In the academic year of 2019-2020, the Department of Agriculture and Natural Resources has 11 faculty members and 5 adjunct instructors. The department had an increase in the number of enrolled undergraduate students from the previously 174 to 181 and enrolled graduate students from 20 to 22. The department houses two Bachelor of Science degree programs: Agriculture and Natural Resources. The Agriculture program provides eight major concentrations: General Agriculture, Plant Science-Agronomy, Plant Science-Horticulture, Agribusiness, Agri-Science Education, Animal and Poultry Science, Pre-Veterinary Medicine, and Equine Business Management. The Natural Resources program carries three major concentrations: Environmental Science, Fisheries Management, and Wildlife Management. A minor degree in Environmental Science is also available. Currently more than 53% of the undergraduate students are in Pre-Vet Science (43%) and Animal & Poultry Science (10.5%) concentrations. Plant Science-Agronomy, Plant Science-Horticulture, and Fisheries Management have been constantly low in student enrollment (e.g., <6 over 4 years) in the past five years. The two Master of Science graduate programs in the department are Agriculture (with Animal Science and Plant Science concentrations) and Natural Resources (no individual concentrations).

The department is endeavoring to launch a Ph.D. program of Integrative Agriculture, Food, and Environmental Science. The permission to plan for the Ph.D. program has been granted by the university administration. To prepare for the implementation of the Ph.D. program, the department is reviewing and adjusting its present academic programs and course curricula. This comprehensive program review also helps the department with adapting to the societal changes, determining future development priorities, improving student enrollment and retention, and optimizing the use of currently available teaching and research resources.

The department has been striving for academic excellence and sustainable growth. During the academic year of 2019-2020, the department faculty secured $2.74 million external grants and published 19 peer-reviewed research papers. Twenty one undergraduate students graduated with an awarded degree in Agriculture or Natural Resources. Intensified efforts from the College recruiter and the faculty have been implemented to recruit more students into the departmental programs. Starting from January 2020, all the enrolled students are assigned with a faculty advisor in the department. This greatly facilitates student advisement and hopefully student retention.

Dr. Richard Barczewski retired on December 31, 2019. He was recognized by the Delaware Department of Agriculture as the recipient of the 2020 Secretary’s Award for Distinguished Service to Agriculture. Dr. Mingxin Guo was appointed as the interim chair of the department effective on January 1, 2020. An Assistant Professor of Animal Science position was advertised yet the searching process was suspended due to the COVID-19 pandemic. Renovation of the teaching greenhouse and two research laboratories in the department is in progress. The department is in the urgent need of a faculty to teach GIS, pest management, and bioeconomy-related courses.
Unit Initiatives:

Accomplished initiatives

Student 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. Recruitment efforts have been consistently carried out by the College recruiter Mr. Alex Meredith, the College information coordinator Ms. Troy Darden, and all the departmental faculty. The departmental website, program brochures, and other promotional materials have been continuously updated with enrichments and used in on- and off-campus student recruitment events.

Student advisement is another critical area of the departmental investment. In January 2020, faculty individuals in the department were assigned as the faculty advisor to all the enrolled undergraduate students. The faculty advisors received official training through an Office of Student Success-sponsored workshop on the goals, rules, procedures, and resources of effective student advisement. A brochure entitled “Student advisement tips” was developed and distributed to the faculty advisors. In addition, the department chair, secretary, and recruiter have been working diligently on student advisement via providing timely assistance to students in course selection, course registration, credit transfer, schedule adjustment, financial solutions, internships, experiential learning, change of major, change of grade, senior audit, and career development.

The department continues to provide students with a computer laboratory which is opened daily from 8:30 a.m. until 4:30 p.m. during the week. The laboratory houses 12 computers and a laser printer available to students. The computer laboratory has also been used to conduct the lab exercises of Biometrics, Hydrology, GIS Applications, Population Biology, and other courses.

The department reactivated the concentration in Agri-Science Education when the University of Delaware decided to eliminate its undergraduate agri-science education program. Currently 7 students are enrolled in the program. Two of them graduated with an awarded degree in May 2020. The department is reviewing the existing programs and course curricula to seek practical adjustments for optimization and improvement. Those concentrations with long-term low student enrollment would be merged with other programs through efficient integration.

