

Unit Initiatives:

• Accomplished in this cycle
Some major curricular changes were approved this year by Faculty Senate, Provost/President/Board. To summarize, greater flexibility in terms of upper level electives was added to all of the undergraduate curricula. The Health Professions curricula has Medical Terminology added as a required course, and the Forensic Biology curricula had Calculus removed (highest level math instead is Trigonometry, with Introduction to Physics I and II instead of Fundamentals of Physics I and II. The BIOL 299 and BIOL 399 courses are being restructured to tailor to the needs of the General Biology and Forensic Biology concentrations (BIOL 299) and the Pre-Professional concentrations (BIOL 399), rather than requiring both of these courses. New course offerings include courses in bioinformatics, toxicology, medical microbiology, forensic microbiology. We have a new concentration in Bioinformatics. This is an agreement (MOU approved by DSU Administration) with IUIPI Purdue University to allow our students to take online bioinformatics courses through their institution that can be used as elective courses for the major at DSU. If they choose, these students can then pursue an MS degree at IUIPI as a 4+1 program.

• Planned for next cycle
A major initiative to enhance our bioinformatics program (4+1 agreement with IUIPI in Purdue, IN) and to expand course offerings towards a certificate program in biotechnology. This biotechnology initiative is an effort led by Drs. D Scott and L. Scott through a NIMBL grant award. We plan to continue to expand our forensic biology program including location of
internships and job opportunities for our forensic biology majors and to progress towards accreditation.
Chemistry Department  
2018-2019 Annual report  
Executive Summary:

The Department of Chemistry remains committed to serving the university in offering an outstanding chemistry program, which maintains certification from the American Chemical Society. The department has initiated revenue generating activity through the establishment of an accredited drinking water analysis laboratory. This activity boats tremendous income for the Department of Chemistry (projected at 100K/year) as well as career training/professional development of students. The Environmental Protection Agency (EPA) National Environmental Laboratory Accreditation Program (NELAP) lab will offer certification for students so that training is provided to assist in career placement. The department has a history of preparing students well for their futures as attested by our students going on to successful careers in a multitude of fields. The success of the chemistry department to effectively serve all students can be seen in their post-graduation accomplishments in a variety of areas including medicine, pharmacy, optometry, veterinary, teaching, and professional chemistry.

In part due to this annual report, the department has seen areas in which we need to improve our program. There are identified areas in which there are immediate needs to be met and areas that cause concern for the future. The highlights are listed below:

1. Budget for preventative maintenance – the department is convinced that the current means of funding necessary – and expensive – instrumentation purchases is not sustainable. The department is prohibited from applying for government-funded grants for the assistance needed to provide preventative maintenance of cutting edge instrumentation and technology which puts us at a severe disadvantage relative to departments of peer institutions. We propose two solutions: (1) allocation of university provided funds to offset preventative maintenance costs (2) use of foundation gifts to support the Chemistry Department’s program/instrument endowment.

2. Teaching load – faculty in the Department of Chemistry have an inequitable teaching load. Implementing active learning pedagogies and mentoring students in undergraduate research magnify the load issues.

3. Additional faculty – the Department of Chemistry has lost (3) full-time faculty (Drs. Lai and Radu- resigned, Dr. Peter Dimaria- retired), while undergoing an increase in enrollment. The department has recently completed an extensive faculty search to fill the (3) faculty lines. Unfortunately, the university has reached a budgetary impasse until July 1 and the lines are unable to be filled at this juncture. Hopefully, upon evaluation the university will reopen these faculty lines due to the critical need to have these positions fulfilled to maintain our accreditation. In addition, the recently approved pre-pharmacy program would likely be a significant boon to students interested in chemistry as a major.

4. Student recruiting – we see the need to increase student retention. We believe the best way to accomplish this is to actively recruit excellent students interested in chemistry as a major as well as to recruit exemplary faculty to mentor and teach effectively.

5. The department has planned to update curriculum incorporating new knowledge as per ACS (American Chemical Society) requirements/recommendations. It has been planned to offer
higher range of elective courses to students. Teaching assistants will be continuously encouraged in the department to assist the students in assignments and course work. Intramural/Extramural Internships in government, industry labs as well as study abroad opportunities will continue to be promoted and encouraged.

**Unit Initiatives:**

- Accomplished in this cycle
  - 3+3 Pre-Pharmacy DSU UMES Chemistry Degree Track approved by Faculty Senate, General Faculty, Provost and President.
- Planned for next cycle
  - Cosmetic Chemistry B.S. degree track proposed to Faculty Senate Fall 2019. This degree track has been identified a high impact degree track sought by many undergraduates
  - Materials Chemistry graduate degree concentration proposed and presented to Faculty Senate Fall 2019

The department has identified its infrastructural (physical) need in order to upgrade the department to be self-sufficient in running the Chemistry program efficiently which includes; provision of multi-media projectors to be installed in class/seminar rooms. Computers (desktop with flat screen monitor), printers are required to maintain adequate access to required chemistry software and programming (ChemDraw, stats).

In order to have research activities in the department, additional research funds are needed at the departmental level and in that regard, research funds on the order of 3.0 million are required. The Department has maintained an impressive history of external funding and we hope to recruit additional research active faculty to contribute to the university 25 million in 5 years overall goal.

**Undergraduate Program:**

- Emphasize group supplemental instruction more.
- Minimizing scheduling stress for undergraduate students, while being supportive of students’ growth.
- Additional seminars from industry/government professionals
- Develop systematic ways of monitoring & tracking of the students
- Establish and implement annual undergraduate chemistry research symposia and student recruitment weekend(s).

**Graduate Program:**

- Tuition waivers for graduates
- Increase in the masters/dottoral student stipend/compensation.
- Additional elective course requirements to the graduate program.
- More focus on the TA training of the graduate students.

**Faculty:**

- Hire more junior research-active faculty members.
- Startup funds for ne faculty
- Release time for research active faculty members that allow for the appropriate development of junior faculty.

**Other Resources:**

- Develop formal mechanisms to support faculty who get grants and conduct research.
- Re-examine design of older classrooms with a focus of using active-learning techniques.
- Develop a ten-year replacement and maintenance plan for instrumentation.
Division of Physical & Computational Sciences
2018-2019 Annual Report

Executive Summary:

The Division of Physical and Computational Sciences, which was formed at the beginning of this academic year has focused this year on developing a structure and prioritizations around the structure. This will help inform the mission and vision of the division. The division services 251 graduate and undergraduate students, thirty faculty members, and oversees six bachelor’s degree, five master’s degree, and two doctoral programs. In addition, the division is host to the Optical Science Center for Applied Research (OSCAR) at Delaware State University. This year, 48 students received their bachelor's degree, 6 received their master’s degree, and 5 received their PhDs. The breakdown by program is as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Number Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. Computer Science</td>
<td>7</td>
</tr>
<tr>
<td>B.S. Information Technology</td>
<td>1</td>
</tr>
<tr>
<td>B.S. Physics</td>
<td>24</td>
</tr>
<tr>
<td>B.S. Engineering Physics</td>
<td>14</td>
</tr>
<tr>
<td>B.S. Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>B.S. Mathematics Education</td>
<td>1</td>
</tr>
<tr>
<td>M.S. Applied Optics</td>
<td>3</td>
</tr>
<tr>
<td>M.S. Computer Science</td>
<td>1</td>
</tr>
<tr>
<td>M.S. Applied Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>M.S. Pure Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>M.S. Physics</td>
<td>0</td>
</tr>
<tr>
<td>Ph.D., Interdisciplinary Applied Mathematics and Mathematical Physics</td>
<td>5</td>
</tr>
<tr>
<td>Ph.D., Optics</td>
<td>0</td>
</tr>
</tbody>
</table>

The 3+1 BS in Physics program that was implemented in 2016 with Changchun University of Science and Technology (CUST) in China has yielded the first cohort of 24 students this past fall 2018. Of the 24 students, 21 of them completed the requirements of the B.S. in Physics and had their degree conferred in May 2019 as expected. This summer, the division is offering 5 physics and 5 mathematics courses in China and is expecting a second cohort of around 25 students for the 2019-2020 academic year.

The OSCAR represents the collective efforts of the Center for Research and Education in Optical Sciences and Applications (NSF-CREST) and NASA-MIRO center named as The Optics for Space Technology and Applied Research (O*STAR). The majority of the graduate students are supported by OSCAR research grants. Integration of research and education program continues to be funded mostly by OSCAR. Students enrolled in this program were involved in research projects under the mentorship of a faculty and presented their work at the DSU Annual Research Day Presentation, 2019. The division also runs a DPCS Day at the end of every semester where capstone students present their work and students showcase their project work in the form of oral and poster presentations and demonstrations. In addition, students receive support from various
faculty grants to attend major conferences such as BEYA STEM conference and the NSBE annual convention to connect with employers and network for internships and full-time jobs.

Faculty members from Physics and Engineering currently manage around $12 M in research grants. Fifteen other grant proposals submitted by our faculty members are still pending. The faculty members in the division published 30 peer-reviewed journal and conference proceedings, twenty-one of which were authored by physics and engineering faculty, four by mathematics faculty, three by computer science faculty, and two that were a collaboration between various faculty in physics, mathematics, and computer science. The OSCAR imaging facility has continued to grow and develop. This facility provides services in imaging, microscopy, and spectroscopy for faculty-researchers inside and outside the university.

Every year, the International Science and Technology Academy for Research Scholars (I-STARS), headed by Dr. Mazen Shahin, selects STEM undergraduate students to participate in an international research experience at the UTP University of Science and Technology, Bydgoszcz, Poland. This year ten STEM students were selected and will conduct research under the supervision of a UTP faculty/researcher. These I-STARS student scholars are enrolled in the UNIV 299 International Research for the 2019 Summer I session and will present their research projects at a research symposium in front of UTP leadership/research mentors, and DSU delegation headed by President Mishoe and includes Dr. Devona Williams, Mr. Tony Boyle, and Dr. Liu.

JP Morgan Chase provided a $25,000 gift to help pilot an out-of-class program for computer science and information technology students. Students in computer science continue to increase their attendance at east coast hackathons. The division also partnered with CodePath.org to offer the sophomore cohort an online iOS course. The pilot program was very successful and CodePath.org has asked to continue the collaboration and possibly expand to other online courses.

The division has received around $100K to establish a maker space that will service the students in the division and help spur undergraduate out-of-class collaborative projects with programs outside the division. The Dean has provided the maker space with a location and the space is currently awaiting some renovation by facilities. The location for the maker space already houses a production level 3D plastic printer and the division has accepted a bid for a 3D metal printer.

**Unit Initiatives:**

List and describe any new programs and/or initiatives.
The Division of Physical and Computational Sciences submitted a permission to plan in the following:
• Bachelor of Science in Renewable Energy
• Bachelor of Science in Renewable Energy Engineering
The permission to plan was approved by the Faculty Senate. In addition, The Division submitted the following certificate program:
• Certificate in Cyber Security
The certificate was also approved by the Faculty Senate.
List and describe any significant modifications in the past 12 months to pre-existing programs or curricula.
• As part of the Division’s mandate to improve the learning outcomes and success rate in mathematics courses, an initiative was taken to incorporate recitation sessions in Calculus courses as well as problem-based learning projects. Future efforts will include changes in assignment structure and a cap on mathematics class size.

List Professional Development Efforts and/or Activities organized by the unit. List Professional Development Activities not organized by the unit but attended by or pursued by unit member(s), list names of members involved.
• Members of the department served as peer reviewers for various journals
• Experts from various fields came to DSU campus and provided invited talk.
• Members of the department served as panelists/reviewers for various government agencies
• Five student professional development talks in cybersecurity and software engineering were hosted by the Division. On average 35 to 40 students attended the talks.

List all community, public, and business outreach programs, activities and events occurring during the reporting year. Asterisk any that involved individuals from other DSU Units. Where appropriate, indicate the number of persons served by the outreach effort.
• Several faculty volunteered as judges for Kent County Science Fair and other K-12 Science fairs in and outside of DSU.
• Several faculty and students volunteered for the FIRST Tech Challenge and FIRST Lego League robotics competition held at Delaware State University.
• Several students volunteered for the Science Olympiad held at Delaware State University.
• PE faculty visited several Delaware high schools for recruitment
• PE faculty mentored States First Robotics Team 2018-19
• Several faculty volunteered as judges for 3rd Annual STEM EXPO, Delaware State University, September 19, 2018.
• CS/IT students volunteered to teach computational thinking to 6th graders at the Caesar Rodney School District. The students taught for six weeks.

Technology Integration
• Several labs/classrooms that will house Physics and Engineering labs and classes are being renovated and will include the capability to utilize the iPads and MacBook Pros to display via Apple TVs. These rooms will also include technology that utilizes Bluetooth to gather data from sensors in physics experiments.
• The Division is in the process of building a makerspace that will be utilized by students in the Division as well as students outside the Division. The makerspace will include several 3D printers (including plastic and metal), soldering/electronics stations, and collaboration tables. The makerspace will serve as an epicenter for all in and out of class project activities.

List any facility and/or infrastructure improvements
• Renovations of lab/classrooms 200,211 and 213 Science Center
Terminated Programs
• NA
Human Ecology Department
2018-2019 Annual Report

Executive Summary:

• Faculty and staff have successfully attracted additional external funds over $1,000,000 during the 2018-2019 academic year. These funds are being used to strengthen teaching and research activities in the Food and Nutritional Sciences programs. The funds are also used to enhance students experiential learning activities and enhance department’s recruitment efforts.

Funded grants/funding source/amount/time period
• Faculty and staff have successfully attracted external funds during the 2018-2019 academic year. These funds are being used to strengthen teaching and research activities in the Textiles and Apparel Studies, Food and Nutritional Sciences, Food Chemistry, Food Microbiology and Biotechnology programs.

• Five students graduated with a baccalaureate degree this academic year, 2018-2019 (2 earned a degree in Food and Nutritional Sciences, and 5 earned a degree in Textiles & Apparel Studies).

• Two graduate students will be graduate during the Summer 2019 session with a Master of Science degree in Food Science and Biotechnology.

• One student in the Coordinated Program in Dietetics successfully completed the didactic portion (course work) and the supervised practice (clinical, community, and management) and passed the registration examination for dietitians for the first attempt.

Unit Initiatives:

The Accreditation Council for Education of Nutrition and Dietetics conducted a Site-visit of DSU Coordinated Program in Dietetics in March 2019.

1. List and describe any significant modifications in the past 12 months to pre-existing programs or curricula.

Program Review Curriculum and Course Revisions / Modifications:

• The Food and Nutritional Sciences program has been modified to have concentrations listed below:
  • Coordinated Program in Dietetics
  • Nutritional Science
  • Food Science
  • Pre-Medicine
  • Pre-Allied Health Sciences
  • Pre-Physician Assistant
By studying nutritional sciences at Delaware State University students can fulfill their premed or pre-physician’s assistant or pre-accelerated nursing school requirements while studying how nutrition enhances health and quality of life through promotion of wellness, disease prevention or delay and/or medical nutrition therapy. There is in increasing recognition of the effect of nutrition and diet on health and longevity in the health care community. **Rational:** Medical Schools and Allied Health programs across the United States School have recognized that practical nutrition education must be incorporated into their curricula to address the startling increase in **chronic diseases and the obesity epidemic** in the Western world.

- The Textiles and Apparel Studies program has been modified to have concentrations listed below:
  - Fashion Merchandising
  - Fashion Design

The Textile and Apparel Studies (TAS) program was designed to provide students with knowledge and skills in textiles, fashion design, merchandising and product development, and business. **Rationale:** Over the years, students left the program because of lack of opportunity to choose specific field of interest such as Fashion Merchandising, Fashion Design or Textiles. To improve retention, we decided to develop concentrations in Fashion Merchandising and Fashion Design within the program.

**Concentration: Fashion Design**

The Fashion Design program prepares students for the world of fashion design and its related industries. Students focus on the design and construction of garments, design's expression and how it moves and fits the body. The curriculum stimulates creative expression in all aspects of Fashion Design, including fashion sketching, creative design, computer applications, draping, and pattern drafting. Graduates often have employment opportunities in many different facets of the industry relating to design, styling, forecasting, marketing, manufacturing, and merchandising. Fashion designers communicate ideas by fashion sketching, fashion illustration, and through the creation of three-dimensional finished garments that may appear on the runways or in retail stores.

**Concentration: Fashion Merchandising**

It is an interdisciplinary program that requires knowledge of both fashion and business, and knowledge in apparel and business to give students an understanding of the design, manufacture, buying, selling and distribution of goods with knowledge about the target consumer. The curriculum is designed to help students understand how to conduct business across the entire breadth of the textiles and apparel industry. Students will understand the ways apparels are created, marketed, sold, and bought. Fashion and apparel merchandising is the promotion and sale of clothing and accessories, especially those articles of wear that are the prevailing trend. There are several job opportunities in the fashion and apparel merchandising field.
Established collaboration to enhance research

External Collaboration to support Food Microbiology Research

- Vibrio & fish project: Collaboration with USDA-ARS, DSU Aquaculture facility.
- Salmonella/Campy project: Collaboration with USDA-ERRC, UMES.
- Natural products & AMR project: Collaboration with UMD College Park.
- Genomics project: Collaboration with DBI.

External Collaboration to support Food Chemistry Research

- Biobased and Other Animal Coproducts Research Unit, USDA-ARS, ERRC
- 600 East Mermaid Lane, Wyndmoor, PA 19038
- Nutrient Digestibility: School of Nutrition Sciences, Faculty of Health Sciences, University of Ottawa, 25 University Private, Ottawa, ON K1N 6N5 Canada
- Bio-products research, Verschuren Centre for Sustainability in Energy & Environment, Cape Breton University, 1250 Grand Lake Road, Sydney, B1P 6L2, Nova Scotia, Canada

- List Professional Development Efforts and/or Activities organized by the unit. List Professional Development Activities not organized by the unit but attended by or pursued by unit member(s), list names of members involved.

- Partnered with USDA-NIFA and organized a successful Grant Writing Conference in Dover on May 10-11, 2018 that attracted more than 100 participants

Service Learning & Experiential Learning
• Continue to provide experiential learning opportunities to Food and Nutritional Sciences students through collaboration with DSU’s cooperative extension, the Food Bank of Delaware, the WIC program in Delaware, the School Lunch Program, Area Agencies for Aging, hospitals and Long Term Care facilities.

• Continue to provide internship opportunities students interested in food science and biotechnology through collaboration with food industries such as Perdue Farms and USDA-ARS in Wyndmoor, PA.

• Continue to provide experiential learning opportunities for Textiles and Apparel students through collaboration with retail stores.

Recruitment Efforts

• Organize a two-week summer research apprenticeship program for high school students (grade 10-12) to provide experiential learning in the Food Chemistry and Food Microbiology laboratories:
  • CARS-CIBER Summer Intern Program for undergraduate.
  • DSU Summer Biotechnology Camp for high school student

• List all community, public, and business outreach programs, activities and events occurring during the reporting year. Asterisk any that involved individuals from other DSU Units. Where appropriate, indicate the number of persons served by the outreach effort.

• Enter any other comments that you feel are important to the continued improvement of the Unit

Student Leadership Opportunities

• Encourage and support participation in student club (Food & nutrition club; Fashion club) activities and other student activities on campus

CHBS (College of Health and Behavioural Sciences)
2018-2019 Annual Report
Executive Summary:

July 1, 2018, the College was renamed the College of Health and Behavioral Sciences (CHBS). Additionally, the Department of Education was transferred to CHESS and the Department of Psychology joined the departments of Nursing, Public and Allied Health Sciences and Social
Work in this College. This new college makeup has resulted in a mix that has led to more cohesion in and across programs. During the Fall of 2018, the Leadership Team (Chairs, Assistant and Associate Dean, College Administrative Assistant) revised the College Mission and strategic vision. Mission: The College of Health and Behavioral Sciences (CHBS) provides an interdisciplinary approach to community engagement, education, training, research and behavioral healthcare. Building on the mission of the University, CHBS’s mission is to train students to be researchers and health practitioners, who will have the ability to work with diverse populations. Strategic Vision: 1) To excel in delivering state-of-the-art educational programs that serve the global community and are guided by ethical standards. 2) To prepare culturally competent, qualified professionals with the appropriate knowledge and skills to serve diverse communities. 3) To become the College of choice for community engaged partnerships. 4) To develop a research and scholarship agenda that integrates theory with practice and engages the local and global community. Each department was responsible for developing action steps aligned with the College mission and goals.

Fall 2018, the Dean continued to work with a group composed of internal and external constituents to develop The Academy of Healing Institute. Two sessions to familiarize DSU faculty and staff with our concept of an African–Centered approach to trauma were held during the 2017-2018 school year. After those initial sessions, leadership for the Steering Committee was turned over to Dr. Gwendolyn Scott-Jones. In February 2019 a day-long workshop, Shifting from Trauma Informed Care to an African Healing Centered Approach was held. This workshop was attended by over 400 practitioners and was very well received. The mission of The Academy of Healing Institute is to provide skills necessary to impart healing and primary prevention that will address adverse childhood experiences, race-based trauma, and community violence by offering trainings, conferences, webinars, certificate programs and community outreach. The goal is to create a pipeline of healing professionals trained to provide culturally responsive and trauma informed care. Since the February workshop the Steering Committee has continued to work on program development.

Additionally, in the Fall 2018, the Dean organized a team to work with representatives from the State of Delaware and AmeriHealth Caritas to offer a workshop on opioid addiction. The 2019 Assessment and Treatment of Substance Abuse Disorders Conference was held on April 9 from 9 am to 1 pm. The conference was attended by over 200 psychologists, social workers and medical professionals.

The Associate Dean serves as the Chairperson of the University Health Professions Committee. This year 160 students, undergraduate and graduate, enrolled in the Blackboard Community. There were 12 events held this year including workshops on preparing application dossiers and general information sessions on medical field pathways. During the current academic year, the Associate Dean met with approximately 70 students and spent 4-5 hours per week on HPC Committee work. Affiliations and partnerships have been formed with the National Association of Advisors for Health Professions and the Delaware Health Science Alliance. A Minority Association of Premedical Students (MAPS) Chapter was chartered in the Spring. In addition, Dr. Horton was appointed to the DIMER (Delaware Institute of Medical Information and Research) Board. Students are seeing increased opportunities for shadowing, internships and pre-medical enrichment courses.

The Department of Nursing had a 100% first time pass rate on the NCLEX licensure exam for the 2018 graduates. Additionally, all of these students have found employment. The department added Remediation Specialists to work with pre-nursing and nursing students in both the theory
and clinical components of the curriculum to ensure that students progress with expected levels of achievement.

The American College of Sports Medicine and the Exercise is Medicine on Campus Committee (EIM-OC) has recognized the Department of Public and Allied Health Sciences and DSU as a Silver Level Campus. Silver Campuses focus on education to ensure that knowledge on the importance of physical activity to health is shared and incorporated into campus life. A collaboration between the Delaware Council on Farm and Food Policy (Council), DSU Public and Allied Health Sciences Program, and the Environmental Protection Agency (EPA) was established to commence work on the Food-Based Comprehensive Assessment Tool. A mentoring program for students interested in careers in physical therapy, athletic training, strength and conditioning and personal training has commenced. Students met with local professionals throughout the year and received hands-on instruction regarding their respective fields.

The Department of Psychology curriculum is now being offered online. Additionally, students enrolled in the traditional face-to-face curriculum can also enroll in these sections. The result has been an increase in retention. The Certificate in Alcohol and Drug Counseling (CADC) Program was approved as a certificate program by Middle States and the state Department of Education. The program is being offered online.

The MSW program in Social Work graduated its first online cohort in May 2019. Additionally, during Social Work month (March 2019), the department held multiple events including proclamations at Legislative Hall and by the Governor. The department also held social justice events (e.g., death row exoneration talks), poverty symposiums, took a student delegation to Student Advocacy Day in Washington, DC, held a logo contest, and sponsored programs on the pilgrimage to peace.

**Unit Initiatives:**

- **Accomplished in this cycle**
  For academic units, include curricular changes approved by Faculty Senate, General Faculty, Provost and President.
  As stated previously, the College co-sponsored workshops on Trauma and Opioid addiction. The Associate Dean also served as Chair of the Health Professions Committee working with students to gain entrance into medical and professional schools and led the process for obtaining a Charter Minority Association for Pre-Med/Pre-Health Students (MAPS) Chapter.
  CHBS established an Advisory Board to provide program feedback and assist in determining future areas of need aligned with the college mission. The first meeting was held on April 11, 2019.

- **Planned for next cycle**
  For academic units, include planned curricular changes
  The Academy for Healing Institute is continuing to plan additional workshops, trainings and a certificate program. Additional workshops and trainings are also being developed for the Opioid Addictions program.
  Explore expanded affiliations and partnerships: Statewide Healthcare Agencies, 4+ programs,
dual degrees, and certifications
Implement a pilot course on MCAT preparation as open elective
Nursing Department
2018-2019 Annual Report
Executive Summary:

Undergraduate Program
The revised curriculum continues to be monitored. NCLEX -RN pass rates are on a steady rise, with the 100% pass rate in 2018, exceeding the total pass rate of 90.04% for all programs in the State of Delaware, and the 88.55% national total pass rate for all programs. Historically, the last time Delaware State University achieved 100% NCLEX pass rate was under the Presidency of Dr. Luna Mishoe some 30 years ago. Furthermore, Delaware State University NCLEX-RN pass rates were the highest in the state. The Department of Nursing (DON) remains in good standing with full accreditation by the Accreditation Commission for Education in Nursing (ACEN) and full approval by the Delaware Board of Nursing.

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.

The DON 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.

MSN Program (to launch Spring 2020)
Courses have been revised with new course names, descriptions, and SLOs (Student Learning Outcomes). Identifying SLOs that lead to RSGCs (Role Specific Graduate Competencies) foster program alignment and help to maintain accreditation requirements through ACEN.

Competencies (RSGCs) are based on the National League for Nursing (NLN) Competencies for Graduates (Nursing Judgement, Professional Identity, Spirit of Inquiry, and Human Flourishing). The RSGCs subsume the undergraduate SLOs and the RSGCs subsume the SLOs in the Master’s program.

The graduate program is designed so the SLOs are directly aligned with and lead to the four (4) Role Specific Graduate Competencies. All course objectives are designed to address the overall Student Learning Outcomes and increase in difficulty as the student progresses in the curriculum until the culmination of the Capstone for the Global Leadership or the Nursing Education track. The Capstone is designed to address all six SLOs as the student pursues a research focused scholarly project.

The curriculum is designed and organized so courses either build upon or enhance one another, while enabling the student to achieve the SLOs and RSGCs. The relationship between the SLOs and the RSGCs are indicated on the first page of each course syllabus. The philosophy, RSGCs,
SLOs, and program outcomes are the foundation upon which core curricula, nursing courses, and the clinical practicum experiences are built. The SLOs promote a progression in learning that leads to the achievement of the RSGCs.