Faculty within the department regularly develop new credit courses, apply for external grants, and routinely attend professional meetings and other professional development opportunities. In the present academic year, thirteen research grant awards were received, totaling $2.74 million. The faculty also published 19 peer-reviewed research papers and book chapters. Dr. Mingxin Guo developed AGRI-552 Soil Fertility and Plant Nutrition in Fall 2020 and taught the course to nine graduate students. Dr. Kapalatha Melmaee piloted taught the course AGRI-516 Advanced Molecular Breeding in Fall 2020. Dr. Kwame Matthews
developed and pilot taught the course AGRI-506 Parasitology in Spring 2020. The course NTRS-303 Climatology was taught by Dr. Dewayne Fox when the instructor Dr. Gulnihal Ozbay was on sick leave in Fall 2019. Dr. Christopher Heckscher started his six-month sabbatical leave in March 2020. His sabbatical leave was extended to the end of Year 2020 to compensate for any COVID-19 impacts. Dr. Kevina Vulinec served as the substitute instructor of NTRS-312 Ornithology during Dr. Heckscher’s sabbatical leave. The departmental faculty are also active in outreach activities through associations and agencies exemplified as:

- Sierra Club
- Delaware Nature Society
- Capital School District
- Smyrna School District
- National Wildlife Refuge – Prime Hook
- National Wildlife Refuge – Bombay Hook
- Council of Farm Organizations
- Delaware Farm Bureau
- Delaware Fisheries Advisory Council
- Delaware State Grange

1. Planned initiatives for next cycle

Dr. Guo is developing NTRS-495 Environmental Pollution Control and will pilot teach the course in Fall 2020. Dr. Ozbay in collaboration with the FMC scientist Dr. Lauren Markell is developing the teaching materials of NTRS-466 Environmental Toxicology and will restore this critical Environmental Science course in Fall 2020. Dr. Melmaiee will reactivate the abandoned course AGRI-511 Plant Breeding in Fall 2020 as a replacement of the previous pilot course AGRI-516.

The department is planning for a Ph.D. program of Integrative Agriculture, Food, and Environmental Science. The permission to plan was approved granted by the university administrative system. In the academic year of 2020-2021 the department is expected to obtain the administrative approval for the Permission to Implement and start the Ph.D. program in Fall 2022. At present the department is reviewing and adjusting the existing academic programs and course curricula. This comprehensive program review will promote the department to adapt to the societal changes, determine future development priorities,
improve student enrollment and retention, and optimize the use of currently available teaching and research resources.

In March 2020, with support from the College and the University the department started to renovate the abandoned teaching greenhouse and two research laboratories in Baker Building. The renovation is ongoing. Hopefully the departmental teaching and research capacities can be enhanced through the renovation efforts. The departmental graduate student office was replaced with a new microwave oven, a refrigerator, and a laser printer. We continually look for ways to make our facilities more elastic to the needs of faculty and students.

The James Baker Building in which the department is situated needs substantial renovation or even re-construction. Nearly all the offices and laboratories in the building have not been adequately air-conditioned since 2012 due to the natural aging and lack of maintenance of the central air system installed 57 year ago. In addition, the department has been suffering from a lack of adequate research space. The departmental faculty could not find space to house newly acquired research equipment or establish laboratories for new research programs.

**Biological Sciences Department**

**2019-2020 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 57 graduates this spring—the largest cohort to date. Several of these students are continuing on at post-grad opportunities, including a Biomedical research program at Duke University (Taylor Sparks-Faulkner) and PA school at the University of the Sciences (Zoe Tirado, Raven Sterling), and law school at Washington University in St. Louis (Jeremy Murphy), and PhD at University of Toronto (Sylvia Okafor).

Other curricula changes that were approved this past year included changes to the undergraduate Biology curricula. One of which was to add Medical Terminology to the Biology / Health Professions concentration. Many of our students have been taking this course as an elective, and we felt that it was important enough of a preparatory course to require students to take this course. Another change was the removal of our General Biology for Biology majors (BIOL 201 and BIOL 202) series. While the intent of these courses was to best prepare our Biology majors, there were some drawbacks. One - we allowed students to take EITHER 201 / 202 OR 101 / 102 (this is of particular importance when looking at transfer students or students who have changed their major). What we found was that the difference in the material covered was sufficient enough that created
a 'gap' in the level of preparation for our sophomore level cell biology / genetics core courses. Eliminating 201 / 202 gave us the ability to better standardize the material covered so that all students were receiving the same base knowledge their freshman year. Additionally, it afforded us the ability to offer more biology electives (or afford more release time for research, etc.) because this was an entire series of courses that no longer required faculty coverage. Another change that was made to all of the Biology / Forensic Biology curricula was to reorganize BIOL 299 (sophomore seminar) and BIOL 399 (junior seminar). These are now renamed BIOL 299 Applied Scientific Writing and BIOL 399 Professional Scientific Writing. What we found is that students were struggling to fit these courses sequentially into their schedule. Some students, in fact, reached a point where they were taking BIOL 299, 399, and 499 all during their senior year, thus defeating the purpose of taking the progressive series of courses. To address this, we now only require that students take either 299 (General Biology and Forensic Biology) or 399 (Health Professions and Research Professions). While both courses address scientific writing, they are more tailored to the career path (ie 299 focuses more on writing summaries, white papers, methodological and "R&D" writings, crafting a resume and cover letter, etc., while 399 focuses more on reading, critical thinking, and writing scientific papers, critical thinking and analysis of passages typical found on the GRE, MCAT, etc). A major change to our approach to 299, 399, and 499 is to follow the template set forth by University Seminar. Dr. van Golen created course master shells in Blackboard for all three of these courses that are then deployed to the instructor's Blackboard for that particular offering. This has helped us to standardize the course delivery, reduce prep time for the instructors, and ensure that all students are getting a similar course experience. The online format allows us to more easily offer these courses in the summer, as well, to accommodate all of our students and allow us to more easily enforce that 299/399 be completed as the true prerequisite course for BIOL 499, and allows us to capture more summer graduates who may need to finish their research experience prior to taking BIOL 499.

The department responded swiftly and effectively to the challenges that the COVID pandemic presented. Nowhere was this more evident than our quick transition to virtual instruction. In addition to converting BIOL 299, BIOL 399, and BIOL 499 to an online format, a major accomplishment for the Department this year was the development of several other fully online courses prior to the COVID-19 crisis. These include BIOL 101, 102, 207, 208, 210, 215, and 310. These online course offerings have allowed us the advantage of providing all students the courses they need without the requirement of increased classroom space (our classroom use is already at / above capacity). Moreover, the department maintained weekly faculty meetings that served as an organizing center for departmental activities and allowed for an efficient and consistent administration of departmental procedures. The department also saw a smooth management of exams, grading and completion of the semester. This 'forced' online presence has helped to change the mindset of many of the faculty, who have become much more aware of the mechanisms needed to transition an online course, the need for an online presence, and has help to change the faculty mindset of a F2F vs online course overall. In fact, we are offering nine courses fully online for the first time this summer (BIOL 101, 102, 210, 215, 223, 299, 310, 322, 451, 499) while BIOL 207 and 208 are in their second year of being taught online. This has helped us to capture a student population that traditionally may not have been able to enroll at DSU for summer courses (out of state residents, work/internship constraints, etc).
Our faculty remain very active in research, and collectively our ten active research faculty have submitted over 20 grants this year, and 20 which are active or have been recently awarded. Our department approaches $10 million in active research funding. This supports both graduate and undergraduate research, demonstrated through the fact that over ten of our graduate students and more than twenty of our undergraduate students are authors (or co-authors) on peer-reviewed publications. One of our 'highlights' this year was Sylvia Okafor, a graduating senior in Dr. Dhillon's lab, who was selected for a Congressional 'Posters on the Hill” presentation. The meeting was moved to a virtual platform, and was attended, by members of Senator Coons' office. Ms. Okafor has been accepted into a Doctoral program at the University of Toronto. Additionally, Dr. Harb Dhillon (Sylvia's research advisor) was honored with the state's Neuroscientist of the Year Award. This is a prestigious award, covering all of Delaware, and this is the first time one of our faculty received this honor.

As a result of the quarantine, our virtual presence has reached new heights. Three of our graduate students held their thesis defenses via Zoom this spring, and another two are scheduled for this summer. While our PIs and their research team are using this time to write manuscripts, write grants, and other 'remote-friendly' work initiatives, the department is transitioning PIs and graduate researchers back to campus so that their research endeavors can continue in a safe and socially distant manner in light of the COVID crisis. Efforts are continuing to support undergraduate and graduate research. While our undergraduate interns are working remotely the graduate students remain active in the research labs on a rotational basis while adhering to social distancing and PPE precautions.