Faculty and Staff

Faculty and Staff are qualified to carry out the responsibilities and duties of the DON. In AY 2018-2019, Faculty completed an annual accreditation survey. On this survey, faculty ratings for sufficient fulltime faculty and staff exceeded the benchmark (2.5 or higher out of 4) for both sufficient faculty and sufficient staff. Five (5) of the seven (7) fulltime faculty are new faculty, appointed within the past 2 years. All fulltime staff, the Clinical Coordinator, Skills Lab Coordinator, Computer Lab Coordinator, and Senior Secretary are new, hired within the past two years. Despite the presence of only three (3) veteran faculty in the DON, two (2) associate professors and the Chairperson, the work of the Department is accomplished comprehensively and in a timely manner.

Students

In Fall 2019, the total number of students in the Professional Phase of the Nursing Major will number 56: 19 seniors and 37 juniors. Twenty-eight (28) juniors qualified for admission to the nursing major in Fall 2018; an additional three (3) returned to repeat Fall courses. Of those 31, nineteen (19) progressed to the senior year, starting in Fall 2019. Six (6) opted to change their majors after being unsuccessful in Fall 2018. Another six (6) are returning in Fall 2019 to retake courses failed in Fall 2018 and will join the new junior class. The total number of juniors in the nursing major for Fall 2019 is limited to 37, according to ACEN accreditation calculations. To exceed that number, the DON would need to submit a substantive change report; the personnel resources of the DON at this time preclude this option.

Unit Initiatives:

**Accomplished this cycle**

The major initiative in the DON with College and University administrative approval is the completion of the ACEN Self Study Report according to the established timeline. The Self Study Report has been written by faculty in preparation for the September 2019 visit by ACEN, for the purpose of achieving full accreditation for the next eight (8) years. Additionally, 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.

**Planned for next cycle**

Two major initiatives for AY 2019-2020 were identified by DON Faculty. For the undergraduate program, an increase in retention and graduation rates was established as the priority. This will include a curriculum change in the minimum grade required (from a C to a B) for pre-requisite pharmacology and science courses, and consequent revisions to the Admissions criteria for the nursing major. For the graduate program, the successful launch of the Master’s program is the
priority, and includes marketing, recruitment, advisement and retention of graduate students enrolled in the inaugural Spring 2020 cohort.
Psychology Department
2018-2019 Annual Report

Executive Summary:

The Department of Psychology recognizes and supports the overall mission of Delaware State University (DSU) by providing students with the necessary education for entry-level positions in the human service related fields and preparing students for graduate school or job placement. Students are trained to be scholar-practitioners in the Psychology Program. The Psychology Program is growing and advancing their majors within the discipline.

In addition to the traditional psychology course offerings, there is online psychology course offerings that are offered during the accelerated semesters. The online psychology course offerings will help with student retention, as well as improving graduation rates. With online course offerings, students have an opportunity to graduate within 4 years or less.

During Fall Semester 2015, the Department of Psychology developed and implemented a Certificate in Alcohol and Drug Counseling (CADC) Program, and by the end of Spring Semester 2019, the CADC Program became Middle States approved as a certificate program at Delaware State University. In addition, the CADC Program was approved by the Delaware Department of Education (DOE) to be a certificate program that offered gainful employment. Approval by DE DOE allows the CADC Program to be Title IV eligible. The CADC Program will attract individuals who are looking to become credentialed substance abuse counselors or to attain recertification. The CADC Program is offered online to matriculating DSU students and non-traditional students. Non-traditional students must possess a bachelor’s degree in any major before being admitted into the CADC Program.

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.

In October of 2018, the Department Chair, who is also Assistant Dean in the College of Health and Behavioral Sciences was given the responsibility to develop Delaware State University’s Trauma Academy. The mission of Delaware State University’s (DSU) Trauma Academy is to provide skills necessary to impart healing and primary prevention that will address adverse childhood experiences, race-based trauma, and community violence by offering trainings, conferences, webinars, certificate programs, and community outreach. However, the goal of DSU’s Trauma Academy is to create a pipeline of healing professionals trained to provide culturally responsive and trauma – informed care. There will be a certificate program developed by Spring of 2020 name, Certified in Addressing Trauma with an African Centered Healing Approach. The goals of this trauma certificate program are: (1) to establish a training model based on the African-Centered Healing Approach to develop a cadre of professionals, who can deliver culturally sensitive care to individuals experiencing trauma.
(2) to acquire skills that are necessary and essential for helping professionals to explore unconscious biases, as well as creating a climate to have healthy and constructive conversations when identifying the underlying causes of one’s traumatic experiences.

(3) to minimize the impact of toxic stress by teaching clients how to be psychologically resilient through a cultural approach.

The certificate program will be offered online. There will be 6 courses offered and each course will be 3-credit hours; one course will be a practicum experience. The courses will be offered in 8-week blocks.

Unit Initiatives:

MISSING
Public and Allied Health Services Department
2018-2019 Annual Report

Executive Summary:

The Department of Public & Allied Health Sciences (PAHS) houses two degree programs, Kinesiology (B.S.) and Public Health (B.S.) Both programs are flourishing because of the full implementation of recent changes to the curricula, learning objectives, and goals of each major. An increase in the rigor of the Kinesiology and Public Health degree requirements is changing the culture of the department, as it is attracting students who are interested in challenging their academic limits in order to be better prepared for placement after graduation. Two hundred eighty (280) students were reported as declared PAHS majors at the beginning of the 2018-2019 academic school year. This total number of students consisted of one (1) Community Health major, sixty-four (64) Health Promotion or Public Health majors, one hundred fourteen (114) Kinesiology majors and one hundred one (101) Movement Science majors. At the end of the 2017-2018 academic year, one full-time faculty member serving in the role of Department Chairperson departed.

Unit Initiatives:

Accomplished this Cycle:

• A mentoring program for students interested in careers in Physical Therapy, Athletic Training, Strength & Conditioning, and Personal Training was started this academic year. Students met with local professionals in their desired fields 3-4 times throughout the academic year and received hands-on instruction along with practical insight into their respective fields.
• An implementation plan was completed to transition students who chose to change to the 2017 Kinesiology curriculum.
• A ‘teach-out’ plan was implemented and completed for students who chose to remain on the previously existing (2011 & 2015) Movement Science curricula.
• Approximately half of the Public Health curriculum courses have been developed in an online format. The entire Public Health degree program is anticipated to be available online in 2020.

Planned for Next Cycle:

• Complete the development of the entire online Public Health degree program.
• Fully develop and implement the Sports Performance program in conjunction with the Department of Athletics.
• Initialize the development of a Master of Public Health degree program.
Social Work Department
2018-2019 Annual Report

Executive Summary:

The Department was extremely active this year. To start, we were able to 100% staff the main office with an office manager and a secretary. Three long-term Full-time faculty elected to retire. That, of course, called for a retirement party which occurred on May 15th and a very engaged personnel committee who interviewed and recommended candidates for all three positions with a start date of August 2019.

The department also increased our use of adjuncts by providing a more realistic number of students in some of the BSW courses and made several curricular changes to the BSW non-Social Work classes to add flexibility and an easier connection between Banner and Degree Works. For instance, we added options in the sciences and math so students now had more than one particular option in science and math. Adding theses option with the registrar’s office make Degree Works and Banner a more seamless experience for the students.

The majority of the year was spent developing reaffirmation documents for the Council on Social Work Education (CSWE). The first set of the accreditation materials had a due date of May 2019 while the bulk of the documents will be submitted by August 1st. A site visit is expected between December 2019 and February 2020. All faculty and staff were involved at various levels in this process.

This year we had a combined total of 118 BSW and MSW students complete internships. Seventeen of those internships were new to the department. Twenty-two of the students who completed internships accepted job offers at their internships. We graduate more than 75 students between the two programs. Many of the BSW students are preceding to an MSW program in the fall. Of specific interest is the table regarding retention and graduation as the rates for both programs continue to increase. Our annual study abroad trip was to Cuba with three faculty/staff, and both graduate and undergraduate students participating. The most interesting aspect of both the BSW program and the MSW program was the number of activities in the implicit curriculum (outside the classroom). We offered 25 programs outside the classroom during the academic year. Of particular interest were the Healing Academy debut workshop at standing room only in MLK, the partnered program with AmeriHealth Caritas on Opioid addiction, two poverty simulations, and two panels on Social Justice and the exoneration of death row inmates.

Faculty had an impressive year of scholarship with one poster presentation, four articles, one book, six presentations, and one ongoing research project. Grant submissions amounted to a requested and/or awarded amount over 1.7 million dollars. Most of the funding requests impact students directly, including paid internships, funding for study aboard, licensure test preparation materials, and digital learning materials. We head into the next academic year with hope for continued improvement in teaching, scholarships, and affirmation.

Unit Initiatives:

• The most significant initiative was the writing of the self-study for the reaffirmation process with CSWE. Faculty members, office staff and all student workers participate in document
• We graduated the first online cohort for social work.
• During the academic year 2019-2020, the Department made changes to the BSW program by creating the below changes:
  1. All SW courses under SW 400, please remove all co-requisites and pre-requisites, except SCWK 310 requiring a math course before taking the course.
  2. We will accept BIOL 103, 105, 107, 111, 207 or 208
  3. We will accept MTSC 107, 108, or 241; please remove the 101 and 102 requirements
  4. We will no longer require a natural science in our curriculum, allowing BIOL to satisfy both the science requirement in the General Education and Social Work. We understand that leaves the students with taking three other credit somewhere else.
  5. For the 400 level courses, students must complete all 300 and below courses as prerequisites
  6. Please remove a natural science from the SCWK curriculum
  7. Utilized more adjuncts to have more reasonable course capacity levels.
• We changed the MSW program pre-course for the advanced standing students to be a three-credit summer course from a 6-credit course.
• Planned for next academic year include:
  1. A complete overhaul of the curriculum for the BSW and MSW program.
  2. New concentrations will be conceptualized for the 2nd year of the MSW.
  3. Social Work is working with Psychology on developing the trauma-informed postgraduate certificate.
  4. Social Work helped with the Opioid Conference in April 2019
The College of Humanities, Education and Social Sciences is committed to excellence in undergraduate education and has increased opportunities in research, experiential and service-learning, study abroad experiences and professional development through alumni mentoring and membership in industry or professional organizations. Now more than ever, we must place significant emphasis on meeting Key Performance Indicators (KPI’s) to ensure that our students are workforce ready. This year, we convened our first meeting with the CHESS Advisory Board, are leveraging our local, regional, national, and global partnerships to ensure that our students are culturally astute and we continue to work towards growing our footprint and archiving our successes and achievements.

In the report that follows, we highlight enrollment and retention success, faculty engagement in high-impact teaching, research and scholarship, curricula changes which not only align with a demand for workforce readiness but enhance the academic experiences for our students and a commitment to building the connection between DSU and the community.
EDUCATION

DSU education major get first-hand experience understanding the skills necessary to teach. High emphasis is placed on excellence and prepare our students to navigate the challenges presented by federal and state requirements and leave DSU prepared to become highly qualified and competent teachers.

HISTORY, POLITICAL SCIENCE AND PHILOSOPHY

Students are provided with an education through a multicultural lens. Student develop their skills to succeed in class, extracurricular activities, internships and future careers and gain a global understanding of the world.

THE DEPARTMENT OF MASS COMMUNICATIONS, VISUAL AND PERFORMING ARTS

These students become graduates who specialize in convergence journalism, public relations and advertising, or digital media production, music and art.

THE DEPARTMENT OF SOCIOLOGY AND CRIMINAL JUSTICE

The Sociology major provides a comprehensive grounding in the academic discipline of Sociology, its theories, methods, and findings. The Criminal Justice major provides a comprehensive grounding in the discipline of criminology, as well as analysis of the multitude of social factors.

THE DEPARTMENT MATHEMATICAL LITERACY

Department of Mathematical Literacy is to empower students through the mastery of core mathematics content and the application of mathematical knowledge. As such, the department provides quality instruction that builds a comprehensive mathematical foundation for a diverse student body.

PUBLIC ADMINISTRATION

Our MPA can help you advance your career as an administrator, manager, and analyst in a variety of public sector and nonprofit settings; city and county administrator; human resource professional; and a wide range of other leadership and management positions in health care, education, nonprofit, and non-governmental organizations. The program is designed for professionals who have three or more years of experience, preferably with two years of supervisory experience.

TESOL/BILINGUAL EDUCATION

This program is designed to provide students with an advanced level of expertise and thorough training on the theory and practice of teaching English to non-native speakers of English (MA TESOL) and/or bilingual learners (Bilingual Education). The program provides students with the pedagogical and intellectual preparations necessary to teach in K-12 English Language Learner (ELL) or dual language immersion classrooms as well as in colleges, universities, and language institutes.

Unit Initiatives:

The 2018-2019 academic year was a significant one for the University’s education programs. The CAEP/accreditation visit in April 2019 drove the work of the year. Prior to the entry of the new chair, the programs had submitted reports to Specialized Program Associations (SPA) for review. These reports were key to the CAEP review. In early fall 2018, the education programs conducted a SWOT analysis. Data from key assessments (internal and external), data from
Delaware Department of Education, and other sources were gathered and placed in the Education Department Office’s conference room and individuals and/or small groups visited the room over the course of a month to dig into the data and identify Strengths (S), Weaknesses (W), Opportunities (O), and Threats (T). Following this analysis areas for further improvement were identified. One such data informed development related to assessment proficiency of our candidates. The group began the process of revamping the Assessment course, identifying missed opportunities to integrate assessment practices in other courses. A commitment to providing multiple PPAT-like assessment experiences was expressed at the subsequent October Data Day, and a subcommittee was charged to continue the work.

The CAEP Formative Feedback Report (FFR) arrived in late January 2019 and the work in the fall proved instrumental for CAEP preparations, as much of the program analysis from the faculty mirrored the feedback that came from CAEP. The Education Preparation Provider (EPP), DSU education department, was tasked to write an addendum (a response to the feedback). Between January and early April 2019 the education program faculty met twice weekly in small teams to address each aspect of the report broken into five standards:

- Standard One. Content and Pedagogical Knowledge
- Standard Two. Clinical Partnerships and Practice
- Standard Three. Candidate Quality, Recruitment and Selectivity
- Standard Four. Program Impact
- Standard Five. Provider Quality Assurance and Continuous Improvement

The Advanced Programs were perfectly poised in a CAEP transition period, and as a result of this and their above and beyond data collection and analysis, they received no stipulations and no Areas for Improvement (AFIs). The initial programs (undergraduate) received no stipulations and six areas for improvement. These six areas are very tightly aligned with priorities the department has already deemed essential from their data analysis and are also healthy areas to serve as foci for program expansion and continuous improvement. In some cases they are directly tied to university wide priorities like the use of technology for instruction.

The Department has a scheduled May 2019 four-day retreat on May 13, 14, 21, and 23 to develop an Action Plan for addressing both the AFIs and other prioritized work for the next academic year.

The CAEP Coordinator position was filled on a Part Time basis for the 18-19 school year and needs to be filled for the 19-20 school year and beyond in order for education programs to be positioned for success for subsequent data collection (expected monthly), reporting (required yearly). This position supports education programs beyond the Education Department. This position also ensures mandatory yearly reporting to the Department of Education takes place in a timely manner. These evaluations (beyond the University’s Middle States evaluation) are unique to education programs, and thus justification for this position. Beyond CAEP and State requirements (which are extensive), this position will ensure manage of the department’s Quality
Assurance System (QAR) that provides the framework of a data driven cycle of inquiry for all interventions and initiatives. These responsibilities are well beyond the capacity of the team.

NOTE: The Department of Education has discussed the need for additional personnel and rationale utilizing data provided by IRPA on FTE’s and student credit hours.

Accomplished in this cycle:

For academic units, include curricular changes approved by Faculty Senate, General Faculty, Provost and President.

1. The Council for the Accreditation of Education Programs (CAEP) Site Visit resulted in no identified stipulations (serious conditions that are not met).
2. The Site Team Visit identified six areas for improvement in the Undergraduate program that need work but each of these had already been identified by the faculty and we are making progress in each.
3. The Graduate program had no stipulations or areas for improvement identified.
4. The Quality Assurance Reporting System received positive feedback from the CAEP team in April. This framework guides the education program faculty to ensure goals and initiatives are grounded in the University, departmental goals and standards, and more than that to ensure that a complete cycle of data-based inquiry is used to set the intervention and then follow its’ impact on candidate practice and student learning.
5. The Transition Points for monitoring candidates received positive feedback from the CAEP team in April. The Transition Points document outlines four phases in the candidates’ matriculation: Foundations, Teacher Education Program (TEP) Admission Interview, Student Teaching/Internship, and Job Placement. At each stage the candidate requirements, supports provided, and interventions are named. Running parallel to this system will be a revised and expanded ePortfolio system to be developed over the next 6-9 months and launched in 2020. More information below.
6. Technology instruction was positively reviewed as being aligned with international technology standards;
7. The Candidate Handbook received positive feedback.
8. Our stakeholder involvement with Advisory Committees received positive feedback.
9. Interviews with DSU education program candidates and graduates were very positive about our programs.
10. A newly developed Praxis preparation course for English and Social Studies is now in place. Students are required to pass Praxis 2 as a gateway to the internship and ultimately graduation. The content covered can be quite broad and span the information that student obtained over years of coursework. Such courses are intended to support students in summarizing their course studies and preparing for the summative content assessments.
11. An Advanced Programs Advisory Committee was organized in Fall 2019 and met monthly since November to inform the modifications to the advanced program offerings. The group is comprised of K12 educators, faculty from other universities, and other partners. A list of recommendations has been compiled and will be used at the May retreat to set the course for programmatic changes to the master and doctoral programs in Education Leadership and beyond. Moving forward the group will meet 2-3 times a year to provide feedback to DSU on progress toward goals.
Planned for next cycle:

For academic units, include planned curricular changes

- The Elementary Education and Early Childhood Education programs will submit data in March 2019 to complete their SPA review and to obtain the Nationally Recognized credential. This work requires the support of the CAEP Coordinator position.
- Running parallel to the Transition Points system will be a revised and expanded ePortfolio system to be developed over the next 6-9 months and launched in 2020. The portfolio system will move from one point in time (the TEP interview) to two additional portfolios: Working Portfolio (capturing their mastery of InTASC standards that measure their readiness for the field) and a Professional Portfolio (to support them as they acquire employment). The goals is to increase our awareness of where students are in their readiness, to tighten the system of supports for candidates, and to provide timely counseling to them early and often.
- The Department is taking key areas identified as “weak spots” in our Fall SWOT analysis and engaging in a mapping process to ensure both horizontal alignment (that the areas/standards are adequately addressed across the various programs) and vertical alignment (to ensure the areas/standards are addressed purposely throughout a program of study to deliberately lead candidates from novice to mastery).
- The Department will develop a recruitment plan over summer 2019 to be shared with the CPE committee in fall 2019 and launched no later than January 2020. The plan will focus on more deliberate collaboration with Education Pathways in Delaware high schools and on the recruitment of Black and Hispanic males into teaching and administration – in particular in elementary schools.
- The Graduate Office will be focused on expansion of K12 candidates in both the master and doctoral education programs. There will also be a focus on moving to hybrid offerings and making urban (and rural) education, equity, and transformational leadership “niche” areas for DSU.
- The Praxis course put in place for Social Studies and English content will be followed for consideration in other programs such as Early Childhood Education and Elementary where the teachers must be proficient in all content areas. Consideration into transitioning to the new Praxis assessment will be studied further in fall 2019. Changes to the Praxis tutoring system are underway with the appointment of a new Praxis Coordinator in January 2019.
- Legislators have approached DSU to consider initiating a program focused on credentialing educators to work with visually impaired students.
- An advisory committee for initial programs will launch during the next academic year.
The 2018-2019 academic year was a significant one for the University’s education programs. The CAEP/accreditation visit in April 2019 drove the work of the year. Prior to the entry of the new chair, the programs had submitted reports to Specialized Program Associations (SPA) for review. These reports were key to the CAEP review. In early fall 2018, the education programs conducted a SWOT analysis. Data from key assessments (internal and external), data from Delaware Department of Education, and other sources were gathered and placed in the Education Department Office’s conference room and individuals and/or small groups visited the room over the course of a month to dig into the data and identify Strengths (S), Weaknesses (W), Opportunities (O), and Threats (T). Following this analysis areas for further improvement were identified. One such data informed development related to assessment proficiency of our candidates. The group began the process of revamping the Assessment course, identifying missed opportunities to integrate assessment practices in other courses. A commitment to providing multiple PPAT-like assessment experiences was expressed at the subsequent October Data Day, and a subcommittee was charged to continue the work.

The CAEP Formative Feedback Report (FFR) arrived in late January 2019 and the work in the fall proved instrumental for CAEP preparations, as much of the program analysis from the faculty mirrored the feedback that came from CAEP. The Education Preparation Provider (EPP), DSU education department, was tasked to write an addendum (a response to the feedback). Between January and early April 2019 the education program faculty met twice weekly in small teams to address each aspect of the report broken into five standards:
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- Standard Four. Program Impact
- Standard Five. Provider Quality Assurance and Continuous Improvement

The Advanced Programs were perfectly poised in a CAEP transition period, and as a result of this and their above and beyond data collection and analysis, they received no stipulations and no Areas for Improvement (AFIs). The initial programs (undergraduate) received no stipulations and six areas for improvement. These six areas are very tightly aligned with priorities the department has already deemed essential from their data analysis and are also healthy areas to serve as foci for program expansion and continuous improvement. In some cases they are directly tied to university wide priorities like the use of technology for instruction.

The Department has a scheduled May 2019 four-day retreat on May 13, 14, 21, and 23 to develop an Action Plan for addressing both the AFIs and other prioritized work for the next academic year.

Attached Files
Unit Initiatives:

1. The Council for the Accreditation of Education Programs (CAEP) Site Visit resulted in no identified stipulations (serious conditions that are not met).
2. The Site Team Visit identified six areas for improvement in the Undergraduate program that need work but each of these had already been identified by the faculty and we are making progress in each.
3. The Graduate program had no stipulations or areas for improvement identified.
4. The Quality Assurance Reporting System received positive feedback from the CAEP team in April. This framework guides the education program faculty to ensure goals and initiatives are grounded in the University, departmental goals and standards, and more than that to ensure that a complete cycle of data-based inquiry is used to set the intervention and then follow its’ impact on candidate practice and student learning.
5. The Transition Points for monitoring candidates received positive feedback from the CAEP team in April. The Transition Points document outlines four phases in the candidates’ matriculation: Foundations, Teacher Education Program (TEP) Admission Interview, Student Teaching/Internship, and Job Placement. At each stage the candidate requirements, supports provided, and interventions are named. Running parallel to this system will be a revised and expanded ePortfolio system to be developed over the next 6-9 months and launched in 2020. More information below.
6. Technology instruction was positively reviewed as being aligned with international technology standards;
7. The Candidate Handbook received positive feedback.
8. Our stakeholder involvement with Advisory Committees received positive feedback.
9. Interviews with DSU education program candidates and graduates were very positive about our programs.
10. A newly developed Praxis preparation course for English and Social Studies is now in place. Students are required to pass Praxis 2 as a gateway to the internship and ultimately graduation. The content covered can be quite broad and span the information that student obtained over years of coursework. Such courses are intended to support students in summarizing their course studies and preparing for the summative content assessments.
11. An Advanced Programs Advisory Committee was organized in Fall 2019 and met monthly since November to inform the modifications to the advanced program offerings. The group is comprised of K12 educators, faculty from other universities, and other partners. A list of recommendations has been compiled and will be used at the May retreat to set the course for programmatic changes to the master and doctoral programs in Education Leadership and beyond. Moving forward the group will meet 2-3 times a year to provide feedback to DSU on progress toward goals.

• Planned for next cycle
For academic units, include planned curricular changes
The Elementary Education and Early Childhood Education programs will submit data in March 2019 to complete their SPA review and to obtain the Nationally Recognized credential. This work requires the support of the CAEP Coordinator position.

Running parallel to the Transition Points system will be a revised and expanded ePortfolio system to be developed over the next 6-9 months and launched in 2020. The portfolio system will move from one point in time (the TEP interview) to two additional portfolios: Working Portfolio (capturing their mastery of InTASC standards that measure their readiness for the field) and a Professional Portfolio (to support them as they acquire employment). The goals is to increase our awareness of where students are in their readiness, to tighten the system of supports for candidates, and to provide timely counseling to them early and often.

The Department is taking key areas identified as “weak spots” in our Fall SWOT analysis and engaging in a mapping process to ensure both horizontal alignment (that the areas/standards are adequately addressed across the various programs) and vertical alignment (to ensure the areas/standards are addressed purposely throughout a program of study to deliberately lead candidates from novice to mastery).

The Department will develop a recruitment plan over summer 2019 to be shared with the CPE committee in fall 2019 and launched no later than January 2020. The plan will focus on more deliberate collaboration with Education Pathways in Delaware high schools and on the recruitment of Black and Hispanic males into teaching and administration – in particular in elementary schools.

The Graduate Office will be focused on expansion of K12 candidates in both the master and doctoral education programs. There will also be a focus on moving to hybrid offerings and making urban (and rural) education, equity, and transformational leadership “niche” areas for DSU.

The Praxis course put in place for Social Studies and English content will be followed for consideration in other programs such as Early Childhood Education and Elementary where the teachers must be proficient in all content areas. Consideration into transitioning to the new Praxis assessment will be studied further in fall 2019. Changes to the Praxis tutoring system are underway with the appointment of a new Praxis Coordinator in January 2019.

Legislators have approached DSU to consider initiating a program focused on credentialing educators to work with visually impaired students.

An advisory committee for initial programs will launch during the next academic year.
English and Foreign Languages Department
2018-2019 Annual Report

Executive Summary:

The Department of English and Foreign Languages (DEFL) continues to serve as the department that provides a majority of General Education/CORE classes to the entire student body. The classes are Composition I and II, Speech, Foreign Languages, World Literature I and II, and African American Literature I and II. With only 17 full time faculty, the department continues to rely heavily on 32 adjuncts, 26 for English and 6 for Foreign Languages, to teach 100 and 200 level classes. In Fall 2018 Semester, 95 classes (English 69 and Foreign Languages 26) were taught by full time faculty, and 75 classes (English 62 and Foreign Languages 13) were taught by adjunct faculty. In Spring 2019 Semester, 82 classes (English 61 and Foreign Languages 21) were taught by full time faculty, and 70 classes (English 52 and Foreign Languages 14) were taught by adjunct faculty.

The online courses have very high enrollments, and they are very popular among the students. Eight sections of World Literature I and II and two sections of African American Literature I were taught online during the 2018-2019 Academic Year. Seven sections of English Composition I and II were taught online in the same academic year, so were three sections of Speech. Seven ESL sections and two ELI sections were taught online, so were two sections of Structure of Modern English in the 2018-2019 Academic Year.