Outreach activities extend locally, regionally, and nationally. Dr. Karl Miletti’s lab participated in a Science Night at W.B. Simpson Elementary (Dover, DE), and Dr. Gitcho's lab organized a cohort of students who participated in the National Walk for Alzheimer's Day (Rehoboth Beach, DE). Dr. LaTia Scott held a Girls in STEM Saturday workshop series for middle-school-aged females (sponsored by Astra Zeneca). The workshop was such a success that she ran it for a second time. Dr. Anthea Aikins continues to operate the REAP summer program to support high school student research efforts, and Dr. Murali Temburni collaborates with ECHS students on research projects.

Overall, the department has had a productive year. This includes several implemented changes to the teaching curriculum and a successful transition to the online learning environment which allowed the unit to manage the speedy transition to virtual instruction mandated by the COVID crisis. The research program continues to grow both in terms of the productivity of the research faculty and the involvement of graduate and undergraduate students. The department is need of additional support which if received would help consolidate the gain achieved during this academic year. In order to help consolidate the upward trajectory of the program, the department has certain needs. At least three faculty positions are needed including a Director of Forensics. Moreover, the department needs funds for technology upgrades and the hiring of two student workers.
Unit Initiatives:

- Accomplished in this cycle

Online course creation: We have modified the following courses to an online format: BIOL 101, 102, 103, 105, 207, 208, 210, 215, 299, 310, 399, 451, and 499. These are designed to run as 8 week accelerated courses. This provides us the opportunity to accommodate a greater number of students, both during the academic year and over the summer, in order to help best allow students sufficient progress towards the degree. Many of our courses have also switched either to OpenStax (free open source textbooks), or to Follett Access, which is designed to keep textbook and online supplemental resource costs to a minimum. We have had several faculty complete either one or both of the Quality Matters (QM), or the Association of College and University Educators (ACUE) training, including Dr. Miletti, Dr. Aikins, Dr. van Golen. Those currently enrolled include Dr. McGary and Dr. Golubski.

Updating of undergraduate curricula: Changes include reducing the math requirement from Calculus to Trigonometry for the Forensic Biology curricula, including Medical Terminology as a required course to the Health Professions concentration, and broadening the scope of the open electives and biology / forensic biology electives in all concentrations.

MCAT preparatory course: An arrangement was established with Kaplan, Inc., to offer the MCAT preparatory course for half the cost if a student were to choose to take the course on their own. It was too late to get approval to add this $1,200 lab fee to the course, and Dr. DeLauder graciously covered the cost for 15 students through Title III funding. Since then, Dr. McGary has been working with Dean Horton (CHBS) to submit an RFP, undergo the bidding process, and we are now in the final stages of arranging a Vendor agreement with Kaplan, Inc to offer future courses for MCAT and for LSAT (through Dr. Boynton).

COVID online transition: The Department of Biological Sciences successfully transitioned all courses online the week of March 15, 2020, with only minor barriers to overcome. One of which was the challenge for faculty to let go of the traditional face-to-face approach of attendance requirements, strict time constraints for completion of assignments and exams, and increasing faculty online presence (via email, Blackboard Collaborate, discussion boards, etc.). The Department was certainly 'ahead of the curve', as we have several faculty that have been teaching online, and this certainly gave us an advantage in that the more experienced faculty
could share their knowledge with those who had not taught online in the past.

- Planned for next cycle

Continue to expand our forensic biology program including location of internships and job opportunities for our forensic biology majors and to progress towards accreditation.

Recruit a Forensic Adjunct faculty to help teach courses on a short-term basis. We are currently operating the Forensic Science Program (with an enrollment of 76 students) with two adjunct faculty and an interim director, which limits our ability to expand the program and progress towards accreditation.

Continue to build our online course offerings through the design of new courses in the online format, and through the restructuring of current online courses to fit ACUE / QM guidelines.

Secure and renovate space for the NIIMBL grant, and to begin to design and offer biotechnology courses that the students will need to become scientifically sound and well-prepared for entry into the biopharmaceutical processing industry after graduating from DSU.

Revise the graduate handbook and graduate portion of the Department By-Laws.

Chemistry Department
2019-2020 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 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 also is in the process of establishing a state certified laboratory for hemp analysis. The laboratory is a fee for service laboratory for cannabinoid profiles, pesticide residue, terpenes, extraction efficiency, solvent residue, flavors, aromas, pathogens, and heavy metals. The laboratory will provide testing solutions for agriculture, pesticide and biopesticide, biotechnology and pharmaceutical industries.
The department has a history of preparing students well for their futures as attested by our students attaining 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. 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. Innovation in Teaching – faculty in the Department of Chemistry, as well as across the university and globally, have been charged with envisioning STEM coursework remotely/virtually. Due to the COVID19 pandemic we have reshaped how we teach and learn chemistry. All coursework (lecture and lab) has been moved to online learning platforms and virtual experiences. This continues to be a challenge for all but one that the Department has embraced and proved successful.