English is the only major program in the DEFL. The minor programs are English, French, Spanish, and Theater. The English Language Institute (ELI) program started in the Fall Semester of 2017. Find below the progress report on the program.

Dr. Brody Bluemel has been working hard on the English Language Institute (ELI) and the MA TESOL / Bilingual Education. The following are the synopses of the report of the programs for which he is in charge.

ELI

• This year, in the ELI between Fall and Spring semesters, 9 certificates have been completed and awarded, up from 6 program completers during the initial launch of the program in the previous year.

• Recruitment trip to China in Fall 2018 semester led to the initiation of several international ELI partnerships being established. It is anticipated that at least 2 international sites in China will begin offering the ELI in the coming year.

• Following the trip to China, a complete revision of the Culture Enrichment Program was undertaken and fully approved during Spring 2019 semester. The updated Culture Enrichment Program will go into effect Fall 2019. Connected to this was the creation of several new courses, revision of others, and deletion of several remedial courses.

MA TESOL / Bilingual Education
• The MA TESOL enrollment has continued to grow with all fall and spring enrollments reaching minimum enrollment numbers.

• We have had 3 applicants to the certificate programs and multiple applicants to the Master’s program

Collectively among all tracks, we have a current student count of 9 and are on track for 12-15 students beginning Fall 2019 semester.

• The admissions policy was revised to provide a 4+1 model to undergraduate students. Undergraduate students can be admitted into the program as seniors and complete most of the program prior to receiving their BA.

• Dual-Language Immersion – Connected to the MA program, partnerships are currently being finalized for a Dual-enrollment dual language immersion course offerings statewide. This agreement is between Delaware Department of Education and DSU and will be extended to all districts in the state.

  New Dual-Title MA Program
  • In partnership with the M.Ed. program, a dual title Master’s degree in Education and TESOL areas was approved and will be launched in Fall 2019 semester.

Dr. Victor Gomia was promoted to Professor. Dr. Amanda Anderson was granted tenure, and Dr. Brody Bluemel was promoted to Associate Professor and granted tenure.

**Unit Initiatives:**

Goals
1. Increase the percentage of declared majors and minors by 10% by 2020:
   • Movement toward this goal is very encouraging. English is the only major in the department

2. Increase the number of DSU students who study abroad and serve as ambassadors at a rate of 10% by 2020 through both existing and new study abroad programs and MOUs to advance the University’s and Department’s missions and prepare graduates to compete effectively in the global marketplace.
   • New initiative must focus on increasing the number of short term study abroad opportunities for students who are not interested in spending a semester or summer abroad.

3. Increase the use of technology in the classroom through faculty workshops and existing resources (e.g. SmartBoards, BlackBoard, i-Clickers).
   • The Technology Committee of the department is assisting the faculty to use the available technology resources.
   • English Composition I and II, World Literature I and II, and Speech are offered online.
   • New initiative must include offering online options for at least one section of all General Education classes provided by the department.
4. Create a series of faculty professional development workshops related to pedagogy and curricula development.
   • Some faculty members attended workshops related to pedagogy and curricula development which were organized by Center for Teaching and Learning (CTL)
   • The Apple Initiative has given the faculty I-Pads, and many workshops have been organized on how to go digital in teaching and learning.
5. Increase the number of faculty submissions for publications through a voluntary department writing workshop.
   • Through the encouragement of the chair and promotion incentives, many faculty presented at conferences, and some got their papers published.
6. Increase the number of faculty applications in state and national grants and fellowships by a rate of 10% by 2020.
7. Increase the number of students accepted to graduate programs by a rate of 10% by 2020.
   • New initiative must consider action items which will better prepare students for graduate studies. Since the languages have been deactivated as majors, very little is being done to prepare students interested in languages for graduate studies. The State of Delaware has made it a requirement that every high school student should know two foreign languages before graduating from high school hence there is the need in the state for language teachers. This is why the foreign languages that have been deactivated should be reactivated.
History, Political Science, and Philosophy Department
2018-2019 Annual Report
Executive Summary:

The Department of History, Political Science and Philosophy provides critical service to the university in a number of ways. To begin, we prepare our majors and minors in political science and history, and our minors in philosophy for careers and graduate study in government, politics, law, teaching, academia, consulting, defense, and in other fields. In recent years, our alum have launched their careers by working as staffers for the offices of Senators Coons and Carper, holding academic fellowships at universities and working for the political caucuses. Many of our recent alums are pursuing post-graduate study in law, graduate study, and in MPA programs. In fact, with the new energy generated by the interim MPA director, our own Jason Bourke, a couple of our 2019 graduates will commence graduate work in this program in the fall.

Similarly, our department offers minors in Africana Studies and Law Studies. Both of these minors educate students from across campus and provide a myriad of programs. For instance, in recent years, Africana Studies has co-sponsored university trips the National Museum of African American History and Culture (NMAAHC) in Washington, DC. In addition, Africana Studies has organized visits by Dr. Tiffany Gill to speak about her work on the history and activism of African American women beauty shop owners, co-sponsored events on China and Africa and visits by other guests including Robert “Kool” Bell. Likewise, Law Studies is also very active. Under the leadership of Dr. Hoff with the support of Mr. Kimeu Boynton, Law Studies regularly serves dozens of students each year. The Law Studies minor, like Africana Studies, provides classes but also a myriad of programs. These programs include a LSAT preparation course, debates, and exchange with representatives of regional law schools each year.

In addition to preparing our majors and minors, our department provides tremendous service to the university’s general education curriculum. Each year, we teach hundreds of non-majors and minors in sections of American, African American and World History. We also teach courses that are required by many colleges including Critical Thinking and Geography. In addition we provide some Praxis training for the Department of Education. We’ve been able to provide this service with a fairly lean core of full time faculty and some supporting adjuncts. For several years, we’ve needed new lines in political science, philosophy and history. We haven’t had a major influx of faculty since the 2007-2008 academic year. At the same, many of our tenured faculty has been tagged for administrative positions thereby reducing or eliminating their teaching loads. This has been especially critical this year with absences due to severe illness, two deaths, and impending retirements and resignations.

Finally, as previously mentioned, the Department of History, Political Science, and Philosophy has long provided leadership across campus. Over the years, our department’s faculty have regularly promoted or elected for positions in the Dean’s Office, Provost Office, the Faculty Senate, AAUP, as the University Ethicist, etc. This fact remains. In summer 2018, the former long-time chair of the department, Dr. Akwasi Osei, began a full time position as Associate Dean of the College of Humanities, Education, and Social Sciences. He held the position of associate dean for many years but the position had been previously part-time. As the result of this move, Dr. Donna A. Patterson became chair of the department beginning in 2018. Dr. Patterson also
directs Africana Studies. Dr. Alexa Silver Chair of the Faculty Senate and a faculty fellow in the Provost’s Office. This academic year, Dr. Susan West served as the DSU-Chapter President of the American Association of University Professors (AAUP). Dr. Stephen Taylor acts as the University’s Ethicist. Dr. Stephen Newton, full professor of history, remains a full-time administrator as Special Assistant to the Provost and Vice President of Academic Affairs, Dr. Tony Allen.

**Unit Initiatives:**

Faculty Service and Teaching Innovation

Currently, our faculty provides leadership in service across the university and beyond. Drs. Newton and Osei work full time in the Offices of the Provost and in the Office of the Dean of CHESS. Our faculty has also consistently responded to the calls for integrating more digital learning in their course with support from our office. In fall 2018, we invited Dr. Steve Newton to a meeting on digital learning. This spring, we have hosted departmental sessions on blackboard training with the last one taking place this week. In addition, the majority of our faculty, particularly those remaining in the department and Ms. Krawitz have participated in variety of university training sessions this academic year. Dr. Newton, though now a full-time administrator, taught a section of U.S. history us this spring. He used the opportunity to review all of the pros and cons of integrating digital technology in our curriculum. This, in turn, strengthens how the technology is incorporated moving forward. I note some of their accomplishments in the profiles below.

Dr. Susan West served as the President of the university’s AAUP chapter and she has leadership in the organization for several years. She also has held leadership positions at the Delaware Humanities Forum. She was the lead on creating the Philosophy section of our department’s revised P&T requirements.

Dr. Alexa Silver currently heads the university’s Faculty Senate. In addition, she regularly provides leadership roles in assessment for the department and the university. She is set to coordinate and write the university’s upcoming accreditation report for Middle States. In addition, she is part of a university team to coordinate ACUE teaching training on campus and regularly attends on teaching with the Gates Foundation on and off campus.

Dr. Bourke serves as the Community Liaison with the City of Wilmington’s former Office of Neighborhood Development

Dr. Sam Hoff service accomplishments include directing and recruiting for the Law Studies Program, teaching in the Honors Program, coordinating student awards and honor societies. He serves as Internship Coordinator and regularly places students in the Offices of the state’s Senators, Representatives, and at Legislative Hall among other venues.
Dr. Robinson serves as the primary advisor for all of the History Capstones. He regularly stands in where needed with teaching, programs, etc. He acts as an advisor to many of the university’s DACA students. In May 2018, he led a research trip to Belize on Ecotourism. This trip included many elements of sustainability. He also successfully gained ACUE certification in teaching. Dr. Robinson is committed to digital learning. He is the department’s webmaster. During the course of the year, he participated in regular digital learning sessions.

Dr. Cheng was on sabbatical this spring. He spent several weeks collecting research in Burma, China, and Taiwan. Despite being on sabbatical, he has attended personnel meetings in preparation of new hires and worked on Dr. Hoff’s emeritus professor documents. Dr. Cheng is the department’s personnel committee chair. Given the gravity of recent months, he wanted to maintain service in this area despite his leave. In addition, Dr. Cheng is an Editorial Board Member of the The Asian Review of World Histories; Modern China Studies. Despite his leave, he has participated in Apple and blackboard training this term in order to scale up his contributions to digital learning. He has also offered to teach a course for the Summer Academy.

Dr. Maru has offered service to our department by chairing and contributing to several Capstone committees. Dr. Maru regularly attends and contributes to planning meetings for the creation and launch of the Center for Global Africa. She also attended APRM and AU meetings as part of DSU’s six-person delegation to Addis Ababa, Ethiopia in February. She did all of this while working in a visiting position and working a book manuscript that went from review to press during the academic year.

Dr. Stephen Taylor acts as Director of the Ethics Resource Site and holds the position of Ethicist at: Bayhealth Medical Center Ethics Committee, Delaware Hospice, Inc., Ethics Committee, Delaware Health and Social Services, Division of Public Health and for the Newborn Screening Advisory Committee (gubernatorial appointment).

Mr. Ezrah Aharone was promoted from an associate adjunct instructor to a visiting assistant professor this academic year. Mr. Aharone’s service has centered on the creation and expansion of a Center for Global Africa. Since last spring, he coordinated visits by APRM (our partner) to campus and been the liaison between the university and APRM. Last year, he and Dr. Osei visited Chad and South Africa. This spring, he coordinated a trip of a six-person team to Addis, Ababa Ethiopia. This coincided with the African Union’s General Assembly meeting and APRM regional meeting. Finally, along with a three-person team, he helped organized the three-day Pan African development Forum in April.

Dr. Patterson acts as the Chair of the Department of History, Political Science and Philosophy. She also directs the Africana Studies Program. She is a member of many university committees including the Chairs’ Council, Cultural Programming Committee, MPA Advisory Committee, and the Curriculum Committee of the College of Humanities, Education, and Social Sciences. She advises that the largest number of advisees in the department and regularly serves on numerous Capstone committees each semester. This spring, she acted as advisor for all Independent Studies in Political Science and beginning summer 2019, she will coordinate department internships until reinforcements are hired. In addition, she regularly teaches classes each semester. Since spring 2018, she has participated in events, contributed to planning,
moderated panels, secured travel funding, and provided logistical support for the creation and launch of the Center for Global Africa. Finally, she traveled as part of the Del State’s delegation to Addis Ababa, Ethiopia in April.
Executive Summary:

Mass Comm, Art and Music continue to meet and work together when it comes to technology and duplicate courses between the three areas. Many courses, on first review, seemed that they were a repeat, but once the technology committee reviewed course descriptions, we realized that many were unique, thus some needed to be included in more than one curriculum in not only each program, but across many programs, especially those classes that will be used to address technology needs within the apple initiative. We were also able to begin the process of reviewing curriculum in all three programs and this coming year, we will see changes taking place in all three programs, in specific curriculum in art and music, and all three concentrations in mass comm. They need to make the effort at revamping curriculum to continue to meet industry standards, as well as making sure our seniors are ready for their respective capstone requirements.

WE have been extremely fortunate to be a part of the apple initiative and make sure that the students in the program are able to utilize their iPad and MacBook’s in classes throughout the department. One of the issues that we were aware of is how do we make sure all students have access to the software needed on their laptops. After some initial investigation, we were able to secure a contract with adobe for 500 units for almost ¼ of the cost from what we were paying for just 63 machines. This savings will assist us in ensuring all of our students have the same access to the technology.

The mass comm TV broadcasting group was able to be a major part of the first year of the contract to broadcast on ESPN 3 for Football in Fall 18. We will now do both football and basketball, due to the high performance of our students this past year, and there is talk of us expanding this by 2020-21 academic year to include other sports.

On February 7th, the Delaware State University Concert Choir was honored to perform at the 67th annual National Prayer Breakfast in Washington, DC. They were invited to perform by Delaware Senator Chris Coons, who served as co-chair of the event. The expected attendance was more than 3,500 guests from 150 countries and all 50 states. Senator Coons said on twitter “they inspired thousands of people with their performance at today’s National Prayer Breakfast.”

Art center gallery hosted the scholastics art competition this past winter, and 12 DSU art students assisted in all aspects of show, from submission, to jurying, and hanging show, to reception. We had over 1000 students and parents from the state on campus for the reception and awards ceremony.

Spring student honors show had over 75 pieces of art work and over 45 students submit work this year. the largest and strongest show we have had since inception.

The curriculum for all three programs has been going through separate reviews by faculty in committees. I know that Mass comm, (all three concentrations), music technology, and new media will be making changes this coming academic year. These changes will be made to
enhance some programs to make the students stronger in their respective fields, as well as prepare them for senior capstone requirements and graduate school acceptance.

We have three concentrations in mass comm., three programs in art, and five programs in music. The faculty, adjunct and staff is a total of 39, and we serve over 450 students that are majors our programs. Since we have general education classes in both art and music, we serve over 600 students from other majors in the fall/spring semesters and around 100+ during the summer/winter sessions.

Unit Initiatives:

Continuation of overview of all technology related classes and infrastructure in the department, related to all three program areas:

1) The technology committee has met over the last year and has reviewed all the classes that are taught in each of the programs that related directly to the technology in each program, so that we could assess whether or not we could combine some of the classes and cross reference them in both or all three programs, as the same class. After extensive review of all tech classes, it was decided by the committee that the classes would not be changed or combined, since each class was unique and there was very little, if any repetition of course content in any of the classes taught presently. Another issue that has come up relates to the current iPad and laptop initiative that the university has adopted. Our students in all three programs will be embracing this program and have adjusted in the way we are currently operating our computer labs and acquiring our software. * more explained later.

2) Instead, it was decided to review each curriculum within the programs in the department, and in most programs, we would change curriculum to include classes from the other disciplines as required, instead of having them listed as suggested electives. Because of this, each program has taken on the task to review each curriculum currently offered and change to meet not only these issues, but other unique issues as needed by each program. (for example, the mass comm. Program concentrations will be changed to include classes in technology that are currently being taught in the art program, so that all students in mass comm receive the same level of understanding that the art majors have in adobe suite).

3) Other classes in mass comm will be added to assist students in TV, Radio and journalism concentrations to boost student knowledge in specific content in their respective fields.

4) In Music technology, we are looking at adding technology classes as requirements for the major, as well as re-structuring the business class requirements needed for the degree.
5) New media is in beginning stages of review and decisions have not been made yet as far as next steps with changes of for the curriculum.

All of these changes are earmarked for the coming 2019-2020 academic year.
Mathematical Literacy Department
2018-2019 Annual Report

Executive Summary:

2018-2019 is the inaugural year of the Department of Mathematical Literacy. As a newly established department, much of its work for the academic year has focused on identifying the goals, mission, and vision of the department. At the same time, the department has begun to plan for and implement significant initiatives that have implications for mathematics teaching and learning at Delaware State University.

The Department of Mathematical Literacy offers courses designed to meet the mathematics needs of majors in other departments. Students are prepared for careers in a variety of fields, including business, health care, teaching, and the arts. The department is committed to maintaining a strong undergraduate curriculum that provides a broad spectrum of courses in statistics, mathematics, and mathematics education.

For the 2018-19 academic year, the department had 8 full-time faculty members at the start of the academic year. This included 4 tenured/tenure-track faculty members, 3 Lecturers, and 1 Visiting Assistant Professor. In addition there were 8 adjunct instructors and 1 doctoral student who taught throughout the 2018-2019 academic year.

One new faculty member, an Applied mathematician, was hired after the start of the Spring 2019 semester.

Teaching: The total number of courses offered for the academic year was 96 (53 Fall 2018; 43 Spring 2019). New online course platforms were developed for MTSC 107, 125 and 225.

The Department of Mathematical Literacy has developed and begun to implement a plan to fully eliminate our developmental mathematics course, MTSC 075 Introduction to Algebra. The final section of MTSC 075 will be offered during Summer 2019. Course trajectories and placement test scores were redesigned such that all freshmen enter a basic entry-level General Education course (MTSC 107, 110, or 121) that counts toward their degree completion.

Entry-level General Education courses were developed to include additional best practices in mathematics teaching and learning in order to improve students’ mathematical proficiency and performance; specific practices include:

a. Just in time remediation of mathematics content
b. Problem/project-based learning;
c. Application of mathematics in real contexts;
d. Infusion of technology as a tool for mathematics learning.
e. Supplemental Instruction provided by peer tutors

A pilot section of the revised MTSC 107 course was implemented in Spring 2019.

The Mathematics Teacher Institute (MTI) was implemented for the third time in Fall 2018. This 4-day mathematics professional development opportunity focused on best teaching practices, equity, and problem-based learning (PBL) for mathematics and science instructors. Faculty collaborated to create interdisciplinary PBL activities for College Algebra and Trigonometry courses.

Dr. Sharon Smith and the Undergraduate Curriculum Committee (UCC) explored the use of calculators in the general education courses. Graphing calculator technology will be added to the course curricula for MTSC 121 and MTSC 122 beginning in Fall 2019.

There were no changes to the department curriculum that required Faculty Senate or Board of Trustee approval.
Research and Scholarly Activities: Faculty attended various local, regional, and national, and international conferences and presented at several Professional Meetings and Seminars. Dr. Nicola Edwards presented the Cyber Infused Mathematics Initiative for the 2019 HBCU-UP Crest PI/PD Meeting and the Understanding Interventions Conference, both held in Washington, DC.

Dr. Matthew Tanzy presented with student, Dominic Morrell at the Delaware State University Research Day.

Existing grants include the NSF-funded, Cyber Infused Mathematics Initiative (CIMI), Nicola Edwards, PI. This year faculty continued to conduct research that examines the use of problem-based learning in our MTSC 121 and 122 courses. A second NSF funded grant, Transforming Education Through Active Learning (TEAL), (Delayne Johnson, CoPI) focuses on developing STEM leaders via the TEAL Fellows’ participation in the STEM Leadership Academy. The Department of Mathematical Literacy co-sponsored the Math Equity Conference in collaboration with the Delaware Math Coalition and DSU’s Education departments in April, 2019. The conference was held at DSU’s Bank of America Building and was attended by over 130 Delaware educators, business, and community leaders. The event was entitled “Promoting More Equitable Structures for Teaching and Learning Mathematics: Supporting All in Our Pursuit of Mathematics for Human Flourishing” and offered a variety of sessions that focused on important systemic and classroom-based issues related to equity and access in mathematics. The program featured national leaders including NCTM President, Dr. Robert Berry.

Service: Dr. Nicola Edwards served on the DDOE P-20 subcommittee for Mathematics. Ms. Ellen Carr participated in the DSU-Howard Hughes Medical Institute for Promoting Engagement and Access in Science and CLEP College Algebra Standard Setting. Dr. Delayne Johnson served as an Advisory Board Member for Wilmington University’s Mathematics Department and as the Director for the TEAL Fellows program and STEM Leadership Academy.

Dr. Yanan Xu served with Diamond State First Tech Championship and Urban Promise. Dr. Karen Norwood was a reviewer for the American Educational Research Association. Dr. Matthew Tanzy served on the Excellence Awards Committee and as Judge at the FIRST Lego League qualifiers and championship. Dr. Tanzy sponsored a weekly Friday Mathematics Problem Solving group with participation from 5 undergraduate students.

Unit Initiatives:

1. **Elimination of Developmental Mathematics**

The Department of Mathematical Literacy has developed and begun to implement a plan to fully eliminate our developmental mathematics course, MTSC 075 Introduction to Algebra. Our Department has made every effort to develop and implement plans in support of the goal of having DSU freshmen complete entry-level mathematics courses that count towards the completion of their degrees. We have done so by:

1. Eliminating MTSC 075 from our course offerings. The final section of MTSC 075 will be offered during Summer 2019.
2. Redesigning course trajectories such that all freshmen enter a basic entry-level General Education course (MTSC 107, 110, or 121) that counts toward their degree completion
3. Revising placement test scores to provide incoming students greater access to entry-level General Education courses during their first semester.
4. Restructuring entry-level General Education courses to include additional best practices in mathematics teaching and learning in order to improve students’ mathematical proficiency and performance; specific practices include:
   5. Just in time remediation of mathematics content
   6. Problem/project-based learning;
   7. Application of mathematics in real contexts;
   8. Infusion of technology as a tool for mathematics learning.
9. Supplemental Instruction provided by peer tutors

1. **Redesign of General Education Math courses and Pilot Course**

Mathematics and Data Analysis (MTSC 107) is a course designed to acquaint students with logic, sets and applications, problem-solving, number sense and percent’s, consumer mathematics, and an introduction to statistics. The course is most often completed by students during their freshmen year. During the Spring 2019 semester, one section of the course was implemented as a pilot. The pilot implemented a new textbook, used MyMathLab for the online homework assignments and for just in time remediation, and emphasized mathematics in context. Of sixteen students enrolled in the pilot section of MTSC 107, eleven earned a C or higher, for a pass rate of 68.75%. This exceeds the current MTSC 107 pass rates for the prior 3 semesters: Fall 2017, 51.9%; Spring 2018 41.1%, and Fall 2018, 62%.

Our ongoing work to improve the general education mathematics courses also includes/will include:

1. The development of online and hybrid versions of the redesigned course(s)
2. Partnerships/collaborations with
   3. faculty across disciplines, in order to inform course curricula and to develop a more relevant and integrated approach to students’ mathematics learning
   4. the Office of Student Success; for Supplemental Instruction for general education courses and other support services
   5. Apple Development Executives for mathematics-specific Professional Development; production of digital content; etexts; challenge-based learning
   6. mathematics educators to form a Professional Learning community to provide ongoing professional development that emphasizes student-centered approaches and research-based best practices in mathematics teaching and learning

7. **ByLaws, and Mission, Vision Statements**

As a new department at the university, creation of Department ByLaws, and Mission and Vision statements for the department were a priority. ByLaws were drafted by the department Administration Committee and then presented to the full faculty for input. After edits were made and faculty input was included, the By Laws were approved and accepted by department vote. Faculty were asked to present provide key ideas for the Mission and Vision statements. The statements were then drafted by the Department Chairperson, and then presented to the faculty. After edits were made and faculty
input was included, the Mission and Vision statements were approved and accepted by department vote. Both statements are posted on the department website.

1. **Mathematics Teaching Institute**

The Mathematics Teacher Institute (MTI) was implemented for the third time in Fall 2018. This 3-day mathematics professional development opportunity focused on best teaching practices, equity, and problem-based learning (PBL) for mathematics and science instructors. Fourteen faculty participants collaborated to create interdisciplinary PBL activities for Trigonometry and Calculus courses.

1. **Calculator Policies**

The UCC explored the use of calculators in the general education courses. Policies were modified to include use of calculators in MTSC 121 College Algebra and MTSC 122 Trigonometry. Calculator usage helps support the goals of emphasizing concept-based content versus calculations, and improving student proficiency with a variety of technologies.

1. **Online course development**

Faculty, in collaboration with the Office of Distance Learning, developed online formats for three of our existing courses: MTSC 107 Math and Data Analysis, MTSC 125 Finite Mathematics, and MTSC 225 Calculus for Business. MTSC 125 and MTSC 225 were offered Spring/Summer 2019 and MTSC 107 will be offered online in the Fall 2019 semester.

1. **Assessment Training**

Faculty training for assessment reporting was continued. Dr. Sharon Smith conducted the Blackboard training for gradebooks, and setting up groups in Fall 2018. Dr. Nicola Edwards conducted Final Exam Proctoring Training in Fall 2018 and Dr. Delayne Johnson conducted the training in Spring 2019.

1. **Mathematics Equity Conference**

The Department of Mathematical Literacy co-sponsored the Math Equity Conference in collaboration with the Delaware Math Coalition and DSU’s Education departments in April, 2019. The conference was held at DSU’s Bank of America Building and was attended by over 130 Delaware educators, business, and community leaders. The event was entitled “Promoting More Equitable Structures for Teaching and Learning Mathematics: Supporting All in Our Pursuit of Mathematics for Human Flourishing” and offered a variety of sessions. Presentations focused on important systemic and classroom-based issues related to equity and access in mathematics. Session topics included: Status, Student Agency, the Opportunity Myth, Tracking, Shifting the Mathematical Authority, Rights of the Learner, Re-Humanizing the Mathematics Classroom, Using Technology to Level the Playing Field, Instructional Routines as a Vehicle for Building Student Access, Confidence, & Competence, Mathematics for Human Flourishing, Acceleration, Positioning Students as Competent, as well as other areas of vital interest to mathematics education. The program featured national leaders including NCTM President, Dr. Robert Berry, Dr. Francis Su (Harvey Mudd
College), UD Math Education Professors Dr. Mandy Jansen and Dr. Erica Litke, as well as highly regarded Delaware K-12 mathematics teachers, coaches, and specialists.


Dr. Delayne Johnson, Department of Mathematical Literacy, welcomes participants to the Math Equity Conference.

Over 130 Delaware educators, business, and community leaders gathered in the Bank of America Building for the Mathematics Equity Conference.

1. **Initiatives Planned for 2019-2020**

   1. **Technology**

   Consistent with the university’s Digital Initiative, the Department seeks to enhance student learning through increased use of technology using the following strategies:

   1. Implementation of new calculator policies for MTSC 121 and 122. This includes the redesign of course assignments and assessments.
   2. Each Course Coordinator is tasked with developing a technology plan for their assigned course. This includes a plan for how technology will be used for assignments (course activities and projects) and assessment. The plan will be shared with the Chair, Department faculty, and instructor group for feedback.
   3. Through the CIMI grant (Edwards, PI; Johnson, CoPI; Smith, CoPI) Two Smart classrooms that include interactive whiteboards, document cameras, a designated classroom computer and projectors will be created. This will support the technology plans designed by the Course Coordinators and the Problem-based learning initiative that has been in place for MTSC 121, 122, and 251.
   4. During Spring 2019, the Department consulted with Scott McDowell from Apple for recommendations regarding the departments’ Math Lab, the use of iPads in math instruction, and mathematics-specific iPad training for faculty. The Department will continue to develop this partnership to inform curriculum design and instruction and has submitted a requested for iPad training to be included in the Summer 2019 Mathematics Teaching Institute.

1. **Mathematics in Context**

   One way to make mathematics more accessible to students is to provide them opportunities to engage with math in ways that are most relevant to them. It is important to show students how the mathematics is connected to their major, future career, and life beyond the classroom. Faculty will engage with colleagues across disciplines to identify how and where what students learn in their mathematics course supports what they learn in courses in their major programs. Math faculty will then use this information to develop specific classroom activities, assignments, and opportunities for students to apply mathematics in relevant contexts.

   1. **Assessment**
In order to collect and use assessment data to drive curricular and instructional decisions, faculty will focus on collecting and analyzing student data on an ongoing basis. Improved assessment and data analysis will involve:

1. Collaboratively examining final exam data and identifying additional data collection points.
2. Writing clear action plans, implementing action plans, and evaluating and reporting action plan findings.
3. Implementing Department data analysis meetings during the Spring and/or Fall semesters.
4. Reassert and revise the assessment plan for the department and focus on data collection. The department rubrics will be reviewed and revised as necessary.
5. Enhance community contacts to provide more curricula and community service opportunities.
6. Complete training in new university Assessment system, Campus Labs
7. Analysis of placement test data to confirm appropriate scales

1. **Smart Classrooms**

As a part of the NSF Targeted Infusion Grant – Cyber Infused Mathematics Initiative (Edwards, PI; Johnson, CoPI; Smith, CoPI) two classrooms are to be refurbished to make them more suitable for an active learning mathematics environment. The University initially committed Grossley Hall 105 and 106 to this initiative, however, those rooms have since been reassigned. This has caused a significant time delay, as the grant was originally scheduled to end 7/2018, resulting in two requests for no-cost extensions. Two new rooms have been identified and the remodeling is planned to begin during Summer 2019. The grant funds provide for the installation of smart TVs, computers, and desks in the classrooms.
Sociology and Criminal Justice Department
2018-2019 Annual Report

Executive Summary:

The Department of Sociology and Criminal Justice (SCCJ) is undergoing a major transition. In terms of the number of majors, the growth is steady. However, at the conclusion of the spring 2019 semester, the department has lost half of its full-time faculty and three of its most experienced educators. Although this critical shortage was realized early in the semester the search for academic replacements has not begun. Since 2015, the SCCJ budget has been reduced by 12%, and remains stagnant. This reality runs counter to what administrators told us three years ago, "the Department of Sociology and Criminal Justice is targeted for investment."

Despite these budgetary and staffing deficiencies, SCCJ faculty members remain dedicated, hardworking, productive professionals. And subsequently, our enthusiastic students are motivated and engaged. Five department faculty members earned the ACUE Teacher Effectiveness Certification during 2018-2019, more than any other department at DSU.

The primary goal of the department is improving student learning and readiness for graduate school and professional employment. The current status of efforts to accomplish this goal is described below.

Faculty support and development: During the 2018-19 academic year, our department consisted of 8 faculty teaching and advising 334 criminal justice and 39 sociology majors (totaling 373). Faculty consisted of one tenured full Professor, two tenured Associate Professors, one untenured Associate Professor, and four untenured Assistant Professors. Finally, we have capitalized on the efforts of our Retention Specialist/Lecturer II faculty member.

The number of faculty position is not sufficient to offer the number of courses necessary to ensure majors graduate within four years. We have addressed this shortcoming with overloads and adjuncts. At least 10 additional courses need to be taught each academic year to meet this need. Insufficient faculty results in an unacceptable 46:1 student to faculty ratio, far exceeding the DSU average and the MSCHE recommended ratio. This ratio could climb to 75:1 this fall.

At the start of next semester, our department will have one tenured Associate Professor, two untenured Associate Professors, and two Assistant Professors. SCCJ faculty have used the resources provided through the Quality Education for Minorities (QEM) Network to develop a Master's Degree in Justice Leadership, focusing on juvenile justice administration and
strengthening our undergraduate curriculum to improve the transition from college to professional employment.

Curriculum and Course Development: This academic year the Faculty Senate passed our proposal to cross list 3 courses with WMGS. The Department Assessment Committee initiated e-Portfolios as a tool for students to track academic progress; collect information for internship, job, and graduate/law school admissions; and to improve knowledge retention. The ePortfolio was piloted during the fall semester of 2018 and the Assessment Committed will monitor student progress.

Student Success: The Department of Sociology & Criminal Justice continues to ensure and improve student success by providing a variety of opportunities and programs.

On-going Opportunities
INTERNSHIPS: The Director of Internships, Dr. Parker, established a new internship opportunity, "Despite a Detour," with the assistance of Professors Boynton and Streetman. The Criminal Justice Club hosted Veronique Link from the Link Institute/Despite a Detour Reentry Program that is housed in Wilmington, DE. "Despite a Detour" is a nonprofit organization that assists citizens locate jobs (and careers) in the state of Delaware. The interns who are working with the organization are researching various aspects of reentry in the state of Delaware along with other duties. Ms. Link is also recruiting students from the Department of Mass Communications who are interested in interviewing and assembling a documentary based on Delaware's reentry issues. In addition to this internship possibility, two students were selected to intern at the Delaware Residential Reentry Center in Wilmington, DE. This internship gives students first-hand knowledge regarding correctional and residential issues in Delaware and allows students to observe case management sessions and feedback sessions and develop Individual Service Plans. One of our students has already completed their required hours and received an excellent evaluation for her internship performance.

Professor Kimeu Boynton and Ms. Link discussing internship opportunities with the "Despite a Detour"

Reentry Program at a crowded Criminal Justice Club meeting.

NOBLE: The National Organization of Black Law Enforcement Executives sponsored its 12th annual Sgt. Bond Law Enforcement Career Fair on campus. Over 25 local, state, and federal agencies participated, as well as probation, parole, and non-profit agencies which operate in the criminal justice system. Several students will be attending the annual August meeting in New Orleans. A video presentation featuring DSU’s NOBLE pioneering chapter is in the works.

NOBLE and the Criminal Justice Club joined forces and hosted John Stevenson, the Division Director for the Division of Youth Rehabilitative Services, Department of Services for Children,
Youth, and their Families (DSCYF) to learn about his career of working with youth in the juvenile justice system.

CJ CLUB: The Criminal Justice Club hosted a variety of guest speakers that included representatives from one of Delaware's Probation and Parole Department for career opportunities and "Despite a Detour" Reentry Program to fill internship positions. In an effort to better publicize the vacant positions that were open for Delaware State University's Police Department, the Criminal Justice Club hosted Officer Jorge Camacho for an information dissemination event that addressed the requirements and duties associated with these positions.

DSU Public Safety Officer Jorge Camacho speaks with students during an information dissemination event.

Lastly, the Central Violation of Probation Center in Smyrna hosted the Club (accompanied by Dr. Ouassini) for a tour of their facility that emphasized how the correctional system handles repeat probation violators, offenders who struggle with substance abuse and offenders who are nearing their release from extended prison stays.

The SCCJ Criminal Justice Club 2018-2019

INTERCOLLEGIATE DEBATE TEAM: Dr. Ouassini led the DSU Intercollegiate Debate Team (IDT) to the 6th annual intercollegiate debate at Drexel University. The DSU team earned second place out of six teams which included the University of Pennsylvania, Villanova, Drexel, Temple, and Rowan University. DSU was beaten by one point and actually beat the first place team when we debated them. The IDT allowed students to sharpen debate skills and to interact with peers from regional universities. This was an excellent networking opportunity as well as an important credential for resumes and graduate/law school applications.

The DSU Intercollegiate Debate Team:

Tarraye Sturgis, Asaiyah Williams, Andrew Chambers, Lahiem Rice, Dr. Ouassini, Shae Ross.

Special Events:
DSU RESEARCH/HONORS DAY: Three SCCJ majors participated in the 3rd Annual Research/Honors Day. Alexis Wormsley presented "Evidence of Food Insecurity in Developing
Countries." Kayleigh Bourgeois presented "Measles Vaccination among Children in the Developing World." Their research advisor was Dr. Raymond Tutu. Dr. Ouassini advised Brynn Dao on his paper "Social Movement Theory, Islamophobia, and Muslim Minorities in the U.S. and France." Forensics science student Norwah Kemokai presented "Don't Hurry. Don't Worry. Do your Best and Flush the Rest! A Global Sustainable Developmental Goal," (Research advisor Dr. Tutu).

NEW STUDENT ORIENTATIONS & OPEN HOUSES: Professor Shamburger has done an outstanding job with the numerous NSOs and Open Houses. The April Open House was an overwhelming success. It was absolutely standing room only in DH114 (students) and DH125 (parents). Our student representatives, Chika Uloma and Kristina Jordan, handed out all of the information brochures.

SCCJ Retention Specialist/Lecturer II Benjamin Shamburger with high school students from Maryland at a Spring 2019 New Student Orientation (NSO).

Graduation and Placement: The senior survey is administered in the Senior Seminar course and is designed to solicit feedback from seniors regarding their experience at DSU and as a major in the Department. Twenty-nine (29) of the 36 seniors who plan to graduate in spring of 2019 completed a survey for a completion rate of 81%. Seven (24%) of the seniors plan to attend graduate school or law school in Fall 2019. Twelve students self-reported applying to at least one school at the time they completed the survey, including Delaware State University, Rutgers, Widener, Villanova, Wayne State, Wilmington University, Seton Hall, St. Johns, University of Richmond, Georgetown University, Howard University, FAMU. Sixteen (55%) students who have not been accepted to graduate or law school plan to attend graduate or law school in the future. Students reported a variety of planned areas of study for graduate school in their future, including Sports Administration, Homeland Security, Public Administration, Criminal Law, Business, Cyber Securities, Counseling, and Sociology.

Fifteen (52%) of the seniors submitted employment applications. On average, they had been looking for employment for over three and a half months and had submitted an average of four applications. Six (21%) of the graduating seniors had been offered and accepted professional positions. These jobs include a service and advocacy organization, military, and corporations. Additional feedback from the students graduating in spring of 2019 can be viewed in the Senior Survey Results report.

Assessment: Assessment of student learning and department activities is key to improving student success. Student learning goals and objectives are assessed and revised annually. The findings from the student learning assessment are used to guide curriculum and course changes as well as initiate new activities to improve student success (see attached Action Plan). All
measures are direct measures. With the transition to a new platform for evaluating assessment data, the Assessment Committee worked on updating and submitting materials to the Assessment Office for both department and program assessment. This material was used by the Assessment Office as a model for other departments to use when developing their own assessment materials. A previous review of student learning assessment findings coupled with discussions among faculty during resulted in an interest in developing an ePortfolio requirement that would span across the curriculum. The goal of the ePortfolio initiative is to have students periodically assess their academic progress as well as their employment, graduate, and/or law school readiness. The Assessment Committee finalized plans for how ePortfolios would be used within the curriculum. The focus this academic year was on working with the first cohort of students who will use ePortfolios throughout the curriculum. This involved working with the University Seminar instructor to develop a standardized use of ePortfolios and assessment. The committee also worked with the instructors of courses where ePortfolios will be updated as these students reach those courses, including Writing in the Major (sophomore level class), Methods of Sociological Research (junior level class), Internship (junior level class), and Senior Seminar (capstone course/Senior level). The Assessment Committee set a goal of continuing this work as the first cohort progresses through the curriculum.

Master's in Justice Leadership Planning Committee: During the 2018-2019 academic year, the Master’s in Justice Leadership Planning Committee, consisting of Drs. Ralston (chair), Streetman, Parker, and Ouassini, met regularly to plan the logistics for expanding the Sociology a Criminal Justice Department to include a Master’s Program. The motivation for this committee and adding a Master’s program stems from Drs. Dillard, Parker, and Ralston involvement in Quality Education for Minorities (QEM) network, whose goal is to provide students of color with the education necessary to be in leadership positions within the Juvenile Justice System (see separate discussion of QEM in annual report). The committee identified Justice Leadership as the focus of the program after examining the offerings of other regional comparable schools. The committee sees the program as an excellent complement to the existing undergraduate Criminal Justice program because it will be designed to prepare undergraduate graduates with no professional career experience for leadership and administrative positions. The committee’s planning included:

- Creation of an outline for a program including our target audience, core courses, expected two-year schedule of courses for students (both full and part-time), and concentration areas.
- Creation of a student interest survey that was administered to students in Social Deviance, Law Enforcement, Sociological Theories, Complex Organizations, Victimology, Social Psychology, Principles of Corrections, and Research Methods.
- Creation of a list of courses to include in the curriculum and the committee is currently finalizing wording for the course descriptions for these courses.

A plan of the necessary steps and timeframe for having the program approved by the university (to finish discussing the planned program with the department, vote on the program within the department, and begin to follow the steps for implementing a graduate program (College Curriculum Committee then Graduate Council, and finally the Faculty Senate).

A cost analysis is being finalized to estimate the revenues such a program would produce.
The committee plans to continue their work next academic year as the department receives more resources. The committee will continue working in accordance with the goals of QEM.

Quality Education for Minorities (QEM) Network: Drs. Dillard, Parker, and Ralston participate in the ongoing work of the QEM Network. As stated in the overview of the Master’s of Justice Leadership Planning Committee section, the goal of QEM is to provide students of color with the education necessary to be in leadership positions within the Juvenile Justice System. The work this academic year involved attending a conference in Washington, D.C. with other HBCU’s in the network, participation in various webinars, and working closely with other members of the QEM network to help plan how the initiative can support their HBCU partners. As part of the network involvement, the Sociology and Criminal Justice Department was awarded a seed grant of $2,500 to support the department’s curriculum around the Juvenile Justice System. Drs. Dillard, Parker, and Ralston are working on a proposal to use these funds to expand on research experience for undergraduate students who have interest in careers in Juvenile Justice. The committee plans to work closely with the Center for Neighborhood Revitalization and Research for additional research training for undergraduate students and placement of students into research studies as part of possible internships. This strategy will help to increase student research experiences and support the expansion curriculum in the department to have a more Juvenile Justice focus.

Unit Initiatives:

The key unit initiatives accomplished this cycle include:
Initiating and monitoring an ePortfolio project (ongoing assessment planned for next cycle)
Department approval of the Master's in Justice Leadership Program Proposal
Faculty Senate approval for cross listing 3 SCCJ/WMGS courses.
Established new internship opportunities.

**COB (College of Business)**

*2018-2019 Annual Report*

**Executive Summary:**

**MISSING**

**Unit Initiatives:**
• **Accomplished and under progress** in this cycle

• The College of Business is engaged in creating a shared workspace to cultivate and invest in entrepreneurs to inspire working together for economic growth in communities. The Urban Center for Innovation & Entrepreneurship (Downtown Dover) is ventured with community partnerships with NCALL. The Center will provide operating space for entrepreneurs and community organizations, conference rooms, business development training, and membership opportunities. COB students will be engaged through internships, experiential learning and entrepreneurship experience.

• The College of Business is engaged in creating the Kent County Emerging Enterprise Development Center, a shared work space for entrepreneurs spanning the continuum from freelancers to established enterprises. The Center is being developed in partnership with Kent Economic Partnership and Greater Kent Committee. The Center will provide operating space for entrepreneurs, conference rooms, business development training, and membership opportunities. COB students will be engaged through internships, experiential learning and entrepreneurship experience.

• The College of Business is taking lead in developing a business incubator on Campus, “The Garage”, in partnership with each of DSU four Colleges, state and local businesses and public sector entities. The objective is to stimulate innovation among students and interdisciplinary engagement on campus through the creation of a cultural of entrepreneurism, innovation and conscience capitalism.

• COB is actively focused on increasing student engagement through various Business Clubs and Organizations. Student leaders holding positions for clubs attended a leadership and planning retreat with college administration. The retreat led to a complete plan of events ranging from workshops, guest lecture series, debates, and social events.

• The College of Business continues to expand its student impact through our signature industry partnership event “DEEP Day”. Fall 2018 Deep day was a very successful event with over 35+ organizations participating and sponsoring the activities for the day and engaging 400+ students.

• The Office of Student Engagement (OSE) was established in Spring 2019 with industry liaison, student events, clubs and organizations, internships and other student related activities under its purview. Led by experienced assistant dean, Dr. Marquita Thomas Brown,
OSE will further strengthen our student participation and engagement in activities beyond their academic learning.

- Student from College of Business actively continues to participate in numerous conferences, case competitions, and workshops. To name a few, Morningstar Investment conference, US Federal Reserve, Vanguard Immersion Program, HP HBCU Business Challenge, Google Day, Facebook HBCU Business Student Summit, NABA Conference, IEDC Annual Conference, 2019 Community Bank Case Study Competition, National Diversity Case Competition Indiana University, etc.

- COB Innovation Café – College of Business is on target to implement an Innovation Café at the ground level of the building. The café will be completely managed by students from various disciplines within the COB. COB café will be partnering with Rap Snack to offer students experience in product design and marketing. Students will be able to design snack and beverage items and conduct research for product marketability and launching new items.

### Major student engagement events for 2018-19

<table>
<thead>
<tr>
<th>Major Events from the Industry Liaison Office</th>
<th>Academic Year 2018-2019</th>
<th>Date</th>
<th>Purpose</th>
<th># of Students Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Date</td>
<td>Purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Internship Information Session</td>
<td>Sept. 6 &amp; Sept. 27, 2018</td>
<td>Share internship information for eligible students</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>2 Capital One Innovation Summit</td>
<td>13-Sep-18</td>
<td>Corporate visit to Capital One facility in Wilmington, DE; Provide students with information about corporation; build partnership</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Event Description</td>
<td>Date</td>
<td>Description</td>
<td>Duration</td>
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<tr>
<td>3</td>
<td>Venture for America Info Session (VFA)</td>
<td>18-Sep-18</td>
<td>Provide information about VFA - build partnership and talent pipeline for VFA</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>National Geospatial-Intelligence Agency (NGA)</td>
<td>18-Sep-18</td>
<td>Provide information about NGA - build partnership and talent pipeline for NGA</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Deloitte Information Session &amp; Case Preparation</td>
<td>20-Sep-18</td>
<td>Share information about Deloitte Consulting and prepare interested students for case interview</td>
<td>25</td>
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<tr>
<td>6</td>
<td>Resume Workshops (during Common Hour 1st &amp; 3rd Thursdays)</td>
<td>Sept. 20 - Nov. 14, 2018</td>
<td>Help students create and update resumes; primarily before DEEP Day</td>
<td>55</td>
</tr>
<tr>
<td>7</td>
<td>HP Business Case Competition</td>
<td>23-Oct-19</td>
<td>Build students; presentation and critical thinking skills - Coached team for about 1 month before presentation</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>DEEP Day</td>
<td>30-Oct-18</td>
<td>Professional development day for students</td>
<td>425</td>
</tr>
<tr>
<td>9</td>
<td>Pace One Day Media Immersion</td>
<td>2-Nov-18</td>
<td>Traveled to Pace University in NYC to provide opportunity for students to network and learn about careers in media, entertainment, and technology - partnered with Mass Communications Dept.</td>
<td>15</td>
</tr>
<tr>
<td>10</td>
<td>Resume Workshops (during Common Hour 1st &amp; 3rd Thursdays)</td>
<td>Jan. 10 - April, 17, 2019</td>
<td>Help students create and update resumes for job search and internships</td>
<td>40</td>
</tr>
<tr>
<td>11</td>
<td>Application Parties</td>
<td>Jan. 15; Feb 19, 2019</td>
<td>Opportunity for students to apply for internships; jobs; scholarships</td>
<td>30</td>
</tr>
<tr>
<td>12</td>
<td>National Diversity Case Competition at Indiana University</td>
<td>Jan. 18 - 19, 2019</td>
<td>Opportunity for students to compete; build critical thinking and presentation skills; network with corporate representatives</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>JPMorgan Women Diversity Forum - Global Finance &amp; Banking Management Program</td>
<td>8-Feb-19</td>
<td>Corporate visit for students to meet female leaders and current analysts; careers with organization; learn about personal branding and interview skills</td>
<td>7</td>
</tr>
<tr>
<td>14</td>
<td>Valentine's Day gifts for Advisors from students</td>
<td>13-Feb-19</td>
<td>Created Valentine's Day appreciation gifts for Advisors from students</td>
<td>8</td>
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<tr>
<td></td>
<td>Event Description</td>
<td>Date</td>
<td>Description</td>
<td>Duration</td>
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<tr>
<td>15</td>
<td>Deloitte Takeover Day</td>
<td>22-Feb-19</td>
<td>Classroom visits; information session; early identification for talent</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>Passport to Google</td>
<td>23-Feb-19</td>
<td>Corporate visit to learn about Google culture, network with recruiters, and gain knowledge on how to build a career</td>
<td>12</td>
</tr>
<tr>
<td>17</td>
<td>Deloitte Consulting 2019 Business Technology Case Competition</td>
<td>March 4-7, 2019</td>
<td>Help prepare students for competition on March 22 - 23, 2019</td>
<td>9</td>
</tr>
<tr>
<td>18</td>
<td>HBCU Career Combine with Baltimore Ravens</td>
<td>29-Mar-19</td>
<td>Corporate visit for students to learn about the company culture, build network, and gain knowledge on how to build a career in professional sports and career opportunities</td>
<td>7</td>
</tr>
<tr>
<td>19</td>
<td>HBCU Explore Day at Vanguard</td>
<td>5-Apr-19</td>
<td>Corporate visit for students to learn about the company culture and career opportunities; build network</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>The First 30-60-90 Days</td>
<td>23-Apr-19</td>
<td>Professional Development for juniors and seniors</td>
<td>5</td>
</tr>
<tr>
<td>21</td>
<td>DISCOVER Card Information Session</td>
<td>25-Apr-19</td>
<td>Share information with students about careers with DISCOVER; recruit for summer opportunity in Operations; build partnership</td>
<td>12</td>
</tr>
</tbody>
</table>

**UCEDIT:**

**Economic Development Reports/Projects**

**Economic Competitiveness Impacts of Sussex County Utility Rates and Programs Study**

*Scope of Work: Business Expansion in a Region's Innovation Cluster*

The Sussex County Economic Development Office requested an analysis to better understand the impact of utility rates on their economic development efforts. As utilities move towards a more
In a competitive environment, it has become increasingly critical to understand how utility rates, programs and policies can together affect the economic competitiveness of Sussex County’s customer base and their own profitability. This issue is particularly important because no energy related program or policy can affect all businesses the same. The distribution of benefits may vary among types of business activities, they may vary over time, they may differ between shrinking businesses and growing businesses, and they may differ between customers interested in new equipment investments and those not interested in them.

**Delaware African American Small Business and Organization/Association Asset Map**

*Scope of Work: Business Expansion in a Region’s Innovation Cluster & Cultivating Innovation*

United Way of Delaware requested an African American Organization and Association Map for the purpose of identify the potential opportunities and gaps that exist with the African American community’s asset base. It is the objective of United Way, and this analysis, to ensure that African Americans have the resources available for such critical areas workforce development and small business training.

**Delaware Technical and Community College (DelTech) Automotive Center of Excellence (Sussex County)**

*Scope of Work: Developing a High-Skilled Regional Workforce*

UCEDIT is consulted with DelTech to establish an Automotive Center of Excellence (COE) at their Georgetown location. The COE will double the number of automotive technicians trained in the region each year (from 20 to 40) and establish the first and only diesel mechanic training program in the region (producing 5 to 15 trained diesel mechanics per year). The facility is expected to contribute to the training of more than 350 skilled automotive technicians and diesel mechanics within 9 years of the requested EDA investment.

**Former Chesapeake Supply Brownfield Revitalization**

The City of Dover, Delaware, and Kent County are interested in redeveloping a vacant and formerly contaminated property, or brownfield, to stimulate economic revitalization and increase food access in the Downtown Dover area. As a part of this effort, local and state officials sought assistance from EPA with examining a cleaned brownfield site for food production with a focus on aquaponics, a type of farming that grows fish and plants together in an integrated system. A rapid Health Impact Assessment (HIA), an abbreviated form of HIA, was piloted in partnership with EPA Region 3; EPA Office of Research and Development; EPA Office of Brownfields and Land Revitalization; City of Dover, Kent County, and Delaware State governments; and Delaware State University. EPA staff guided the HIA process and utilized a mixed methods approach, including qualitative and quantitative data, geographic information system (GIS), and scientific literature review, to evaluate the potential health impacts of a proposed food production project. The HIA report documented the HIA analyses, findings, and
recommendations for the City of Dover to consider health in decisions around its revitalization plans and outlined opportunities for further development and future assessments.

UCEDIT was commissioned by the Downtown Dover Partnership to conduct an assessment of The Plant Chicago, a proposed economic development initiative for the Brownfield. The Plant Chicago, founded in 2011, is a non-profit organization located in Chicago, Illinois. The Plant Chicago, also known for short as The Plant, serves as a united organization between various food production businesses in the city of Chicago. Founded by John Edel, owner of Bubbly Dynamics, LLC, observed that his initiative with Bubbly Dynamics, LLC, which is a business incubator for small businesses in vacant industrial buildings can be applied for food production to create a circular economy. Edel, envisions The Plant Chicago to become one of the first net zero energy facilities in hopes that others would replicate his establishment.

As a result of aforementioned activities, the City of Dover and Kent County have revitalized its previous goal of the creation of a Food Innovation District. UCEDIT has been asked to lead this effort.

**Grants** (Total: $1,050,000)

1. EDA: $167,000 for UCEDIT
2. Delaware Downtown Development Fund: $383,000 for small business incubator construction
3. Longwood Foundation: $400,000 for small business incubator construction
4. State of Delaware: $100,000 for the Garage
Accounting, Economics and Finance Department
2018-2019 Annual Report

Executive Summary:

- The Department of Accounting, Economics, and Finance (AEF) continued to have significant achievements in the areas of Leadership, Teaching and Student focused activities, Research, Service and Community Outreach activities during AY 2018-2019.
- In Fall 2018, Aviation Program was brought under the Department of Accounting, Economics of Finance. With this, the total number of students under the department has surged to approximately 400. The Department has now among a select few at the University to have the capacity to offer courses at Dover Campus, Ningbo and Online.
- Dr. Michael Casson, Economics faculty from the department was appointed Dean of the College of Business in Fall 2019.
- To spur entrepreneurship, industry and community engagement, the department provided critical expertise to initiate the Center of Financial Services, Innovation, and Technology (C-FIT). The Department faculty have contributed significantly in bringing to fruition of other Center of Excellence, such as the DSU Political Awareness and Civic Engagement (PACE), Urban Center for Innovation and Entrepreneurship, Kent County Emerging Enterprise Development Center, COB –Garage Initiative, and the Center for Homeland Security research.
- Department faculty were very productive with respect to research. 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.
- In line with market demand, student and industry input, the Department also worked to present a proposal to offer a B.S., Finance Program with concentrations in Finance and Banking and Financial Economics.
- The Aviation Program will be receiving new fleet of aircrafts in year 2019-2020.
- Aviation Program successfully conducted the 2018 Summer Academy focusing on providing flying experience to high school students to encourage them to take Aviation as a career. The success of 2018 is now leading to plan for 2019 Summer Academy.
- The faculty within the department worked to develop several of the Accounting courses for online delivery.
- Department faculty are active in providing service by means of serving on Department, College, University, Discipline and Civic committees.