3. Additional faculty – the Department of Chemistry has suffered losses of faculty lines (4) over the last few academic years, while undergoing an increase in enrollment. The department has recently completed an extensive faculty search to fill the (4) faculty lines for Fall 2020 hire. Unfortunately, we are currently a hiring freeze due to the COVID 19 pandemic has presented a budgetary impasse and the lines are unable to be filled at this juncture. Hopefully, upon re-evaluation in the near future the university will reopen these faculty lines due to the critical need to have these positions fulfilled to maintain our accreditation.

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. Degree Programs - The department now offers a recently approved pre-pharmacy program in partnership with UMES toward attainment of a doctorate degree in pharmacy. This program has proven to be a significant increase to the number of students interested in chemistry as a major. The department has also updated our curriculum incorporating updated ACS (American Chemical Society) requirements/recommendations. It has been planned to offer a higher range of upper elective courses to our majors recognizing the need for knowledge and experience in polymer and materials chemistry. Intramural/Extramural Internships in government, industry labs as well as study abroad opportunities will continue to be promoted and encouraged as well as early exposure to potential graduate programs of interest.

6. Service Learning- Improving communication between people in science, technology, engineering, and mathematics (STEM) fields and the public is critical to the future of STEM.
Over the past year, we have explored partnerships between institutions of higher education with K–12 schools as an effective strategy to support community engagement. We are exploring a service-learning model to develop a chemistry course that engages undergraduate students in developing and teaching chemistry experiments for secondary school audiences (students, teacher partners, and university instructors). This service-learning course design will provide us with the consistency and flexibility to sustain substantive learning experiences for both the undergraduates and secondary students. In addition, we will evaluate this course’s impact on undergraduate scientific communication skills. It is anticipated that implementation of this service learning component will enable undergraduate exploration and assessment of their competencies to teach and communicate scientific concepts.

Attached Files
Chemistry KPI 1 and 10 CAST 2020.xlsx

Unit Initiatives:

• Accomplished in this cycle
  ◆ 3+3 Pre-Pharmacy DSU UMES Chemistry Degree Track approved by Faculty Senate, General Faculty, Provost, President and successfully offered Fall 2020.
• Planned for next cycle
  ◆ Natural Products Chemistry B.S. degree track is being explored for sought for permission to plan for Fall 2021. This degree track has been identified a high impact degree track sought by many undergraduates and industry partners.
  ◆ Upper level chemistry electives (ie. colloid and surface science, materials chemistry, etc.) are being explored for Faculty Senate approval Spring 2021

In order to increase 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 35 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/doctoral 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 new faculty • Release time for research active faculty members that allow for professional development and mentoring
of junior faculty.
Other Resources:
• Develop formal mechanisms to support faculty in grant writing and 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.
The Coordinated Program in Dietetics was granted Full Accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) in January 2020.

Faculty and staff have successfully attracted extramural funds over $300,000 during the 2019-2020 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 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, 2019-2020 (2 earned a degree in Food and Nutritional Sciences, and 5 earned a degree in Textiles & Apparel Studies).

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.

Two students graduated during December -2019 commencement with a Master of Science degree in Food Science and Biotechnology.

Unit Initiatives:

- Blackboard and Ultra training for faculty-online class and exams, The Office of Distance Education and Learning Technologies.
- “Ask the Experts” open forum, The Office of Distance Education and Learning Technologies
- Course Level Curriculum Map for Spring 2020 teaching activities
- ACUE Certification completed April 2020
- Bettina Taylor development of a lab component for Human Nutrition Assessment and Simulation Experiences for dietetics students
  - Gauging Your Technology Skills
Evaluating Your Course Design
- Exploring Your Institution's Policies (ongoing - will be completed by 6/23/20)
- Orienting Your Online Learners
- Connecting Learning Theories to Your Teaching Strategies
- Creating Presence in Your Online Course
- Assessing Your Learners
  - Any research involving members of your unit

Dr. Alberta Aryee supervised a student research titled: “Evaluation of Phytochemical Composition in Selected Medicinal Plants and Potential Application as Antimicrobial Agent”

Dr. Alberta Aryee supervised a student research titled: “In vitro Assessment of Phytoconstituents, Efficacy and Cytotoxicity of Extracts from Medicinal Plants on Prostate Cancer C4-2 Cells”
  - Any student events your unit supported
  - Any accreditation related activities