Unit Initiatives:

- The Department submitted a proposal to offer a Bachelor of Science, Finance (with a concentration in Finance and Banking, and Financial Economics). The proposal was approved by the Department, College of Business Curriculum Committee, Faculty Senate, General Faculty and is now at the Academic Affairs for final approvals.
- The unit has the plan to offer tutorials for 300/400 level Accounting courses, to ensure student success in advanced level accounting courses. Students have been requesting help in this area.
The labs offered for Accounting I and Accounting II have been successful with respect to student success.

- To spur entrepreneurship, industry and community engagement, the department provided critical expertise to initiate the Center of Financial Services, Innovation, and Technology (CFIT). Dr. Akash Dania is the Co-Founder and Principal Researcher. Drs. Muzorewa and Ning are Co-Directors and Principal Researcher.

- The Department faculty also contributed in the formulation of the DSU Political Awareness and Civic Engagement (PACE). Drs. Casson and Dania are in the core group to set-up the center.

- Department faculty are also serving on several University-wide leadership committees to set-up other Center of excellence and setting up of other alternate funding generation entities. Drs. Casson and Dania are serving on the Provost’s Sustainability Committee.

- The Department faculty have contributed significantly in bringing to fruition of other Center of Excellence, such as the DSU Political Awareness and Civic Engagement (PACE) – Drs. Casson and Dania, Urban Center for Innovation and Entrepreneurship – Drs. Casson and Dania, and Mr. Robinson, Kent County Emerging Enterprise Development Center – Drs. Casson and Dania, and Mr. Robinson, COB – Garage Initiative – Drs. Casson and Dania, and Mr. Robinson, and the Center for Homeland Security research – Dr. Jan Christopher.

Leadership

- Dr. Akash Dania, Chairperson for Accounting, Economics, and Finance was asked to take over the administration of Aviation Programs in Fall 2019. The Department will still be named Accounting, Economics, and Finance.
- Dr. Michael Casson, Economics faculty from the department was appointed Dean of the College of Business in Fall 2019.

Curriculum, Teaching, and Student focused activities

- To solidify applied understanding of Accounting discipline, the department formally listed ACCT 204-Lab and ACCT 205-Lab as courses on banner after necessary approvals. Students enrolling in ACCT 204 and ACCT 205 will have to sign up for ACCT 204-Lab and ACCT 205-Lab respectively.
- The Department submitted a proposal to offer a Bachelor of Science, Finance (with a concentration in Finance and Banking, and Financial Economics). The proposal was approved by the Department, College of Business Curriculum Committee, Faculty Senate, General Faculty and is now at the Academic Affairs for final approvals.
- The Department has successfully developed an online format of its Accounting Program – except for ECON 308, development of which will be completed in summer 2019. Once this happens, the Accounting Program will be among the very few online programs offered by DSU.
- Accounting club, Finance club and Economics club run by Department faculty and students were very active during the year. They participated in DEEP day, participated in conferences and made noteworthy academic trips, such as to the U.S. Federal Reserve, Morningstar Investment Conference.
- Dr. Akash Dania was appointed to the board of the Gateway to Leadership Council. The GTL actively works to prepare a diverse workforce for small to medium-sized wealth management firms in Philadelphia and adjoining area. GTL brought workforce training opportunity to
Delaware State University in AY 2018-2019.

- 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.
- Students also traveled to conferences. For example, the TD Ameritrade Conference.
- The Aviation Program submitted a call for proposal from the Thurgood Marshall College Fund (TMCF) to be part of the HBCU Unmanned Aircraft System (UAS) Consortium.
- Dr. Das participated in continuing professional education in the practice area for the CFP® and CFA® certification. This should be considered as teaching enhancement.
- Dr. Akash Dania successfully completed a Certificate Course in Effective College Teaching offered by the Association of the College and University Educators and the American Council on Education.
- Dr. Muzoerwa is serving as faculty advisor to the National Association of Black Accountants (NABA) student organization, DSU chapter.
- Dr. Das is serving as faculty advisor to the Financial Planning and Investment club.
- Mr. Wade Robinson is serving as faculty advisor to the Economics club and M.O.V.E organization.
- Mr. Wade Robinson served as mentor and coach to the College of Business case competition team.
- Mr. Wade Robinson oversees interns for UCEDIT (University Center for Economic Development and International Trade).
- 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.
Business Administration (M.B.A.)
2018-2019 Annual Report

Executive Summary:

Mr. Echeverri as the new Director, started in earnest on June 4th, 2018. The new Director started at a time when there was no Director for the program for over a year. The MBA coordinator, that was the backbone of the operation since inception of the program was eliminated. The prestigious office suite that had been the home of the MBA program since the building was built was eliminated. There were 14 students enrolled in the program and finally, there was no formal training for the Director.

Issues encountered:
1- The program had moved completely to Wilmington causing great harm to enrollment. “The Delaware way”, while a very small state, the people stay within their counties and do not like to go outside of it for travel.
2- Non-Business college majors that needed foundation courses could not get them. The courses were not scheduled due to low enrollments. This caused an extended period to finish the MBA and we lost those students.
3- There was no consistency in GPA, GMAT and other requirements. We are discussing the “formula” to determine if it does justice to our requirements. The goal of 975 is way too low.
4- On my 3rd day, I encountered several students very angry that we had promised and listed Business Analytics as a concentration, but it was not being offered. While we offered it, we were sending students to Wilmington University to take the courses and transfer them. We are having the same issue with the CPA concentration. I am working with the Accounting department on this.
5- All our courses need to be updated and reviewed. Many adjuncts complained about dated cases and text books.
6- Our COB undergrads were very angry over having to go to Wilmington to take the MBA courses. Another issue as to low enrollment.
7- The COB cannot at this point support me with AACSB approved faculty. They are down several and I am forced to hire adjuncts. I can handle some of this but eventually the ratios affect AACSB requirements.
8- There is very little desire by faculty to teach for the MBA program. There seems to be little incentive and lots of union rules that don’t make it desirable for them to teach. First, our pay has not been looked at or changed I am told for over 10 years. We need to create a stable of COB faculty that are capable and desire to teach at the highest levels.

I will be more specific in the Unit initiative section. While the above seems ominous and I am probably missing one or two more items, things have progressed very nicely. We find ourselves to day with 29 students rolling over to the Fall 2020 session, an additional 25 students accepting so far for fall and about another 25-30 students that have shown interest. It will be the highest enrollment in at least 5 years.

We are training our adjuncts and faculty to use Blackboard’s Collaborate, which allows the class to be taught in Wilmington and the students can be in Dover or at home. This eased some of the grief of traveling to Wilmington. Ivy software was introduced to allow for AACSB approved foundation courses. We reduced the cost of the courses by 80% and the students can take them online, anytime, anywhere. This eased the concerns of Non-business majors and finishing the program in a proper time frame.
The MBA program inserted itself into the undergrad area and most of the new students came from that approach. We need to groom our undergrads from the day they enter the COB. I have many other thoughts and ideas for that. This has also allowed the faculty to see that I as new director and the program are for real and that I want the same as them. I am getting referrals from faculty now and inquiries about teaching for the program.

I feel very comfortable in saying that the program is on the right path. We are growing and many of the obstacles are going away. With proper funding, marketing and leadership, we should be able to accomplish the high goals that our Provost has set for all of us.

**Unit Initiatives:**

1- Created/reestablished Business Analytics concentration. Had to recreate the syllabus and find faculty.
2- Introduced Ivy Software for foundation courses, reducing cost and time for students
3- Established Advisory committee
4- Reviewed and amended where needed “requirements” for the program, creating consistency.
5- Reviewing to re-establish Hospitality and Tourism as a concentration. There is a great need here for our international programs
6- Developed proposals to India and Jamaica for an Executive MBA program.
7- Developed real budget for the program
8- I have started to get out in Wilmington and to get to as many events as possible. I am making good inroads as no one knows we are in Wilmington.
9- I have begun the process of creating the Executive MBA program for Wilmington
10- Developed spreadsheet to monitor budget and profitability, that was given to all Directors.
Business Administration Department
2018-2019 Annual Report

Executive Summary:

The summary of the significant accomplishments of the Department of Business Administration for the academic year 2018-19 in the area of leadership, curriculum and program, enrollment, faculty & academic activities, service and community engagement, and grants. The Department of Business Administration (DBA) constitutes with Management major program that has seven concentrations. Two of them – Finance & Banking and Business Economics are under the management of the Department of Accounting, Economics, and Finance. Thus, the report only includes five concentrations – Business Analytics, Human Resource Management, General Management, Management Information Systems/Enterprise Resource Planning, and Marketing. The Department also includes a semi-independent program - Hospitality and Tourism Management (HTM) major program. The annual report of the Department of Business Administration focuses on the Management major program (B.S.), and HTM (B.S.) major program will be reported separately.

1) Leadership:
Dr. Dae Ryong David Kim has been in the Chair of the Department of Business Administration since Fall 2017 after a nationwide search. He has also been a Professor of Management (Information Systems) in the department since Fall 2001. Dr. Kim had been an interim MBA Director at DSU for three years from Fall 2014 to Spring 2017 and a chair of DBA for four years at DSU from Fall 2005 to Spring 2009 before he was appointed in the current position. In addition to the experience of administrator at DSU, he had been a chair of a department and an associate dean of a graduate school of business administration at the University of Ulsan. He has brought over a leadership experience from his previous positions in different units and different universities.

2) Curriculum and Program

- The Aviation program has been moved from the Department of Business Administration to the Department of Accounting, Economics, and Finance for the balance of the departments in the college;

- The Department has maintained the AACSB (Association to Advance Collegiate Schools of Business) International re-accreditation in Management major program. It is very important to fulfill sufficient full-time tenure-track faculties in the Management major program, which is from the AACSB minimum standard to continue keeping the AACSB re-accreditation. The lack of full-time faculties in the Management major program was the crucial stumbling block of the previous re-accreditation;

- Business Analytics concentration has been promoted to incoming students after it was introduced in Fall 2017 because industry demand has been increasing for the graduates from this field to utilize big data and various analytical tools for better decisions based on data analysis; Thus far, there are 7 students in the field and will be promoted further to have more concentration students.
The Department has successfully started to offer a newly introduced course – BANL-300, Introduction to Analytics in Spring 2019. This course was taught by an adjunct but needs to have a full-time faculty to further organize, promote, and enhance the strength of the Business Analytics concentration.

The Department has been continued reviewing curricula in the areas of Marketing and Management Information Systems during the 2018-19 academic year by the ‘every 3-year review’ plan. Human Resource Management and General Management area reviews are going to come next academic year;

The Department has maintained 'Connected Degree Programs' between DTCC (Delaware Technical and Community College) and DSU (Delaware State University);

The Department has continued supporting the DSU Online General Management major program in developing online courses and in assigning instructors to the courses. The DSU Online General Management major program now has a dedicated advisor for the students in the major;

The Department has continued teaching a ‘Design Thinking’ concept and an ‘SAP concept’ by having Design Thinking labs and ERPSim Simulation Games in all the sections (a total of 11 sections) of MGMT-100, Introduction to Business course during the academic year 2018-19. Several ‘Thought Leaders’ in each field helped course instructors to run the simulation games appropriately.

3) Faculty & Academic Activities

The Department faculties in the Management major program except two concentrations (Finance & Banking and Business Economics whose faculties are under the Department of Accounting, Economics, and Finance) have had the productive academic year 2018-19. They have published 7 peer-reviewed journal papers, participated in 15 academic conferences for presentations and proceeding publications, completed one project, served in 10 editorial boards of peer-reviewed journals or as reviewers of peer-reviewed journals, and spoke in two conferences as a key-note speaker.

The Department keeps maintaining an academic journal housed in the Management major program titled ‘Journal of Current Research in Global Business;

A Department faculty attended a student research competition with a group of students.

The Department has requested hiring five full-time tenure-track faculties that are necessary to keep the AACSB re-accreditation – General/Strategic Management, Operations Management, Management Information Systems/Enterprise Resource Management (MIS/ERP), Hospitality and Tourism Management, and Business Analytics, but had only one position (MIS/ERP) was approved. Thus, the Department needs to continue its request for the rest of the tenure-track faculty positions to get a minimum number of full-time faculties in each field.
The Department has extended a Visiting Assistant Professor in MIS/ERP concentration to improve teaching in the area;

4) Service and Community Engagement

Department faculties have been serving various services in different levels of campus and community such as in the Department of Business Administration, College of Business, University level committees, Discipline, and Civic committees during the academic year 2018-19.

- Dr. Awadzi, Winston: Undergraduate Curriculum committee.
- Dr. Beugre, Constant: COB Strategic Management committee and Steering committee.
- Dr. Clarke, June: Internship & Placement committee, Department Personnel committee, and Faculty Senator.
- Dr. Kim, DaeRyong: Under Curriculum committee, Faculty committee, COB Strategic Management committee, Student committee, AOL Assessment committee, Steering committee, Graduate Program committee, Scholarship committee, Events committee, Internship & Placement committee, and Admissions & Financial Aid Committee.
- Dr. Maity, Devdeep: Faculty committee and the Academic Affairs committee.
- Dr. Nunlee, Martin: AOL Assessment committee, Steering committee, Department Personnel committee, Faculty Senator.
- Dr. Rodriguez, Carlos: Department Personnel committee, Faculty Senator, International Education Subcommittee, Curriculum committee, and Faculty Research committee.
- Dr. Zamir, Zahid: Student committee and Faculty Affairs committee.

Several Department faculties have served as advisors of student clubs and other organizations.

- Dr. Carlos Rodriguez: Beta Gamma Sigma Honorary Business Society
- Dr. Carlos Rodriguez: American Marketing Association Student Chapter
- Dr. Charles Fletcher: MIS Club
- Dr. Terry Bragg: Society for Human Resource Management Student Chapter

All the Department faculties have served as advisors and mentors to the department junior and freshman students.

Many Department faculties have also served for various external communities:

- Dr. Devdeep Maity: a Vice Chair of member relations for Marketing for Higher Education Special Interest Group;
- Dr. Devdeep Maity: a chair of Temple Management Committee;
- Dr. DaeRyong Kim: a chair of Board of Director for Delaware Korean United Methodist Church
- Dr. Charles Fletcher: a member of Port of Wilmington Maritime Society;
- Dr. Martin Nunlee: a Board Member for the Capital School District Carree and Technical Education Advisory Board;
- Dr. June Clarke: a Member of Board of Trustee for Western Hospitality Institute, Jamaica.

5) Success in achieving the 2018-19 annual goals and objectives

The Department of Business Administration met the goals designed by the collaboration among faculty, staff, and students. The department assessed its goals and objectives to assure the
students' learning by using direct and indirect methods (case studies, research presentations, tests, &, etc. in various classes and ETS exams in the Strategic Management – a capstone course).

The Curriculum in the Management major program was assessed continuously throughout the year to improve the quality of the curricula, based on developed program goals and changes in demand of the industry.

In summary, the Department of Business Administration was very productive in areas of teaching, research, service and community engagements for the academic year 2018-19.

Unit Initiatives:

Curricula

- The management program and Hospitality & Tourism Management program in the Department of Business Administration has maintained AACSB International (Association to Advance Collegiate Schools of Business International) re-accreditation;
- The Department successfully offered BANL-300, Introduction to Analytics course to the students in the new 'Business Analytics’ major and all the COB students as a required foundational business course during the academic year;
- Maintained a 'Connected Degree Program' between DTCC (Delaware Technical and Community College) and DSU (Delaware State University);
  o Associate degree in Business Administration at DTCC and B.S. degree in General Management at DSU;
  o Associate degree in Accounting at DTCC and B.S. degree in General Management at DSU.
- Supported the DSU Online program in developing online courses and in assigning instructors to the courses;

- Planned for next cycle

  o The Department will review Marketing Minor to revise the credit hours required and prerequisites required for each course in the minor;
  o The Department will complete the revision of ‘Entrepreneurship’ Minor in order to make the minor more feasible from other college students and COB students.

2) Faculty

- The Department has an academic journal housed in the Management program - Journal of Current Research in Global Business.
- The Department faculties in the Management major program except two concentrations (Finance & Banking and Business Economics whose faculties are under the Department of Accounting, Economics, and Finance) have had the productive academic year 2018-19. They have published 7 peer-reviewed journal papers, participated in 15 academic conferences for presentations and proceeding publications, completed one project, served in 10 editorial boards of peer-reviewed journals or as reviewers of peer-reviewed journals, and spoke in two conferences as a key-note speaker.
Dr. Devdeep Maity has promoted to an associate professor.

The Department has strongly requested to COB Dean to hire five (4) tenure-track faculties for the replacement and one (1) new tenure-track faculty in the newly created concentration – Business Analytics. However, the Department got only a position approval in MIS/ERP yet. Thus, the Department needs to continue its request to secure four (4), tenure-track faculties.

Four (4) students attended the National Diversity Case Competition 2019 by Indiana University, Bloomington.
- Daniela Fuerte
- Muhammed M Jah
- Carlos E Reyes Gonzalez
- Alondra J Duenas Jimenez

Four (4) students attended the Hewlett Packard HBCU Business Challenge.
- Darius Spence
- Jason Nunley Jr.
- Brendon Li-A-Ping
- Lashae Billips

Eight (8) students attended the DE SHRM (Delaware Society for Human Resource Management) Conference in November 2018.
- Danielle Tobias
- Sangorme Kum
- Breiona Branch
- Trya Jackson
- Beverly Ongeri
- Alexis Goldsby
- Rashanna Ushery
- Jordan Cook
Hospitality & Tourism Management (B.S.)  
Annual Report 2018-2019  
Executive Summary:

The Hospitality and Tourism program continues to make a stride and in terms of growth, development, and accomplishments. Due to the removal of the Weave Portal, the assessment of hospitality courses was not completed. However, students who graduated in the May commencement ceremony were assessed using the program’s competency test. Based on the results, the student's competency has improved. Previously, students were expected to pass the test at an 80% score mark. The score was increased to 85% for the semester. Based on the new score, all but one student scored below 85%. The student is expected to resist the test.

In the spring of 2018, several initiatives were taken to increase enrollment in the program. As a result, recruitment activities were carried out at Dover High School, Dover POLYTECH High School, the Delaware ProStart National Restaurant Association Educational Foundation, and the Delaware State University open house and new student orientation activities. From these combined efforts, 14 new students selected the HTM program as their major, while three selected the minor in the fall of 2018.

Unit Initiatives:

• Accomplished in this cycle
For academic units, include curricular changes approved by Faculty Senate, General Faculty, Provost and President.
Curriculum changes were not made during this cycle. A review of specific courses (HTM 100, HTM 108, HTM 305, HTM 449 and HTM 450) to update and include the newest competencies as provided by the hospitality industry during the annual meetings held in February and July 2018, 2019). The meeting occurred with representatives from Hyatt International, Marriott Hotels, Aramark, and Four Seasons.

• Planned for next cycle
For academic units, include planned curricular changes
Curriculum assessments will be conducted for HTM Internship, 1 and 2. An assessment of hours, as well as specific competencies needed by students that will be matched with internship requirements. All HTM students will be encouraged to attend the NSMH Leadership Conference held during the month of February each year. The Conference provides access to hospitality CEOs, recruiters and past graduates. Students may complete resumes, interview CEO’s, apply for internships and permanent positions, network, work with a mentor and hear the latest trends as well as the needs of the industry, in terms of student competencies.
We also have yearly Advisory Committee meeting
Sport Management Department
2018-2019 Annual Report

Executive Summary:

The following is a list of Departmental major academic activities:

(a) The 2018-19 academic year was a banner year for our students receiving a variety of office-campus experiential learning/professional development opportunities such as: 35 students volunteered to work the NFL Kickoff in Philadelphia; 23 students attended the University of Pennsylvania Wharton School of Business Sport Business Conference, and 7 students attended the Baltimore Ravens HBCU Career Combine; On-campus opportunities resulted in 46 students working Game Day Operations for DSU Athletics; and 30 students completing internships either on or off-campus.

(b) For the year we graduated 29 undergraduate majors (6 in December and 23 in May) and 5 graduate students (3 in December and 2 in May).

(c) The student-led Sport Management Organization sponsored the Annual Sport Leadership Conference featuring guest speakers from DSU Athletics and the Wellness and Recreation Center as well as speakers from the New York Knicks, Washington Wizards, Aberdeen Ironbirds, local entrepreneurs, and the well-known author, researcher, and professor Dr. Fritz Polite. Dr. Mark Still serves as the advisor of the Sport Management Organization.

(d) A review of the graduate and undergraduate curriculums is underway to ensure we are meeting the industry’s knowledge and skill requirements. Dr. Zhang created a new Sport Analytics course that we expect to add to the curriculum as an approved elective.

(e) As for the faculty’s own professional development, service and scholarship, faculty members have served on various committees and been recognized on the international, national, and campus levels.

Unit Initiatives:

• Unit(s) Initiatives accomplished in this cycle
  Provided three valuable external professional development initiatives/experiential learning opportunities for our students: (1) volunteered to work the NFL Kickoff in Philadelphia; (2) attended the U Penn Wharton School of Business Sport Business Conference; and (3) attended the Baltimore Ravens HBCU Career Combine.
  In addition, the Sport Management Organization’s Annual Sport Leadership Conference was extremely successful.
• Planned for next cycle
  Curriculum change by adding Technology in Sport and Sport Analytics courses to better prepare
our students for upper-level sport management courses and sport-related careers. Thus, the curriculum change would increase retention, graduation, and employment rates.

Honors Program
2018-2019 Annual Report

Executive Summary:

The Honors Program at Delaware State University creates and nurtures a community of academically bright and talented students who value and are committed to intellectual pursuit. The program's main goal is to provide those students opportunities to:

- engage in classroom processes that de-emphasize formal, impersonal lecturing methods and passive note taking, but rather utilize methods of colloquia and symposia that encourage active intellectual participation, discussion and involvement in the search for knowledge;
- develop analytical/critical thinking and logical reasoning skills;
- become proficient in problem solving and decision making; and
- develop clear, precise, coherent and persuasive oral and written communications skills.

The Honors Living-Learning Community integrates curricular and co-curricular experiences that supplement classroom learning and academic curricula. Within the honors community, honors students interact with faculty, residential staff, and student and adult leaders in the DSU community. Honors students participate in service to Delaware State University and the local Dover community. Honors students are given the privilege of honors residential housing. Additionally, honors students have membership in the Honors Students Association, where they are given the opportunity to participate in social and extracurricular events.

Admission Criteria
Applicants must have a cumulative GPA of 3.25 or higher (on a 4.0 scale) and earn either:

- a minimum combined SAT score of 1050 (Mathematics and Critical Reading) with at least 450 in each section; or
- an ACT composite score of at least 22, in the Critical Reading and Mathematics sections.

The application must meet admission criteria. Application materials include:

A. Freshmen: Copies of the high school transcript;
B. Transfer students: Copies of college transcript(s) from every institution attended;
C. Continuing DSU students: Unofficial DSU transcript.
D. Freshmen: Letters of recommendation from two high school instructors;
E. Transfer and continuing DSU students: Letters of recommendation from two college instructors.
F. A typed 400-600 word essay explaining the desire to be admitted into the Honors Program; A list of academic and extracurricular achievements/awards.

Honors Program Goals
1. To provide talented and motivated students opportunities for intellectual growth and achievement, in small, challenging classes that encourage active intellectual participation, discussion and collaboration in the search for knowledge (SLO I);
2. To enhance student skills for analytical/critical thinking, logical examination and appraisal of ideas (SLO II);
3. To enhance student skills for problem solving and decision making (SLO III);
4. To enhance student skills for clear, precise, coherent and persuasive oral communication (SLO IV) and written communication (SLO V);
5. To engage students in the creative process of formulating a hypothesis, researching those problems and drawing conclusions that lead to either original classroom assignments or larger faculty-mentored research projects resulting in contributions of scholarly work to each student's chosen field of study (SLO VI);
6. To prepare honors students through experience with department-based honors courses, interdisciplinary colloquia and seminars, and independent study and research
   a. to ensure its students' academic success (SPO I),
   b. to ensure its students earn Honors Program Graduate Certification (SPO II), and
   c. to prepare its students for graduate and professional schools (SPO III).

The Honors Curriculum
The Honors curriculum consists of the following category of courses and activities:
G. Interdisciplinary/multidisciplinary colloquia/seminars.
H. Departmental Honors Courses including sections of General Education courses.

An honors student will earn Honors Program Graduate designation if he/she
1. completes a minimum of TWELVE (12) hours of honors departmental courses with a minimum of \"B\" in each course,
2. completes a minimum of SIX (6) hours of honors colloquia with a minimum of \"B\" in each course,
3. maintains an overall cumulative GPA of 3.25 each semester until graduated, presents his/her research on Honors Day each year beyond the freshman year, and
4. completes an honors senior thesis.

Oversight and Facilities
The Honors Program is part of the Division of Academic Affairs and reports to the Office of the Provost. The office is housed in Suite 310 of the Martin Luther King, Jr. Student Center and is staffed by the Director and the Secretary. The Honors Study Lounge is located in Tubman Hall, first floor.
The Honor Program serves approximately 120 students per year in their academic pursuit of Honors Program Graduate designation. It is supported by the university Honors Council that oversees the program.

Unit Initiatives:

A. List and describe any new programs and/or initiatives.
   1. Nothing to Report
B. List and describe any significant modifications in the past 12 months to pre-existing programs or curricula.
   1. Two new honors colloquia were piloted this year: HONR 309: The Concept of Risk Across Disciplines; HONR 310: The Concept of Network Across Disciplines (both taught by Dr. Myna German)
C. List Professional Development Efforts and/or Activities organized by the unit.
1. None.
D. List Professional Development Activities not organized by the unit but attended by or pursued by unit member(s), list names of members involved: See Departmental Reports.
E. List all community, public, and business outreach programs, activities and events occurring during the reporting year. Asterisk any that involved individuals from other DSU Units. Where appropriate, indicate the number of persons served by the outreach effort.
1. DSU Organization Fairs (*Office of Student Leadership and Activities)
2. New Student Orientations *(Office of Admissions)
3. DSU Open Houses (*Office of Admissions)
4. Hornet Days (*Office of Admissions)
5. Honors Program Graduation and Induction Ceremony
6. DSU Research Day (*School of Graduate Studies and Research)
F. Technology Integration: Include a discussion of continuing effort or need for technology. Academic Departments are to include efforts in incorporating technology use in classroom instruction.
1. DSU Events Application utilized for DSU Research Day
2. HP seeks to offer at least two more online courses.
3. HP seeks to encourage faculty who teach honors courses or colloquia to utilize technology in the classroom.
G. List any facility and/or infrastructure improvements.
1. Establishment of the Honors Program working group by the Provost's Office.
H. Terminated Programs: None
I. Enter any other comments that you feel are important to the continued improvement of the Unit.
1. A formal budget was submitted to the Provost's office in order to obtain funds for the administration of the program. This program needs the established budget secured in order for the program to the honors students effectively and efficiently serve. For the past two years, most of the items required by or for the Honors Program have been funded by the Provost's budget. Hence, the Honors Program budget still does not include sufficient funding for university-wide honors activities.
2. Due to the growth of the program, the Honors Program is in need of a larger facility that can service the students and the staff effectively.
3. The Honors Program Director, Dr. Dawn Lott resigned as of January 15, 2019. Dr. Clytrice Watson, Interim Associate Provost, began managing the program on February 4, 2019.

Office of International Affairs
2018-2019 Annual Report
Executive Summary:

Goal #1: Intellectual Climate and Culture
KPI #1: Undergraduate Student Participation Rate in Research, Study Abroad, Service Learning
Accomplishments:
1.1 Campus International Culture Programs Provide International Culture Learning Environment
• Chinese New Year Celebration – The Chinese Student Association displayed performances, traditional dances and a variety cultural events, it was the perfect opportunity to experience Chinese culture at its best! This year, we involved CR School district and a few private elementary schools in the Chinese New Year celebration activities. CR School District also sent students to perform at the Chinese New Year Gala. The activities attracted more than 1000 audiences from DSU and the local community.

• Annual International Education Week - is a joint initiative of the U.S. Department of State and the U.S. Department of Education, and is part of an effort to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study and exchange experiences in the United States. Some of this year’s activities

1.2 Study Abroad Programs and International Research Experience for Students
In 2018-2019, DSU sent 59 students to study abroad.
In June 2019, 10 STEM students did research in Poland with the support of an NSF grant.
In June 2019, 10 music students studied in China and performed at an international concert at Beihua University and an international concert at Dezhou University.

Goal #2: Student Success
KPI #2: Percent of Students Obtaining Gainful Employment in 12 months
Accomplishments: In June 2019, 94 DSU-NBUT accounting students received DSU degrees. All 94 students are either employed or admitted into graduate schools.
In May 2019, 24 DSU-CUST joint program students received DSU degrees. All 24 students are either employed or admitted into graduate schools.

Goal #3: Research and scholarship
Provide opportunities for undergraduate students to participate in research
Accomplishments:
In June 2019, 10 STEM students did research in Poland with the support of a NSF grant.
In June 2019, 10 music students studied in China and performed at an international concert in Jilin City.

Goal #6: Institutional and operational effectiveness
KPI #12: Strategic Enrollment Increase

6.1 Joint Education Programs
There are more than 750 students in the current three Joint Education Programs (Accounting with Ningbo University of Technology, Physics with Changchun University of Science and Technology and Sport Management with Sanming University) in China.
We are working on the joint institute (with at least 3 majors and admitting 400 new students each year) with Changchun University of Technology (CUST). The application expects to be submitted to the Chinese government in Fall 2020.

The joint undergraduate accounting program with Ningbo University of Technology (started in fall 2011), the joint undergraduate physics program with Changchun University of Science and Technology (started in fall 2015) and the joint undergraduate sport management program with
Sanming University (started in fall 2013, program stopped enrolling new students in 2016 and will terminate in 2020) attracted a total of 750 students via annual Chinese college entry examination.
In May 2019, 24 DSU-CUST joint program students received DSU degrees, and 94 DSU-NBUT program students received DSU degrees.
DSU EDD program will start a new site at Northeast Normal University College of Humanities and Sciences in September 2019. We will recruit 20 new students each year.

6.2 DSU US Culture Enrichment Program
In 2018-2019, 49 students came from China and South Korea attended DSU US Culture Enrichment Program.

6.3 Disney Program
Disney Program attracted 41 students from Korea and France.

KPI #13: Increase Overall University Funding
Accomplishments:
6.4 F-1 Students – Regular Degree Seeking (Bachelors, Masters and/or PhD)
International Students 109 students; Net revenue $1,759,000
6.5 DSU USA Culture Enrichment Program
49 students; Net revenue $509,000
6.6 Joint Education Programs
Ningbo University of Technology (Accounting Undergraduate Program)
Total revenue per year $713,000; Cost for instructors $250,000; Net revenue $463,000
Changchun University of Sciences and Technology (Physics Program)
In China Teaching Revenue $427,000; Expenses for instructors $200,00; Net revenue $227,000
26 students will come each fall to DSU main campus in August 2019 (year 4); Net revenue $387,000

Disney Program 41 students, Revenue $172,000

English Language Institute
DSU English Language Institute (ELI) started in summer 2018.
18 Korean students come to DSU in summer 2019 for the ESL program.
Total net revenue is more than $3,517,000

Unit Initiatives:

Office of Student Success
2018-2019 Annual Report
Executive Summary:

The Office of Student Success (OSS) – Academic Services Student Athletes, Advising and Retention, Integrated Academic Support Services Library Services, Student Accessibility Services, and Opportunity Scholars - is a division under Academic Affairs that targets retention-based initiatives, services and programs centered on the academic success of all students at
Delaware State University. Staffed with over 45 professionals to include faculty, the OSS supports two of the University’s PRIDE 2020 strategic planning goals: Goal 2: Student Success and Goal 6: Institutional and Operational Effectiveness. Central to the goals are its KPIs that correspond with the retention initiatives, services, and program offerings provided by OSS individual units. Also, within OSS are individual professionals who are critical to the successful execution of additional retention initiatives and programs - Registration Recruit-back, Academic Recovery, Summer (Bridge) Academy, and University Seminar.

In this comprehensive annual report are highlights of the student success accomplishments as extracted from each Unit annual report to show case how all units rally around the DSU student and corresponding DSU strategic planning goals.

Below is the Office of Student Success Mission as it appears on the website https://www.desu.edu/academics/student-success

The Office of Student Success introduces students to their college experience by providing a collegial and academically enriched environment. As the point of entry for freshmen and incoming transfers, our support programs facilitate ongoing student engagement while promoting intellectual growth and development. The Office of Student Success encourages social integration through a variety of programs designed to assist students in succeeding during their DSU experience, as they progress toward graduation.

Housed on the second floor of the William C. Jason Library, our programs are formed to support students’ academic needs and to help them succeed during their first year and beyond.

Table 1 highlights and reports results from OSS units annual reports that focus on student retention persistence, and graduation pathways and that align with Goal 2: Student Success and the associating KPIs 3 (4-year graduation rate) and 4 (first-year retention rate).
<table>
<thead>
<tr>
<th>PRIDE 2020 Goals 2 &amp; 6</th>
<th>OSS Unit: CampusLabs Goals 1 Student Success</th>
<th>Highlights</th>
</tr>
</thead>
</table>
| KPIs 3, 4              | Academic Services for Student Athletes (ASSA) | - By the end of the Fall 2018 semester, 62% (204/331) of the student-athletes who participated with ASSA achieved a 3.0 or higher.  
- By the end of the Spring 2019 semester, 53% (200/374) achieved a 3.0 or higher. Women’s Bowling is reported to have the highest TERM GPA of 3.83. |
| KPIs 3, 4              | OSS Academic Advisement (OAA)                 | - OAA unit advised a total of 1,377 new undergraduates in addition to continuing students (686 sophomores, 646 juniors, 249 seniors) in the 2018-19ay.  
- 90-100% completion of IDP I & IDP II advising sessions per semester for the 2017 and 2018 cohorts with emphasis on enrolling students in 15 credits or more (the 15 Strong to completion campaign).  
- 309 students (Fall 2017 & 2018 cohorts) completed the OAA Student Satisfaction Survey. Sixty-two percent (62.17%) of the students from the Fall 2018 perceive their academic advisement experience... |
As excellent. From the Fall 2017 cohort, 57.5% rated excellent in regard to satisfaction with academic advisement.

|------|--------------------------------------|------------------------------------------------------------|
| 3, 4 |                                      | • A total of 4498 student contacts participate in IASS academic programs and services.  
• Thirty-six percent (36%) unique contacts utilized two or more academic support services within a semester and  
• 5% of the unique contacts utilized at least one of our academic support services in both fall and spring semesters. |

<table>
<thead>
<tr>
<th>KPIs</th>
<th>Library Services</th>
<th>The percentage of student engagement events will increase to 5 as reported by the Access Services event calendar.</th>
</tr>
</thead>
</table>
| 3, 4, & 12 |                   | • Through the Reference and Public Services, Library Technology, Technical Services Division and University Archives, the Library provides 86 hours of service to our students and faculty in person and virtually. The University Library holdings, total over 260,000 volumes. 172 dissertations were pre-catalogued by the Cataloging Librarian  
• With over 350 attendees, over the course of 7 months and 9 events, the Library Scholars were able to gain valuable experience, culminating in the final month of the Hornet Hero Lecture Series, which featured the Library Scholars. 4 of the 9 Hornet Hero events featured undergraduate or graduate students. |

<table>
<thead>
<tr>
<th>KPIs</th>
<th>Opportunity Scholars Program</th>
<th>Increase resources for Dreamers. Resources include, but are not limited to, financial contributions to the Dreamers Success Account and off-</th>
</tr>
</thead>
</table>
| 3, 4 |                               | • The Program currently has a total of 112 Dreamer Scholars.  
• The Dreamer Scholars concluded the 2018 – 19ay with a 3.49 cumulative GPA. |
<table>
<thead>
<tr>
<th>KPIs</th>
<th>Student Accessibility Services</th>
<th>campus housing during school breaks.</th>
<th>SAS will educate students about the identification of individual disability-related barriers in their educational environment</th>
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</thead>
</table>
| 3, 4  |                                 |                                      | Since Fall 2016, there was a 314% increase in the number of students who actively using their accommodations.  
|       |                                 |                                      | 81.08% of respondents indicated their professors were willing to provide their approved accommodations (SAS Student Pulse Survey: Spring Semester 2019). |
| KPIs  | Registration Recruit-back       | Increase the number of students who are eligible to return for the upcoming semester by removing academic restrictions on their account prior to the start of the semester. | The percent of eligible students who did not register for Fall 2018 semester decreased from 13% to 7%. This is due to the increased urgency among academic advisors to reach out to their caseload of students. |
| 3, 4, 12 |                                 |                                      | Of the 120 students in Fall 2018 on AP, 62 (52%) enrolled in Learning Strategies for Academic Success.  
| KPI   | Academic Recovery               | At least 50% of the students who participate in the Academic Recovery program will achieve Good Standing. | Of the 62, 42 (68%) earned a 2.0 semester GPA or higher and achieved Good Standing. |
| 3, 4, 12 | Summer (Bridge) Academy         | Complete Summer Academy with a 2.0 GPA or higher. | 80% (35/44) Summer Bridge Fall 2018 first year admits are registered to return for Fall 2019 Semester. |
| KPI 3, 4 | University Seminar | Develop good and positive academic attitudes and behaviors that yield to academic course rationale and personal responsibility and accountability. | - 84% (37/44) finished the 2018-2019 academic year with a 2.0 GPA or better.  
- 36% (16/44) earned a 3.0 – 3.24 GPA  
- 25% (11/44) earned a 3.25 - 4.0 GPA  
- 100% (44/44) had a peer mentor during the summer, fall, and spring semesters  
- Out of 1005 Fall 2018 freshman cohort, 838 (83%) students took the CliftonStrengths Inventory and received their results. This is an increase by 45% from the Fall 2017 cohort who completed the CRI (56%). |
Unit Initiatives:

The Office of Student Success supports the Unit Initiatives as provided in individual units’ Annual Reports on student success, access, and opportunity for all Delaware State University students. Opportunities way of presentations, meetings, and workshops for professional staff and faculty to engage in process mapping services and programs – especially in regard to a student’s experience from onboarding through graduation and beyond will continue the next reporting cycle. With the recommendations from outside sources as a result of evaluations conducted on the needs of the Office of Student Success, we look to institute a new Student Success collaborative and/or Early Alert system to better service our DSU student population in a more effective and efficient manner.
Academic Advising
2018-2019 Annual Report

Executive Summary:

Academic advising in the Office of Student Success (OSS) is designed to align with the University’s Personal Responsibility In Delivering Excellence (PRIDE) 2020 strategic plan and supports student success through direct delivery of advising services. We strive to be highly collaborative, engaging with our campus partners to ensure that high quality advising is fully integrated with the full spectrum of student services.

The mission of the Office of Student Success (OSS), Academic Advisement is designed to provide students with a collegial and academically enriched college experience. As the point of entry for all incoming students, our advising program facilitate ongoing student engagement while promoting intellectual growth and development during their DSU experience, as they progress toward graduation. As a collaborative campus community, students are provided with guidance, support, planning tools and resources to make informed decisions that impact their academic success.

This has been a landmark year for Academic Advising in the Office of Student Success marked by efforts to solidify the transition and transformation of advising from a decentralized model to a consolidated advising framework, strengthen and improve our advising program, as well as increase our accessibility and visibility to both our students and our campus partners. These efforts will be outlined in the various sections of this report, but a few of the highlights include:

- Full implementation of the four-year student advisement plan
- Achieve 90-100% completion of IDP I & IDP II advising sessions per semester for the 2017 and 2018 cohorts, during critical periods of the semester.
- 10,229 hours of scheduled advisement meetings
- Across the curriculum advisor training implemented to allow for advisors to assist during peak periods and gaps as necessary
- Execute the 15 Strong to completion campaign
- Developed and administered Faculty mentor/advisor Individual Development Plan (IDP) training.
- Advisor caseloads assignments solidified to allow for quality academic advising
- Integrate meaningful student learning outcomes into our advising programs and initiatives to better measure the impact of our efforts on the student experience.
- With our campus partners, participate in the promotion and delivery of the Office of Admissions enrollment initiatives, including, Open House, Travelling receptions, Hornet Days and New Student Orientation.

It is essential that our efforts not only contribute to student success and degree completion, but that we develop mechanisms for meaningful assessment of the impact of our services on achieving the University strategic goals. To this end, our priority will remain to support student success through high impact advising practices, working together with our campus colleagues to ensure that we are promoting long-term sustainability of the institution, while adapting to effectively meet the emerging needs our students.
**Unit Initiatives:**

Generally, there were several academic advising initiatives accomplished during this academic year namely:

- **15 Strong to completion** which promotes a standard that encourages students to complete a minimum of 15-credit hours of coursework per semester to complete their degree program within eight (8) semesters.

*Table 4. indicates number of undergraduates who completed 15 strong course enrollments at the end of each academic term:*

- The academic advisement satisfaction survey was developed and administered. Of the 309 students who completed the advisement survey 5% reported an excellent satisfaction rating with advising using a 5-point scale. Of the respondents, 62.17% are 2018-2019 cohort and 37.8% are the 2017-2018 cohorts respectively.

- **Preregistration – Continuing Students**
  - Total of 1530 preregistrations completed for freshmen and sophomores
  - Total 895 pre-registration completed for juniors and seniors (completed in conjunction with departmental/faculty advisors).

- Completed schedule adjustments for students with failures (D, F, W), academic probation and academic suspended status.

- **Fall 202001 Schedule Prepopulating**
  - 959 new confirmed student’s schedule/registration completed
  - Achieved 100% IDP I and 90% IDP II Completions for the 2018-2019 cohort, which exceeded the target set in the OSS 2017-2018 assessment plan, which stipulated a target of 50%-75% increase in IDP I completion and 74%-80% IDP II completion.


- In collaboration with the office of Institutional Research and Analysis, developed and administered Faculty mentor/advisor Individual Development Plan (IDP) training for assigned faculty mentors.

- Advisors completed a total of 10,229 hours of scheduled advisement meetings. The list below indicates advisor scheduled meetings and outcomes for the 2018-2019 academic year.

*Table 6.*
### Advising Scheduled Hours Breakdown – Appointment Plus Link Data

<table>
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<tr>
<th>Advisor</th>
<th>Term</th>
<th>Appointment Status</th>
<th>Total</th>
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<table>
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<th>Count</th>
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<tr>
<td>2019</td>
<td>Cancelled</td>
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<tr>
<td></td>
<td>Rush, Michele Total</td>
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<td>671</td>
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</table>
In addition to the comprehensive unit accomplishments, the college advising teams accomplished additional activities worth noting.

Table 7.

**College Teams Initiatives - college team leads summaries**

<table>
<thead>
<tr>
<th>CAST - Student Success Unit Initiatives 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Coordinated Naval Research Lab visitation to DSU to discuss potential internship opportunities for STEM students.</td>
</tr>
<tr>
<td>- Collaborated with Career Services Office to sponsor STEM internship Expo. Expo provided students information about internship and graduate school opportunities for STEM students.</td>
</tr>
</tbody>
</table>
Dr. Hawkins attended and mentored eight (8) students at Tuskegee at Annual Pre-vet Symposium. Provide students information about becoming Vets. Students had to have 3.5 or better to attend. (spring 2018)

Dr. Hawkins attended the HBCU retention conference. (Spring 2018)

Degree Works and Banner Self-Service workshops with STEM students.

University Seminar classroom visits. (fall & spring 2019)

Participated in Division Retreat: Team building strategies and process.

Participated in Adopt a family to assist a needed family at Christmas.

Mrs. Henry assisted with graduation audits with Office of Records.

Made presentation to Intro to Biology Professions class about internships.

Dr. Poe continues to serve as a Co-PI for HBCU UP grant.

Dr. Poe continues to serve on Career Advisor Committee for DSU.

Participated in FERPA training Nov. 2018.

Dr. Poe participated in Academic Calendar committee.

COB-Student Success Unit Initiatives 2018-2019

• Completed graduation Audits with the Registrar’s Office

• Maintained blackboard notification site and building plasma screen to alert business majors about updates and other information

• Supervised and worked with OSS student mentors to assist them with developing activities and programs for students

• JH - Assisted DSU’s online program and help to develop the advisement processes for the program

• Organized students to participate in University photo shoot for the development of marketing materials

• TF – Served on scholarship committee to assist business students with financial needs

• Advisors hosted midterm meetings with students to review progress, campus resources, degree works, gpa calculator, and plan for the next semester

• Planned organized and hosted sessions for new students to introduce students to:
  - the expectations of business majors
  - their faculty and what they can do with their majors/concentrations
-starting the foundation for their career

-building a professional presence

-resume writing

-developing a LinkedIn profile

• Completed preliminary senior audits for rising seniors (Summer 2018)

• BP - Attended Design Thinking Training at University of Wisconsin Milwaukee (Summer 2018)
  • Completed FERPA training hosted by the registrar’s office (Fall 2018)
  • Completed cross training of college curricula for the OSS unit (Fall 2018)
  • Participated in the focus group for the Bill Gates evaluation (Fall 2018)

• Participated in planning for business professional development day – DEEP Day (Fall 2018)

• BP and JH - Coached business case team for DEEP DAY (Fall 2018)

• BP - Participated in writing RFI to the State of Delaware for using Design Thinking to revamp the State of Delaware website (Fall 2018)

• TF - Attended Smart Campus Conference in Philadelphia, PA (Spring 2019)

• BP - Chaired working group for the Office of the Provost using Design Thinking to redesign the University Seminar course and presented findings at Academic Affairs Retreat (Spring 2019)

• BP - Conducted Design Thinking workshops for STOMPP (Spring 2019)

• JH – Developed and facilitated workshops and a group to help young women in their professional, academic, and personal growth (Spring 2019)

• Planned and set-up for ZOOM meetings to remind students of key topics from ENSO (Spring 2019)

• Assisted in housing social work faculty in the Bank of America Building and informing students about a day for grief counseling following the death of a student (Spring 2019)

CHBS- Student Success Unit Initiatives 2018-2019

• Collaborated with the Office of Admissions to speak with a group of over 100 potential students from North Carolina about the programs and services offered at DSU (Fall 2018)

• Completed FERPA training hosted by the registrar’s office (Fall 2018)

• Completed cross training of college curricula for the OSS unit (Fall 2018)

• Participated in the focus group for the Bill Gates evaluation (Fall 2018)

• Workshop with 7 university seminar classes
• Completed graduation Audits with the Registrar’s Office
• Initiated Remind-System used communication with students (Summer 2018)
• Completed 39 nursing application reviews
• Planned and coordinated Power Hour workshop –How to be a successful nursing program student-collaboration with the Nursing Department-March 21, 2019
• Coloring pages for stress relief also provided snacks and tips to reduce stress during exam week-Fall 2018
• Accompanied two pre-nursing students to the HBCU Summit; students served on student panels, topic- “What do civility and activism mean to you?” and “Where do you see civility and activism on your campus?” of discussion (Spring 2019). Each student received coaching on conference etiquette, attire, business cards, and a professional portfolio for the conference.

CHESS- Student Success Unit Initiatives 2018-2019

• Coordinated 67 Teacher Education Program (TEP) interviews and coached those students in preparation for the interviews
• Planned and coordinated test taking skills workshop in collaboration with the Office of Testing-TEAS Test taking skills-February 26, 2019
• Established and Supervise Office of Student Success Mentor/ Peer Advisor Program (Unit Initiative)
• Conducted Professional Development trainings for student leaders (Unit Initiative)
• Conducted Leadership training and workshops for Men of Color Alliance (M.O.C.A)
• Mentored 46 at-risk youth at South Dover Elementary via the peer mentors within OSS (Unit)
• Conducted a Cultural Intelligence training – OSS peer mentors (Unit)
• Assisted more than 15 students with securing a post graduate opportunity in the Criminal Justice, Psychology and English majors (Unit)
• Collaborated with admissions to presented at Early College high school night (Unit)
• Attended Bill and Melinda Gates student success work group initiative (Unit)
• Leadership coach for Male initiative program, Men of Color Alliance (M.O.C.A) and local community
• Guest panelist- My Brother keeper/ Men’s council
• Facilitated paraprofessional training for student leaders working with OSS (Unit)

Academic Recovery Program
2018-2019 Annual Report
Executive Summary:

There were 260 students placed on Academic Probation, Academic Suspension, or Academic Dismissal because they earned below a 1.7 semester grade point average (GPA) and had a cumulative GPA was below a 2.0 after the Spring 2018 semester. Out of the 260 students, 120 returned for the Fall 2018 semester. Of the 120 students, 62 enrolled in Learning Strategies for Academic Success and 58 were not. Out of the 62 students enrolled in Learning Strategies for Academic Success, 42 earned a 2.0 semester GPA or higher and went on Good Standing while the remaining 20 did not. Out of the 58 students who were not enrolled in Learning Strategies for Academic Success, 33 went on Good Standing and the remaining 25 went on Academic Suspension or Academic Dismissal.

Table 1: Academic Recovery Gender Distribution Spring 2018 - Fall 2018

<table>
<thead>
<tr>
<th>Gender</th>
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<tbody>
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<td></td>
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<td></td>
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<tr>
<td>Female</td>
<td>64</td>
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Table 2: Academic Recovery Residence Spring 2018 - Fall 2018

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Table 3: Boarder/Commuter Spring 2018 - Fall 2018

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Table 4: Classification Spring 2018 - Fall 2018

There were 363 students placed Academic Probation, Academic Suspension, or Academic Dismissal for earning below a 1.7 semester GPA and whose cumulative GPA was below a 2.0 after the Fall 2017 semester. Out of the 363 students, 211 returned for the Spring 2019 semester. Of the 211 students, 148 enrolled in Learning Strategies for Academic Success and 63 did not. As part of Learning Strategies for Academic Success, students must follow their Academic Intervention Module (AIM), which consist of meeting with the Coordinator of Academic Support Student Retention Initiative, meet with their University College Success Specialist, and attend Integrated Academic Support Services (i.e. Tutorial Center, Supplemental Instruction, Writing Studio, Quantitative Reasoning Center, and University College Academic Programs & Workshops). Out of the 148 students enrolled in Learning Strategies for Academic Success, 74 earned a 2.0 semester GPA or higher and went on Good Standing while the remaining 74 did not. Out of the 63 students who were not enrolled in Learning Strategies for Academic Success, 30 went on Good Standing and the remaining 33 went of Academic Suspension or Academic Dismissal.
Table 5: Academic Recovery Gender Fall 2018 - Spring 2019

<table>
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</tr>
<tr>
<td>Female</td>
<td>97</td>
<td>48</td>
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</tr>
<tr>
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Table 6: Academic Recovery Residence Fall 2018 – Spring 2019

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Table 7: Boarder/Commuter Fall 2018 – Spring 2019

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Table 8: Classification Fall 2018 - Spring 2019

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<tr>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>152</td>
<td>74</td>
<td>74</td>
</tr>
</tbody>
</table>

**Unit Initiatives:**
The Academic Intervention Module was introduced during the Spring 2017 semester for students enrolled in Learning Strategies for Academic Success. In the Fall 2017 semester, students were required to meet with the academic advisor before and after midterms, attend Integrated Academic Support Services (i.e. Supplemental Instruction, Quantitative Reasoning Center, Writing Studio, and or Tutorial Center), University College programs, and meet with their University College Support Specialist. In the Spring 2018 semester, students were required to meet with the Coordinator of Academic Support Student Retention Initiative before and after midterm, attend Integrated Academic Support Services (IASS), University College programs, and meet with the University College Support Specialist.
Academic Support Services for Student Athletes
2018-2019 Annual Report

Executive Summary:

• Personnel (Faculty/Professional and/or Classified Staff)
  ♦ Associate Director, Nikita Robins-Thompson
  ♦ Athletic Certification Specialist/ Athletic Academic Advisor, Rachel Jennings
  ♦ Athletic Academic Advisor, Ahira Smith

• Indicate any changes, new positions, new personnel, retiring personnel
  ♦ Restructuring of the unit to include merging of two positions; Sr. Associate AD of Academic Support Services and the Associate Director of Academic Programming. Associate Director of Academic Programming manages the at-risk program and day to day unit expectation.
  ♦ Two Athletic Academic Advisors resigned and due to the turn over staff has been forced to increase case load and responsibilities within the unit.
  ♦ No Graduate Assistance second semester
  ♦ ASSA staff are indirectly impacted by the personnel changes within the athletic department to include senior administration, coach, and staff changes.

• Discuss the need for additional personnel and rationale utilizing data provided by IRPA on FTE’s and student credit hours.
  ♦ Due to intrusive advising practicing; as a unit, we are required to support our student-athletes using the following methods.
    1. Daily monitoring of mandatory study hall hours
    2. Weekly and monthly academic monitoring and reporting to coaches.
    3. Weekly academic monitoring of our at-risk, freshman, and new transfer students.
    4. Quarterly Monitoring of academic benchmark certification

• Unit Initiatives:
  ♦ Breakfast of Champions; Academic Award Ceremony
  ♦ 8 week Executive Function Workshop geared to support at-risk students
  ♦ Increased External Support to include going to academic ceremonies, competitions, student activities, graduation.
  ♦ Speakers were brought in for students character development
  ♦ Crossed campus collaboration with accessibility services and library services.
    1. Workshops for Coaches with Accessibility Services that included a one-time workshop giving information on services offered on campus.
    2. Technology with Library Service collaboration as they assisted with the cataloging and monitoring of mobile technology.
  ♦ Workflow development with admission, financial aid and student accounts to support the new
student onboarding.

- Increased use of one drive to store unit data, documents, forms, etc.
- Educational Workshops to highlight the services provided to student, faculty, coaches, and staff.

- Accomplished in this cycle
  - Successfully implemented the ARMS software. Coaches had full use of classroom checks.
  - Students successfully completed the 8-week EF workshop with Ms. Ann Knettler.
  - Successfully executed and hosted our first annual Breakfast of Champions

- Planned for next cycle
  - Meet or Exceed Academic Benchmarks.
  - Ongoing review and revision of current ASSA Policies and Procedures.
  - Success preparation and completion of NCAA data review.
  - Increase faculty use of progress reports via Grades First for early intervention.
  - Increase coaches involvement with ARMS and classroom check
  - Increase coaches involvement with Academic workshops
  - Increase coaches in study hall
  - Fully staffed with all personnel by August 2019
Integrated Academic Support Services
2018-2019 Annual Report

Executive Summary:

Integrated Academic Support Services (IASS) is comprised of Quantitative Reasoning Center (QRC), Supplemental Instruction (SI), Tutorial Center, and Writing Studio. The Quantitative Reasoning Center (QRC) and the Writing Studio assist students with math courses and in writing, respectively. SI targets historically difficult courses; courses with a high rate of D, F, W grades. The Tutorial Center provides tutoring for all other courses.

Integrated Academic Support Services supports Goal 2: Student Success of PRIDE 2020, DSU’s Strategic Plan. Our mission is to provide students with a holistic approach to tutorial and SI sessions rather than a “quick fix – just give me the answer” session. Our tutors and Supplemental Instruction (SI) Leaders assist students with the development of their writing, quantitative reasoning, and content-based learning as well as empower students with confidence to become independent and active learners. Our tutors and Supplemental Instruction (SI) Leaders attend training and professional development workshops giving them tools to facilitate one-on-one or small groups utilizing multiple learning strategies and to apply study and note-taking skills in sessions.

All students, not only those that are struggling in the course, are encouraged to attend tutorial sessions so as to foster a learning environment for which students can discuss the course content with more confidence. The services provided by IASS at DSU are free to all students and facilitated by peer tutors. Tutoring services are offered individually and in small groups through scheduled appointments utilizing AppointmentPlus, a web-based appointment system, or walk-in. The QRC, Tutorial Center, and Writing Studio are open during the academic year on
Monday – Thursday at 9:00 am – 8:00 pm, Friday at 9:00 am – 5:00 pm, on Saturday at 12:00 pm – 5:00 pm for QRC and Writing Studio. The QRC and Writing Studio are open for students enrolled in summer sessions. SI leaders are assigned to courses during the academic year with SI sessions determined by the SI leaders and students. During the summer, SI leaders are assigned to courses (math, English, history) for students who are enrolled in the 5-week Summer Bridge program.

Tutors and SI leaders are qualified DSU students, undergraduate or graduate, who are vetted through an application process including consideration of having taken the course(s) previously, meeting the 3.0 minimum GPA, recommendation letters with one being from faculty of the subject(s) for which the student would tutor, and an interview with a mock tutorial session component. Tutors and SI leaders are recruited by several means - outreach to faculty and chairpersons for recommendations, outreach to students directly who meet at least the minimum GPA requirement, and job postings on the Student Employment Office website. Tutors and SI leaders receive training before and throughout the semester to provide the necessary tools to conduct effective sessions. Tutors and SI leaders also attend professional development workshops such as resume development to enhance their own growth in becoming a well-rounded graduate.

In order to provide academic support to all students, IASS continued collaboration with the HHMI grant to market Tutor.com, an online tutorial service offering tutorial sessions in math and science courses, and writing across the curriculum. Information about Tutor.com was included in emails IASS sent to the DSU community to include faculty, students, and advisors when announcing the academic support services provided on campus. Ms. Cortese facilitated the
services of Tutor.com to expand the subject offerings not supported by the HHMI grant. The expanded selection of subjects provided by Tutor.com are in Business, Computer Science, Career Help, English, Foreign Languages, History, Nursing and Healthcare, and Social Science. The implementation process for the expansion took many months and was finally made available to students at the end of April 2019.

IASS, including academic programs, had a total of 4498 contacts. Of those contacts, approximately 36% of the unique contacts utilized two or more of our academic support services within a semester and approximately 5% of the unique contacts utilized at least one of our academic support services in both fall and spring semesters. The Quantitative Reasoning Center had a total of 969 tutorial session contacts. The Writing Studio had a total of 1232 tutorial session contacts. The Tutorial Center had a total of 797 tutorial session contacts. Supplemental Instruction had a total of 1270 SI session contacts. IASS sponsored Socratic Seminars and Writing Workshops had a total of 230 total contacts.

**Unit Initiatives:**

**Quantitative Reasoning Center (QRC)**

The Quantitative Reasoning Center (QRC) staffed 5 tutors for fall 2018 and 6 for spring 2019. All but one tutor’s major is in STEM. The tutors are qualified to assist students in math courses from developmental math to Calculus I. Three of the QRC tutors are able to help students with higher-level math such as Calculus II and III because they have taken the course and feel confident with the material.
The QRC had a total of 969 contacts in the 2018 – 2019 academic year of which 36.8% were unique contacts. Although the total number of contacts is a 14% decrease from the 2017 - 2018 academic year, it is still a 10% increase from the 2016-2017 academic year (Appendix A). The decrease in contacts may be a result of inaccurate data entry in 2017 – 2018 by tutors in AppointmentPlus. Tutors may not have changed the status of those students who made an appointment but no-showed or canceled and therefore, were calculated in the total number of contacts. More accurate data entry was enforced for the 2018 – 2019 academic year and students who canceled or no-showed were not included in the total number of contacts.

The 2018 – 2019 data (Appendix B) shows that College Algebra had the highest rate, 39.3% of total tutorial session contacts, of the subject for which students sought help. That data is consistent with previous academic years. What is of note is the increase of help sought in Calculus I, II, and III as a result of having tutors with the ability to tutor the subject material. The data shows that of the contacts, 25 students utilized the QRC for tutorials in both fall and spring semesters; 84% of those students had sessions for a different math such as College Algebra in the fall and Trigonometry in the spring or Calculus I in the fall and Calculus II in the spring. The subsequent return of students for the spring semester may indicate that students are self-aware to continue utilizing the support services in order to be successful in the course.

Tutorial Center

Several factors determined the decision to provide tutors and academic programs for certain courses. At regular intervals throughout the academic year, chairpersons are contacted to be participants in the decision; they along with their faculty would be in a better position to know
the courses for which students would need a tutor or academic program and to recommend
qualified tutors. There was little communication from chairpersons regarding their students’
needs so as to provide the academic support. To ensure the Tutorial Center did have academic
support to help our students, tutors were hired based on information from previous semesters.
When possible, tutors were hired so that they were able to tutor more than one specific
course. This was twofold; it was cost-efficient and tutors would be able to contribute more to the
tutorial session if they know the foundations needed to succeed in the course being tutored.

The Tutorial Center had a total of 797 contacts in the 2018 – 2019 academic year; a 21%
increase from the previous academic year (Appendix C). Of the total 269 unique contacts, 22
students utilized the Tutorial Center for tutorials in both fall and spring semesters; 50% of those
students sought help for part I of a course in the fall such as General & Analytical Chemistry I
and part II of a course in the spring such as General & Analytical Chemistry II. As with the
QRC, the subsequent return of students for the spring semester may indicate that students are
self-aware to continue utilizing the support services in order to be successful in the course.

The subjects for which a tutor was available and utilized were the sciences (Biology,
Chemistry, Physics, Physical Science Survey, Animal Science), psychology (100 – 400 level),
business (Microcomputer Applications, Micro/Macroeconomics, Business Law, Accounting),
languages (French, Spanish), music theory, and study skills. It must be noted that there was no
tutor available for subjects in business other than Microcomputer Applications and in languages
in spring 2019. A business tutor was not hired as a result of no professors recommending
students and no students accepting an invitation to apply for the position because they meet at
least one of the qualifications. The lack of a business tutor contributed to the decrease in total contacts from fall to spring semester.

Data reflects the largest number of tutorial sessions for which students sought help was in the sciences. As the semester progressed, continued efforts to advertise that tutors were available to students were made by asking faculty to share fliers, sending emails directly to students, and utilizing social media such as Instagram. The reasons for the lack of students not taking advantage of the help available would be speculation and educated guesses.

**Writing Studio**

As a result of the Writing Studio Assistant Director no longer being employed with the University as of October 1, 2018, the Director of Integrated Academic Support Services, Anna Cortese, with the assistance of the College Success Specialist, Sonya McCray, oversaw the operations of the Writing Studio for the remainder of the academic year. Ms. Cortese supervised the administration of day-to-day operations such as creating tutor’s schedules, overseeing appointment usage, approving timesheets, marketing, and scheduling writing workshops. Ms. McCray assisted with leading content area training for Writing Studio consultants and observing writing tutorial sessions.

The Writing Studio staffed eight writing consultants during the 2018-2019 academic year. Writing Consultants are of varying majors and minors which makes it possible to offer support in writing across the curriculum.

The Writing Studio had a total of 1232 contacts in the 2018 – 2019 academic year of which 50.9% were unique contacts. The total contacts was a significant decrease, 38%, from the
2017 - 2018 academic year. A factor may be that the Writing Studio was staffed with 8 writing consultants for 2018 – 2019 whereas there were 14 writing consultants the previous academic year. The decrease in the number of writing consultants as well as the number of hours writing consultants were able to work contributed to some hours being staffed with none or one writing consultant. Since the majority of writing sessions are one-to-one, students may not have been assisted if they were unable to wait for the writing consultants to finish a session. However, in keeping with our mission to help students, writing consultants encouraged students to return at a later time and to utilize online resources as well as handouts provided in the Writing Studio, and directed students to Tutor.com, the online tutoring tool. Another factor may be a reflection of inaccurate data entry in 2017 – 2018 by writing consultants in AppointmentPlus. Writing consultants may not have changed the status of those students who made an appointment but no-showed or canceled and therefore, were calculated in the total number of contacts. More accurate data entry was enforced for the 2018 – 2019 academic year and students who canceled or no-showed were not included in the total number of contacts. Also, approximately 50 students utilized Tutor.com for writing tutorial sessions.

**Supplemental Instruction (SI)**

The Supplemental Instruction Program at Delaware State University is an academic support program, which targets courses that are proven difficult to pass and usually have an unfavorable pass rate. The supplemental instruction program provides peer-facilitated academic support through study sessions that are led by the supplemental instruction leader, also referred to as SI leaders. This model of student support was developed to help institutions of all sizes with the elevation of student academic performance and student retention. The supplemental instruction
leader is a peer who has successfully taken and passed the targeted course with preferably an “A” grade. In addition, after the initial training the SI leader will attend the targeted class lecture as a model student and determine the schedule of the supplemental instruction sessions by collaborating with the students who attend the targeted course. These peer-facilitated sessions integrate course content and learning strategies to help students be successful with the targeted course. The origination of the Supplemental Instruction Model came from Dr. Deanna Martin in 1973 at the University of Missouri-Kansas City. Research states that the final course grades for students who attend SI are significantly higher than those who do not attend SI sessions (Stone & Jacobs, 2008). The analysis of final grades allows the comparison of the rate of success of courses with supplemental instruction support to courses without the supplemental instruction support model.

Eight targeted courses for the fall 2018 and five targeted courses for the spring 2019 were assigned supplemental instruction leaders to their classroom. Each course had one or more sections for which one SI leader provided the SI sessions; however, Anatomy & Physiology had two or three SI leaders for one or more sections. A Personal Finance course that was originally scheduled for the supplemental instruction model for fall 2018 was cancelled after the first two weeks because the SI leader could not stay committed to the SI program. For the academic year of 2018 and 2019 seventeen SI leaders were assigned to fifty-three sections and three SI leaders worked for both fall and spring semesters.

The number of students who attended SI sessions in the spring 2019 semester decreased from the fall because of unforeseen events that directly affected the students’ ability to come to numerous scheduled SI sessions. In addition, the number of courses targeted decreased from nine in the
fall to six in the spring. The pass rates shown in Table 1 represent the different pass rates for the fall 2018 semester in comparison to the spring 2019 semester. These figures show a higher pass rate for students who attended the SI sessions within a particular course, which utilizes the supplemental instruction model opposed to students of the same course who do not attend the supplemental instruction sessions.

**TABLE 1**

During the academic calendar year, the Supplemental Instruction Leaders are required to attend mandatory training sessions engineered to give the SI leader strategies, and techniques that will help with the completion of the SI sessions. The three training session initiatives attended by the SI leaders included Teaching Strategies, Working with Student Accessibility Services and Using Appointment Plus. In addition, the supplemental instruction program hosted three student support workshops during the spring 2019 semester: Problem Solving Strategies, Understanding Elementary Statistics, and Test Anxiety. Future initiatives will focus on basic math workshops and college readiness skills, such as, Time Management, Emotional Intelligence, Dissecting Fractions, Reviewing Basic Geometry, Elementary Statistics, Basic Algebra, etc. In addition, SI leaders will continue to receive training on teaching strategies, classroom etiquette, and record keeping. Supplemental instruction supervisor will attend Supplemental Instruction program trainings and workshops approved by Associate Vice President for Office of Student Success.

The activities rendered from the Supplemental Instruction program shared with other divisions within the Office of Student Success help to foster a collaborative approach for student success. From the data presented, the quotas show that there could be some adjustments made to the courses targeted for the supplemental instruction model. The Critical Thinking course has held
a high passing rate for the last two semester; this course is a candidate for a review of SI adjustments. The Introduction to Political Science course has had a high passing rate for the pass two semester as well; therefore, the Introduction to Political Science can be reviewed for adjustments. This information shared with other departments of academia within the institution is an effort to bring a cohesiveness between the participating academic departments and the Office of Student Success.

**Academic Programming**

Integrated Academic Support Services offers academic programs to support students in addition to tutorial sessions. Socratic Seminars are an informal discussion in which the facilitator asks open-ended questions with the intent of encouraging students to listen closely to the comments of others, to think critically for themselves, and to articulate their own thoughts on the subject matter. The Socratic Seminar topics are varied and facilitated by faculty, staff, and non-DSU employee (Appendix E). The Writing Workshops topics are to assist students with writing papers. The topics offered are APA, MLA and Chicago Turabian formats, preparing and writing research papers, sentence and fragments, and crunch-time editing. The Writing Workshop facilitators were faculty and Library Services staff. In spring 2019, Sonya McCray introduced a new workshop series, Author Spotlights (Appendix F). Invited authors spoke about their books and the experience and process of writing with time for questions from the audience.

Academic programs sponsored by Integrated Academic Support Services had a total of 220 contacts for the 2018 - 2019 academic year; this is a 83% increase from the previous academic year (Appendix G). The increase in attendance may be attributed to more workshop offerings and the introduction of Author Spotlights in spring 2019. In fall 2018, four writing workshops
were scheduled within the first four weeks of the semester and had poor attendance. Additional writing workshops were offered after midterm grades were posted with the result that there was a greater number of student attendance. When planning for spring 2019, at what point in the semester to offer the workshops was considered based on student attendance behavior. Many students are acclimating themselves to the start of another semester and therefore, may not manage their time wisely to include academic program participation. Also, until midterm grades are posted, many students do not realize the benefits of attending academic programs to help them succeed in theirs courses. With these observations, the majority of the spring academic programs was scheduled after midterm
Library Services
2018-2019 Annual Report

Executive Summary:

The library is the center of intellectual inquiry and shares with the University the aspiration to be a vibrant and dynamic learning environment. The Library goal is to ensure that its collections are research driven, accessible, current, and diverse. The Library will continue to acquire and maintain adequate information resources, offer effective instruction on the retrieval and use of materials in all formats, and continue to provide state-of-the-art technology for users with an anytime, anywhere, any device philosophy. The library also aspires to assist the University in its commitments to the broader community, by developing innovative approaches to supporting life-long learning. The Library embraces change, diversity, professional growth, and the opportunity to serve all patrons.

In support of the Institution’s mission, it is the mission of the Delaware State University William C. Jason Library to provide materials and services to meet and supplement the academic needs of the university community on and off campus, to develop well-rounded and responsible citizens, and to encourage patrons to discover their creative capacities. For this reason, print materials, electronic books, electronic journals, subject specific and multidisciplinary databases that support academic disciplines and colleges are essential through Library collection development and management to ensure information is accessible to the traditional and nontraditional student in support of teaching, learning and research.

Specifically, with the collaborative involvement and support of Reference and Public Services, Library Technology, Technical Services Division and University Archives the Library provides 86 hours of service to our students and faculty in person and virtually. Remote access to the library’s electronic collections is also available 24/7. Librarians collaborate with faculty to ensure academic relationships are established to provide input and participation when selecting resources for collection development.

Further, strategically enhanced external support is equally desired to ensure access to both traditional and electronic resources that support the undergraduate and graduate teaching, learning and research needs. This support is needed through recurring and non-recurring funding sources, including, government agencies, corporate and private donors, and consortia, resource-sharing relationships specific to university libraries, including those already established with LYRASIS and OCLC Online Computer Library Center.

In support of the Delaware State University’s research mission, it is the desire of the University Library to offer comprehensive research opportunities through enhanced services, collections, staffing, facilities, technology, and virtual environment enhancement initiatives. The University Library holdings, total over 260,000 volumes. Relative to electronic products, (based upon an institution’s student FTE); there is a primary need and requirement for access to current literature on the graduate and doctoral level in particular, in both print and electronic format, per the current standards of the American Library Association, Association of College and Research Libraries.

Our overarching goal is to significantly expand and enhance library collection access to
traditional and electronic research-level materials for the Library to meet the research, teaching, and instruction needs of the faculty and students, on both undergraduate and graduate levels, with particular emphasis on graduate-level needs and services. This goal also includes the distant learner and online patrons.

Collection analyses are on-going by University Library faculty, subject liaisons for the various colleges to determine collection adequacy, effectiveness, and accountability of undergraduate and graduate programs. In examining the collections for the various disciplines offered here at Delaware State University, peer evaluations, as well as benchmark evaluations are made to determine how far from the mean, if any, is our collection. Recommendations have since been made to aid in bringing the collections current, on all levels (i.e., bachelors, masters, and doctoral) and in all formats (i.e., in particular scholarly, core titles for books, electronic products (i.e., electronic subscriptions and electronic databases), print subscriptions, digitized materials and other initiatives relative to collection development and research.

With an increasing student enrollment, and an expectation that enrollment will grow, the library staff should grow consistent with the programs and goals of the University as outlined in the Standards for Libraries in Higher Education, recent edition. These Standards focus on qualitative measures. According to the Standards for College Libraries, recent edition, which focus to a large degree on quantitative measures, an academic library should have one librarian for each 500 students, or fraction thereof (FTE 10,000). And, for each 100,000 volumes, or fraction thereof, in the collection, there should be one librarian; for each 5,000 volumes, or fraction thereof, added and/or withdrawn per year, there should also be one librarian. At all times, the personnel in the Library must be adequate in quantity to meet the diverse teaching and research needs of faculty and students, to be in compliance with academic standards and accreditation expectations.

The collection development program of the Library should be adhered to in terms of acquiring current resources, in print and electronic format, as noted by library liaisons and departmental and college accrediting agencies. The University Library completed a new Collection Development Policy in March 2019.

Unit Initiatives:

Access Services

Access Services Department connects the academic community with library resources; builds relationships with students and developing/implementing programs and initiatives aimed at improving student success; creates, manages and provides consultation of the research collections, guides, catalogs, databases to satisfy information needs; assesses, measures and evaluates the services and resources provided; supports academic research for students and campus community; actively participates in research, professional development and knowledge distribution; remains on the cutting edge of information, technology and resources for delivery.
Reference

The Reference department provides reference resources including general collections that supports the information needs of the University community, teaches information literacy classes to undergraduate and graduate students, and provides one-on-one research sessions to the faculty, staff, students and the public. The Reference Department and Circulation Department are housed under one unit. The materials for the Reference collection are selected in collaboration with the faculty across disciplines to provide academic research information in print and electronic formats.

Technical Services

The Technical Services department provides access to, organize, and make available quality information and resources in all formats that are needed by students, faculty, staff, and the community-at-large as easily and in as timely a manner as possible. This necessitates assessment, staff training, continuous development and improvement of departmental processes, practices, and operations to maximize available resources and ensure the successful delivery of services that support library services to patrons through Discoverability, Electronic Access, Circulation/Reserves, Inventory and Stacks Maintenance (CRISM), Serials, Cataloging and Authority Control and Digitization utilizing new technologies as applicable and enhance development of Technical Services staff members.

Cataloging/Collection Development

The Cataloging/Collection Development Department provides access to library materials by creating records in the catalog for books, electronic resources and other types of information, assigning call numbers and creating original records for university dissertations and theses. The development and maintenance of the library catalog of materials ensures effective patron access. The major production of original cataloging services allows for access to dissertations and theses that are written by students and supervised by the faculty.

Government Documents

The Government Documents, Serials and Reference Department is responsible for managing the library's Government Documents Collection and acting as the Federal Depository Library Program Coordinator for Delaware State University. The Federal Depository Library Program (FDLP) is a system through which the Federal Government disseminates the materials it publishes to the general public for free.

Interlibrary Loan
The Interlibrary Loan department manages and develops a range of information technology-based systems and services for the University libraries, resolves library software programs and hardware issues, and provides training to librarians and staff on how to use equipment and software. The department manages: Springshare CampusGuides, OCLC ILLiad, SirsiDynix Horizon, OCLC EZproxy, DSpaceDirect and the Library website in coordination with the University Webmaster. The department process Interlibrary Loan articles and books for the university patrons and requests from other schools, universities and public libraries.

Archives

Organizing and inventorying collections is a primary function of the archives. This involves arranging, describing, inventorying, and rehousing materials into acid-free folders and boxes for long-term preservation. Processing is measured by the number of linear feet the boxed records occupy on the shelves. The records are made accessible to the campus through a finding aid, a descriptive document identifying the make-up of a collection and location of specific subjects within the collection. The University Archives routinely engages in three forms of outreach, a blog, exhibits and a LibGuide.
Opportunity Scholars Program
2018-2019 Annual Report

Executive Summary:

• 1 to 2-page summary of significant accomplishments

Two of the major accomplishments for the Opportunity Scholars Program are the Program’s overall GPA and its retention rate for the fall 2018 – spring 2019 academic year.

The Program is currently composed of 112 Dreamer Scholars and concluded the fall 2018 – spring 2019 academic year with a 3.49 overall cumulative GPA. The breakdown of the cumulative GPA per cohort is below. The 1st cohort of Dreamer Scholars who matriculated at Delaware State University in the fall 2016 semester have earned the highest cumulative GPA amongst all three cohorts with an outstanding 3.62 GPA. The cumulative GPA for the remaining cohorts is as follows:

- 2nd cohort (45 Dreamer Scholars) – 3.39 GPA
- 3rd cohort (38 Dreamer Scholars) – 3.47 GPA

With respect to retention rate for the fall 2018 – spring 2019 academic year, the Program began the academic year with 114 Dreamer Scholars and concluded it with 112 students; resulting in a formidable 98.24% retention rate.

Unit Initiatives:

• Accomplished in this cycle
With the purpose to address the financial challenges that the DSU undocumented student population face, the Director of the Program decided to engage in fundraising initiatives by performing presentations and panel discussions throughout the State of Delaware and some areas of Maryland. A total of approximately $10,500 have been utilized to assist DSU Dreamer Scholars with DACA renewal fees, books and access codes, exam fees, conference and internship related expenses, and summer classes.

• Planned for next cycle

- Continue to perform presentations throughout the State of Delaware with the purpose to increase both financial resources for the DSU Dreamer Scholars and awareness about the Program and the Dreamers.

- Given the uncertainty of DACA and our current political climate, many Dreamer Scholars are experiencing anxiety, fear, and other mental health issues that are impacting their well-being. Last year, 83% of all TheDream.US Scholars reported high levels of anxiety regarding their immigration status. This year TheDream.US continues to have many Scholars reach out for mental health support. This has become a critical need. As a result, the Director of the
Opportunity Scholars Program will work on finding mental health support, in collaboration with other DSU departments such as the Counseling Office.
Executive Summary:

The mission of Office of Student Success Student Accessibility Services (SAS) is to provide equal opportunities and equal access to education, programs, and activities for all students with disabilities at Delaware State University. SAS works collaboratively with University Partners to foster a welcoming, diverse, and inclusive University community.

In achieving this, SAS collaborates with and empowers individuals who have documented disabilities by working together proactively to determine reasonable and appropriate accommodative measures. In efforts to ensure compliance with the Americans with Disabilities Act Amendments Act (ADAAA) and other current legislation and eliminate attitudinal barriers against people with disabilities, SAS also provides institution-wide advisement, consultation, and training on disability-related topics, including legal and regulatory compliance, universal design, and disability scholarship.

SAS constantly works to fulfill its mission and remain in alignment with the mission of the Office of Student Success and of the University as a whole. With a focus on student success, key highlights from this report include the 410% increase of students registered with SAS and eligible to receive accommodations, and the 314% increase of students registered with SAS and actively using their accommodations. These percentages of increase reflect the change from Fall 2016. Additionally, significant accomplishments have been made in the areas of faculty and staff education, community involvement, universally designed student education about executive functioning skills, and SAS student education about processes used in utilizing accommodations to promote a better understanding of their Civil Rights and independence in accessing their education.

Unit Initiatives:

Accomplished in this Cycle

While many initiatives were accomplished during the Academic Year, five significant examples are listed below:

• SAS offered an 8 week Executive Functioning Skills Course in partnership with Athletic Support for Student Athletes to students in academic jeopardy from three different athletic teams on campus. In a course-end survey, the students were able to identify:
  o Their learning preferences
  o How to study based on learning preferences
  o Identified 3 areas of strength and weakness
  o Were able to articulate their academic goals and connect those goals to future life goals.
  o 100% of student respondents indicated they felt better prepared to succeed academically after
taking the course.

-o Student examples of helpful things learned:
  - How to prepare ahead of time for every assignment and how to take steps into completing every assignment on time.
  - Learning how to manage my time better
  - Email I used it yesterday to get out presentation
  - Learning time management
  - Taking your time and breaking things down.
  - How to handle long assignments and time management

- All processes and procedures used by SAS were evaluated. Updates were made to existing practices and new procedures were created to reflect the ever-changing legal and academic environment.
- Standard Operating Procedures were created and refined. These are available to the entire University Community via the SAS website, and are provided to students in writing, verbally, and via direct email link to ensure ease of access and increased understanding and facilitation of accommodations for students with disabilities.
- The population of students registered with SAS increased by 410% from Fall 2016 and the population of students actively using accommodations increased by 314% from Fall 2016.

Planned for Next Cycle
- Collaborate with the Delaware Division for the Visually Impaired (DVI) to hold the first Annual Mission Transition Program at Delaware State University. This program prepares current high school students with visual impairments for a productive transition to higher education. The Program will take place from June 17-21, 2019 and the SAS Coordinator will serve as liaison, speaker, and guide. It is anticipated that this will be an ongoing yearly event of community partnership with people with disabilities.
- A new round of University-wide education for faculty and staff is planned to launch to ensure continued compliance with the Americans with Disabilities Act (ADA) and fostering of an inclusive and socially just environment for all students at the University.
- Continued implementation, assessment, and development of Student Learning Outcomes, Professor Learning Outcomes, and Program Outcomes.
- Utilize Student Pulse Survey (Spring 2019) data to influence future Learning Outcomes, Program Outcomes, and office goals/initiatives.

Peer Mentoring Program
2018-2019 Annual Report
Executive Summary:

Summer Bridge 2018
The Office of Student Success restructured the planning process for the Summer Bridge 2018 Program. Traditionally, the planning and implementation of Summer Bridge is the responsibility of the Retention Specialist and Program Coordinator. In the fall of 2016, the University College now known as the OSS (Office of Student Success), moved to a retention model that required all professional staff within the unit to maintain academic advisement caseloads of 100 students or
more, in addition to existing responsibilities. Information gathered at the end of summer 2017 indicated that new allocation of responsibilities affected the planning, implementation and success of the Summer Bridge program. The newly restructured planning process distributed the preparation responsibilities of Summer Bridge to a team of OSS professional staff members who formed working committees or work groups. The Retention Specialist and Program Coordinator managed the following committees:

- Program Planning
- Hiring, Training & Development
- Marketing, Policy & Procedures
- Administrative

The new committee format used the strengths, background and contributions of various OSS staff members to improve the quality of the Summer Bridge program. This new format, also offered more flexibility for the Retention Specialist and Program Coordinator to improve training, develop peer mentors, and better serve the students.

**Unit Initiatives:**

Not Applicable
University Seminar
2018-2019 Annual Report
Executive Summary:

University Seminar at Delaware State University is a two-semester, general education core course requirement that focuses on assisting first-year students transition to and success in college (Cuseo, Retrieved 2018). Patterned consistently among transition seminars or extended orientation seminars, University Seminar is specifically designed to develop academic skills in critical thinking, listening, writing, and speaking. Goals, objectives as well as student learning outcomes stem from the current General Education Program, which is currently being revamped and repurposed.

During the Spring 2018 Semester, the OSS University Seminar Committee of 2 advisors and the Assistant VP, sought to change University Seminar curriculum and transition from working with Pearson to McGraw Hill Connect, with the foresight to digitize learning and instruction in first-year seminar presentation. In addition, it was determined to change the first-year assessment that focused on college readiness issues (College Readiness Inventory: CRI) to an assessment tool that focused on what students positively brought to the University by way of strengths and talents (CliftonStrengths Inventory). Using a Likert scale students are asked to identify their strengths and talents in view of direct application to higher education curricular majors and global job industry (Clifton, 2006). The first cohort to use the CliftonStrengths are those who matriculated Fall 2018 semester. As a result, the completion rates increased as more students took the CliftonStrengths Inventory (71%) than those who completed the CRI (50%) in subsequent years.

Unit Initiatives:

Accomplishments: During the reporting year, the General Education committee composed of faculty and Chairs, continually addressed the need to “revamp” University Seminar to coincide with the changes made in the General Education curriculum. Moving in a direction that embodies the details of the current first-year cohort profile, the OSS implemented curricular changes that report positive results on behalf of the students. These changes include:

- Coordinating with McGraw Hill CONNECT and blackboard University Seminar offered digital access to textbook and assessments that in conjunction supported the Apple Initiative.
- In addition, students used their Apple ipads and notebooks to access the first year assessment - CliftonStrengths Inventory - and received immediate results of their top strengths and talents.
- Out of 1005 Fall 2018 freshman cohort, 838 (83%) students took the CliftonStrengths Inventory and received their results. This is an increase by 45% from the Fall 2017 cohort who completed the CRI (56%).
- On August 24, 2019, faculty were introduced to their McGraw Hill CONNECT access on Blackboard and participated in a workshop provided by McGraw Hill representatives and OSS technology support team. The McGraw Hill team
trained faculty on Blackboard and Connect using computers in the Library computer lab.

University Freshman Forum

University Forum is designed to enhance first year student’s college experience and is a vital part of the first-year experience program and University Seminar. Students are required to attend each Thursday during common hour (11-1150am) to hear from a variety of campus-wide guest speakers, including participation in DSU’s Convocation (Fall Semester) and Founders’ Day (Spring Semester). A dress code is required. On an average, 500-600 students attended Freshmen Forum. Table 1 show the topics covered for Fall and Spring Semester of the 2018-2019 academic year.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Speakers</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6, 2018</td>
<td>First Year Survival</td>
<td>Ms. Tiffany Alexander</td>
<td>Fall 2018</td>
</tr>
<tr>
<td>September 13, 2018</td>
<td>Convocation</td>
<td>Dr. Wilma Mishoe, President</td>
<td></td>
</tr>
<tr>
<td>September 20, 2018</td>
<td>Financial Literacy</td>
<td>Ms. Kylie Delgado Guide Well Financial Service</td>
<td></td>
</tr>
<tr>
<td>January 24, 2019</td>
<td>Stay Motivated!</td>
<td>Blake Saunders</td>
<td></td>
</tr>
<tr>
<td>January 31, 2019</td>
<td>The PANEL</td>
<td>Student Accounts, Financial Aid, and Housing</td>
<td></td>
</tr>
<tr>
<td>February 7, 2019</td>
<td>Founders Day</td>
<td>Presentational Walk and Tour of historic Loockerman Hall</td>
<td>Spring 2019</td>
</tr>
</tbody>
</table>

Plans for Next Cycle

As discussions continues among Administration and General Education Committee concerning proposals for a new University Seminar course, University Seminar’s present platform will be offered as a two-semester course, two credit course, the first semester dealing with extended orientation and navigation of DSU and the second course focused on career exploration.

University Seminar Planning Meetings: *Highlights*

The following table (Table 2) highlights planning meetings, dates, agenda items with appropriate persons (i.e. publishers, University Seminar committee subcommittee members and OSS University Seminar Team Members). The meetings were held in preparation to launch the new textbook and digital experience for Fall 2018 new freshman cohort.

Table 2

University Seminar Planning Meetings

<table>
<thead>
<tr>
<th>Dates</th>
<th>Agenda Items</th>
<th>Leadership</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 13, 2018</td>
<td>USEM Appreciation Lunch : New Textbook Adoption and publishing co.</td>
<td>OSS/USEm Team</td>
<td>USem Teaching faculty</td>
</tr>
</tbody>
</table>
School of Graduate, Adult, and Extended Studies (SGAES)
2018-2019 Annual Report

Executive Summary:

The mission of the School of Graduate, Adult and Extended Studies (SGAES) is to support the mission of Delaware State University by providing infrastructural support for the development and implementation of transformative, high quality graduate, online and professional degree/credentialing programs that prepare leaders for the complexities of the 21st century. In collaboration with an excellent team of faculty, staff and administrators, the SGAES enhances the academic accomplishments of the university by providing curricular and co-curricular experiences that advance student leadership, research, scholarship and service for Delaware State University and the surrounding community.

To serve in the aforementioned capacity, the School of Graduate, Adult and Extended Studies (SGAES) has been reconfigured over the last 2 years and is comprised of the Office of Graduate Studies and Research, the Office of Distance Education and Learning Technologies (ODELT), the Office of Testing and Adult and Continuing Education (OTACE) and the Office of Graduate Admissions (OGA). SGAES services are available at the Wilmington, Dover and Georgetown locations.
Additionally, the intent of the SGAES is to offer a variety of academic, career readiness and year-round enrichment programs that enable students and community participants to meet the challenges of a rapidly changing and highly competitive global workforce economy. We serve as a hub for academic advancement support, professional development, personal enrichment and community engagement in an effort to assist individuals in the attainment of life-long learning goals and outcomes.

Over the last year, the SGAES has had a number of significant accomplishments that are a direct result of the collaborative effort by every office within its purview to meet the Key Performance Indicators (KPIs) outlined in the University’s strategic plan. These accomplishments are as follows:

**Outreach & Engagement**

**KPI #8**

# of Online Courses/# of Online Programs

Over the last year, online programs have advanced in development and implementation, offering pilot undergraduate online programs in Accounting (BS), General Management (BS), Psychology (BS), and Public Health (BS) and designing and offering pilot graduate online programs in Business Administration (MBA), Public Administration (MPA), Social Work (MSW), and Sports Administration (MSA). The ODELT is well underway in meeting the goal of bringing more in-demand programs online and to progress to the target specified by 2020 of 62 online courses and 15 online programs. This includes an online Masters of Science degree in Nursing. ODELT is also underway in providing online students with timely and accurate support services in the areas of registration, financial aid, admissions, academic advising, and technical support. Results of the effectiveness of meeting these goals have yet to be realized, but are scheduled for assessment via a Student Feedback and Evaluation Survey targeted for Spring 2020.

Office Distance Education Learning and Technology - Designed and developed the Blackboard Master Certified Course (Beginner, Intermediate and Advanced) as part of our Digital Initiative (DI) on Campus. Worked in conjunction with the Center for Teaching and Learning (CTL) and taught four (4) face-to-face-sessions per week (at 90 minutes per session), for three weeks in January, February and March 2019 for a total of 36 sessions. There were a total of 30 Participants of which 18 completed all three levels to obtain the Master Blackboard Certificate.

Memberships and Services:

PADLA is the regional chapter (Pennsylvania, Delaware, New Jersey) of an established national organization, dedicated to the free exchange of ideas and information with other Distance/e-Learning professionals concerning the myriad of issues and technological changes in the fields of Distance/e-Learning/m-Learning and Learning Technologies.

Online Learning Consortium (OLC) Institutional Membership, all associates can take advantage of great benefits and privileges. In addition to discounted pricing on conferences, free webinars, peer networking, and early access to research, there are discounts to online professional
development workshops that are perfect for course designers, teachers and administrators. Globally recognized Quality Scorecard – exclusive process for measuring and quantifying elements of quality within online higher education programs – is free to Institutional or Corporate members.

Quality Matters Membership: Colleges and universities can use QM Standards and tools to develop, evaluate, and improve the quality of course design, create a culture of quality, and achieve course certification. Each Membership provides a research-supported Rubric, course review tools, and opportunities for professional development. Members also have access to a much larger community that’s dedicated to achieving quality assurance in online learning.

Blackboard Ally- which provides accessible content in alternative formats that benefits all students. Blackboard Ally is a revolutionary product that integrates seamlessly into the Learning Management System and focuses on making digital course content more accessible.

KPI #9
# of Certificate Programs

The Office of Testing and Adult and Continuing Education (OTACE) outreach efforts are statewide, available to the public, and are accomplished through special learning activities for corporate, professional development (including international efforts) and personal enrichment. All OTACE programming is designed to adapt to changing technological and workforce development needs through careful assessment and strategic planning. Currently, OTACE has over 100 test vendors’/publishers’ partnerships with credentials to administer over 58,000 exams.

Customized employee training and professional development programs/workshops are developed to fit individual needs to provide job retention and build upon the success of companies.

Over the last year, the number of certificates provided has surpassed the 2020 goal of fourteen (14) certificates programs to approximately 20+ programs. Most programs to date have been offered in Dover, but will become statewide.

Testing Services

As part of the OTACE, DSU’s Testing Services Program (TSP) is committed to promoting an innovative and diverse environment that encourages staff and stakeholder growth and development. TSP sets the standard of excellence in the testing center by providing quality services to the DSU community, surrounding communities in Delmarva and the Atlantic Region. OTACE’s partnership and outreach efforts align us with the DSU core values and KPIs. DSU’s Testing Services subscribe to the testing guidelines, standards and procedures of the National College Testing Association (NCTA) and part of the Consortium of College Testing Centers (CTCC). TSP’s office staff serves as the NCTA Liaison for Delaware. Many certificates offered
by OTACE are a direct result of the Testing Services Program. The support that OTACE provides the university cannot be underestimated as it serves as an auxiliary revenue unit.

Institutional and Operational Effectiveness
KPI #12
Strategic Enrollment Increase

As a result of the programmatic achievements mentioned above, over the last year, the SGAES has had a 200% increase in online course enrollment and a 24% increase in graduate student enrollment.

Unit Initiatives:

As the SGAES has transitioned, each unit has developed a strategic plan, Standard Operating Procedures and focused on assembling an Advisory Council to inform and guide sound decision making in programmatic planning and implementation.

The biggest initiative for the SGAES is to assist students, faculty and administrators in the graduation process. The number of graduate students obtaining their degrees for the 2018-2019 academic year was

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2018</td>
<td>36</td>
</tr>
<tr>
<td>Spring 2019</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>106</strong></td>
</tr>
</tbody>
</table>

Over the next year, the SGAES has a number of initiatives planned that are in keeping with the KPIs specified by the university.

• Efforts will continue in every area of the SGAES to focus on increased university enrollment. Recruitment efforts will continue to focus on graduate enrollment by visiting college recruitment fairs, attending special programs and hosting Open Houses at all 3 campus sites. Efforts will also focus on employers throughout the state to learn of their needs and to offer certificate/credentialing/graduate programs to their employees that will assist them in filling the employment gaps as specified by the employers contacted and the economy, in general.

• Since it is an established fact that offering distance learning options to students assists greatly with enrollment growth, the SGAES will continue to offer online course options to returning and new students, not only to assist with increased enrollment, but also for the purposes of retention.
To this end, an online New Student Orientation Program is being designed for implementation and strategic marketing efforts are planned for targeted audiences. International partnerships are also in development that will rely on DSU’s online platform for certification and credentialing attainment. Accordingly, support services in the areas of registration, financial aid, admissions, academic advising, and technical support are scheduled to continue. Online Program assessment will be a focal effort moving forward, also. It is imperative for the university to gather these evaluations for program support and improvements where indicated.

• Perhaps one of the most exciting efforts being considered is the “Stop-Out” Pilot Project, a partnership between Delaware State University and Southern New Hampshire University. This potential project funded by the Thurgood Marshall College Fund (TMCF) and related stakeholders is to improve degree completion outcomes by re-enrolling adult learners who for a variety of life circumstances have not been able to complete a degree. Many university units, to include the SGAES, will be involved in this project if the university chooses to take on the pilot. Certainly, it is reasonable to expect an enrollment increase should this pilot become a reality. Since most of the course offerings for this pilot will be online, it should be expected that online course offerings and programs will expand, also.

• It is the intention of SGAES’ Office of Testing and Adult and Continuing Education (OTACE) to acquire IACET (International Association for Continuing Education and Training) accreditation and continue offering statewide life-long learning opportunities, summer and after school programs, customized training, graduate prep sessions, non-credit programs (certificate and certifications), training workshops and seminars in a face to face and/or online format. Delaware State University has the only Renewable Energy Education Center in the state. The OTACE outreach efforts will continue to be designed to adapt to changing technological and workforce development needs through careful assessment and strategic planning.

Due to the high demand and revenue generating nature of testing, the OTACE will continue to serve DSU and the local community by providing proctored exam and multi-tier testing programs. The challenge for the OTACE will be keeping up with the demand of testing requests and balancing them with all other Adult and Continuing Education activities.

• Throughout the SGAES, strategic partnerships have been identified and will continue to be nurtured in outreach and engagement efforts. Besides partnerships within the university, examples of other partnerships include:

→ The City of Wilmington
→ Central Baptist Community Development Corporation
→ New Castle County Chapter of the Coalition of 100 Black Women
→ Dover Air Force Base
→ Trade Unions/Professions
→ Centre of Occupational Studies (Jamaica, W.I.)
→ State of Delaware (DOL, DHSS)
→ Metropolitan Wilmington Urban League
→ Delaware School Districts
→ Delaware Business Community
• A major initiative planned for the Office of Graduate Admissions (OGA) is to have the admissions process automated. To date the undergraduate admissions process has been fully automated and the intent is to fully automate the graduate admissions process similarly by Fall 2019.
Public Administration (M.P.A.)

2018-2019 Annual Report

Executive Summary:

The Master of Public Administration Program at Delaware State University is in a state of change. Since July of 2018, I have served in the role of Interim Director of the MPA program. I was brought in to implement the recommendations made by the MPA Working Group in November of 2017. While the program had a solid foundation, there were some critical problems with its implementation and management. The first few months were spent gathering information about the program. Further, few procedures were standardized and there was little in the way of program strategy. Upon arriving, I assembled an advisory committee to assess the program, identify its strengths and weaknesses, develop a strategic plan, and assess and revise the program’s curriculum.

We have revised MPA admissions standards and curriculum after careful review of those of other MPA Programs. In addition, we revised these in keeping with standards of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) with an eye toward eventual accreditation. The program is intended to take on the charge of providing an MPA degree with a deliberate focus on community engagement and community development. With this curriculum revision, we seek to deliver on this focus while enhancing the quality of the MPA content and instruction our students will receive at Delaware State and provide them with more opportunities to learn through engagement and service. We intend for these changes to take effect in the Fall of 2019.

In addition to the program revision, which is by far the most important accomplishment of this cycle for the MPA program, several adjustments were made to existing policies and practices. In some cases, practices were standardized. In others, written policies were implemented. The administration of the program has been systematized in a number of ways enumerated in this document.

Six MPA degrees were conferred in the academic year. Enrollment is growing as new applicants are submitting applications or seeking information about the program daily. Pending the changes to the curriculum, extant courses have been sharpened and are now taught by a number of adjunct instructors, University staff and myself. Most students are having success, however there have been some students who are underperforming. The causes of these results have been identified and steps are being taken presently to correct behaviors, preparation and add support where possible. Several partnerships have been established to increase enrollment and the program’s impact and contribution to the surrounding community. Please reach out directly with any questions or concerns.

Jason Bourke, Ph.D.
Interim Director, Master of Public Administration
jbourke@desu.edu | 302.857.8002

Unit Initiatives:
In this cycle, the program has been sharpened procedurally. The interim director took steps to standardize syllabi across the program and bring them into compliance with best practices, standardize policies where possible across courses, enhance the quality of Blackboard courses and offerings and improve communications to students. This has been achieved in a few ways. First, the Interim Director created a Community page on Blackboard for MPA students, where all students are able to access resources related to University functioning, program functioning, writing and career resources, supporting documents, procedures and other salient items that might benefit an MPA student. In addition, admissions policies have been simplified in this cycle. Previously, applicants were required to submit GRE/GMAT scores with their application, however, no minimum scores were established – rendering these scores moot. All GRE/GMAT scores for new applicants have been waived this cycle. Further, the Interim Director has worked with the Office of Career Services to begin implementing the internship program to meet internship requirements for MPA students without requisite experience. Essentially, in this cycle, the Interim Director has focused on improving, enhancing, streamlining and standardizing basic functions of the existing program that previously did not appear to be codified.

Strategic partnerships have been identified and built. Notably, the MPA program has built a partnership with the Central Baptist Community Development Corporation in Wilmington’s Eastside neighborhood. There are two major initiatives forming as part of this partnership. First, we are working closely with the CDC’s workforce development and soft-skills training program to enhance and build certification credentials into the program. Second, the MPA program is building a graduate level certification to pair with Urban Ministry training. While ministry training is taught by another institution, the developing certification will provide students with technical and managerial skills to lead congregations in 21st century urban settings.

Major changes are planned for the upcoming cycle 2019-2020. In September and October, the Interim Director assembled an Advisory Committee to guide decision-making for the program. This Advisory Committee spent the Winter and Spring developing a strategic plan (the first for the program), examining the entire MPA curriculum and overhauling it to eliminate redundancy, improve the quality of course offerings, establish a program identity, and better meet the standard practices of MPA programs generally. Admissions requirements have been updated to codify changes recommended by the committee. GRE/GMAT scores have officially been stricken from requirements, and a personal statement has been added in its place. Finding that the quality of a student’s writing is an important indicator of success, personal statements will be assessed on writing quality by rubric and on the fit of student interests.

To date, these changes have moved through most of the appropriate levels of approval at the University, and will be reviewed by the Board of Trustees in June.
Testing Services and Programs
2018-2019 Annual Report

Executive Summary:

The mission of the Division of Adult and Continuing Education is to attract, enroll, and serve adult learners and their families in Delaware and the region, who are seeking educational opportunities for workforce training, professional development, recertification, family engagement, and youth enrichment.

The Division of Adult and Continuing Education (ACE) offers life-long learning opportunities customized training, graduate prep sessions, non-credit programs (certificate and certifications), training workshops and seminars in a face to face and/or online format. Delaware State University has the only Renewable Energy Education Center in the state. The Renewable Energy Education Center offers certificate programs, as well as, credentialing services in renewable energy.

ACE outreach efforts are statewide, available to the public, and are accomplished through special learning activities for corporate, international professional development and personal enrichment. Our youth enrichment programs are designed for participation year-round. All ACE programming is designed to adapt to changing technological and workforce development needs through careful assessment and strategic planning.

Our customized employee training and professional development programs/workshops are developed to fit your needs to provide job retention and build upon the success of your company.

The following units are under the division –
Continuing Education
Youth Enrichment & Community Outreach
Testing Services

In late October 2018, ACE went through personnel changes, rebranding and rebuilding process. We started off by completing a self-assessment to ensure programming was aligned to Continuing Education and Training standards with International Association of Continuing Education and Training, American National Standards Institute and LERN. Based on our self-assessment, review of standards, best practices and feedback from internal/external stakeholders ACE was not meeting the required marks.

Continuing Education - May 2018 to October 2018, CE provided workshops for Robotics, LEGGOS and Mindstorm to students in K-8, participated in Robotics and LEGGOS competition, provided oversight for First State LEGGO/Robotic League and offered third part certificate courses. From November 2018 to May 2019, CE has worked on forging new partnerships, visiting community centers, business/organizations to learn what programs are needed to service the people. We have made great strides in a short period by offering high quality programming and credentialing certificates that will bring in revenue for the University and provide a service to our stakeholders. We have more upcoming opportunities starting in the fall that will bring in revenue for the University. Goal 4, KPI 9 and Goal 6, KPI 13

We are working on adding policies and procedures for CE and HYE. The final policies and procedures for CE and HYE is set for June 30. TSP procedures are evaluated every two years.

Objectives:
• Realign programs based on internal/external scan for community and workforce needs.
• Provide resources to effectively deliver quality programs and services.
Learning Outcomes:
• SLO 1: Demonstrate an understanding of content knowledge from professional development programs for career advancement, professional and personal growth.
• SLO 2: The participant will experience real world learning and application skills.
• SLO 3: Participants will learn to confidently present their skills, experience, achievements for a more enriched life.

- 30 Certification courses
- 38 Certificate programs
- 4 Workshops
- 2 Work-based Learning Projects

Youth Enrichment - May 2019 to October, HYE focus was Robotics and LEGGOS and forging teams all throughout Kent county. During this time, there were no parent engagement, workshops, K12 impact or teacher PD created to assist working with youth. HYE has served 118 youth and we are looking to surpass that amount by December 2019. Our goal is to increase the programming offering. The concentration was FIRST State LEGGO/Robotic league.

Upcoming coming outreach efforts –

Goals:
• Experience fun and excitement, interest and motivation to learn about phenomena’s in STEM, participant in enriching activities and build social skills.
• Build confidence in participants and enhance social engagement skills.
• Expand the youth program offerings.

Objectives:
• Provides hands-on experiments and demonstrations that are fund and develop an appreciation for learning.
• Offer the opportunity for participants to meet professionals in the field.
- Stand by ME
- Life Skills and Money Management for single moms
- Tying Toasty Blankets
- Year – round STEAM enrichment programs
- Technology programs
- Learning workshops for Teachers

Testing Services - Testing Services and Programs is committed to promoting an innovative and diverse environment that encourages staff and stakeholder growth and development. TSP sets the standard of excellence in the testing center by providing quality services to our DSU community, surrounding communities in Delmarva and the Atlantic Region. Our partnership and outreach efforts align us with the DSU core values and KPIs. Testing Services and Programs aligns with KPI #13 as an auxiliary revenue unit and as a hybrid department under Office of Student Success our programming initiatives do align with KPI’s #2 and #4 (Goals 2 and 6).

DSU’s Testing Services and Programs subscribes to the testing guidelines, standards and procedures of the National College Testing Association (NCTA) and part of the Consortium of College Testing Centers (CTCC). Our office staff serves as the NCTA Liaison for Delaware. The testing center activities incorporate the following values:
• Work meets the needs of the sponsoring test vendor or individual.
• Data is collected for all vendors.
• Work is timely, accurate, and reliable.
• Information is readily available to those who need it, secure from those who do not. Our team is committed to the following work ideals:
- Professionalism
- Responsiveness
- Thoroughness
- Accessibility
- Friendliness
- Sensitivity to data confidentiality issues

TSP’s goals are manifested through its services and programs, which are aligned with the testing center operational objectives, aspirations, and vision and core values of Delaware State University (DSU).

Objectives:
• Continue to serve DSU and the local community by providing a variety of programming events and certification opportunities through proctored exams and multi-tier programs that facilitate life-cycle of client based credentialing (workshops, testing and certification).

Learning Outcomes:
• SLO 1: Candidates will develop positive self-concept and locus control attitudes helping them transfer from dependent to independent learners.
• SLO 2: Candidates access to credential-based testing facilitates long-term academic and career planning endeavors.

Unit Initiatives:

• Forge new partnerships with STAND by ME – a program through NCALL.
• Accreditation through IACET and LERN (in progress) for ACE
• New test offerings (need to hire new testing personnel to keep up with the demand)
• Parent Engagement and Family Outreach efforts (in progress)
• Service learning programs in low-income housing communities (upcoming)

TSP maintained the below partnerships
- Partnership with 21st Century Programs at Dover High School, Central Middle School and William Henry (college readiness)
- Expanded Journey trade exams partnerships
- Military partnerships
- Technical K-12 testing
- Community and mobile testing outreach
- Delaware State University, Testing Services and Programs subscribes to the testing guidelines, standards and procedures of the National College Testing Association and a part of the Consortium of College Testing Centers