The Coordinated Program in Dietetics was granted Full Accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) in January 2020

Dr. Bettina Taylor served as a Site Reviewer of Educational Dietetics Programs for the Accreditation Council for Education in Nutrition and Dietetics (ACEND)

Dr. Bettina Taylor participated on ACEND Program Reviewer Pre-training [April-June, 2020]


- New agreements involving your unit
  - Planned for next cycle
    - For academic units, include planned curricular changes
  - Initiate addition of new courses to Food Science undergraduate curriculum
  - Initiate curriculum and program change to improve existing Food Science undergraduate program
  - Redesigning the Food Science and Biotechnology graduate curriculum
  - Developed request for authorization to plan a new degree: MS-RD in Nutritional Sciences to meet Accreditation Council for Education in Nutrition and Dietetics (ACEND) requirement for Dietetics program

Physics, Engineering, Computer Science, Information Technology, Mathematics (PEMaCS)
2019 - 2020 PEMaCS Annual Report
Executive Summary:

The Division of Physics, Engineering, Mathematics, and Computer Science (PEMaCS), previously Division of Physical and Computational Sciences (DPCS), was renamed this year to reflect its membership of programs. The division also added the faculty and courses previously under the Mathematics Literacy Department. The change in the division members and size required some further refinements of the results from our 2018 – 2019 initiatives. This delay was further exacerbated by COVID-19 this year. Division members are currently working to finalize the structure, bylaws, policies, and procedures. The effort will help inform the mission and vision, which must be revisited given the new changes. The division services around 258 graduate and undergraduate students, 30 faculty members, and oversees six bachelor’s degrees, five master’s degrees, and two doctoral programs. Also, the division is host to the Optical Science Center for Applied Research (OSCAR) at Delaware State University. This year, 54 students received their bachelor’s degree, 6 received their master’s degree, and 3 received their PhDs. The breakdown by programs is as follows:

<table>
<thead>
<tr>
<th>Program</th>
<th>Number Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.S. Computer Science</td>
<td>8</td>
</tr>
<tr>
<td>B.S Information Technology</td>
<td>6</td>
</tr>
<tr>
<td>B.S. Physics</td>
<td>25</td>
</tr>
<tr>
<td>B.S. Engineering Physics</td>
<td>15</td>
</tr>
<tr>
<td>B.S Mathematics</td>
<td>0</td>
</tr>
<tr>
<td>B.S. Mathematics Education</td>
<td>0</td>
</tr>
<tr>
<td>M.S. Applied Optics</td>
<td>1</td>
</tr>
<tr>
<td>M.S. Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>M.S. Applied Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>M.S. Pure Mathematics</td>
<td>0</td>
</tr>
<tr>
<td>M.S. Physics</td>
<td>1</td>
</tr>
<tr>
<td>Ph.D. Interdisciplinary Applied Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>and Mathematical Physics</td>
<td></td>
</tr>
<tr>
<td>Ph.D. Optics</td>
<td>1</td>
</tr>
</tbody>
</table>

The 3+1 BS in Physics program implemented in 2016 with Changchun University of Science and Technology (CUST) in China has graduated from the second cohort of 25 students. This summer, the division is offering four physics and five mathematics courses purely online for CUST students and is expecting a third cohort of around 25 students for the 2019-2020 academic year. However, this may need to be online due to uncertainty with the COVID-19 pandemic.

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 The Optics for Space Technology and Applied Research (O*STAR). The majority of the graduate students are supported by OSCAR research grants. The 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 PEMACS 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. The division faculty have submitted total of twenty nine grants, which are still pending (Physics and Engineering: 21, Mathematics: 5, Computer Science: 3). The division faculty this year have been awarded $3M in grants and $11M in the last 3 years. In the current year, faculty members of the division published thirty-five conference papers and journal articles (Physics and Engineering – 18, Mathematics – 17) and gave sixty scientific presentations (Physics and Engineering – 48, Mathematical Sciences – 10, Computer Science 2).

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.

The Mathematics Undergraduate Curriculum Committee (UCC) was charged to explore the possibilities of using online resources for textbooks. The UCC explored several offerings and chose the free OpenStax texts for College Algebra, Trigonometry, and Calculus I/II/III. Also, the Mathematical Sciences UCC selected Edfinity.us as the platform to help students improve their skill set in mathematics. The platform costs $17/student/semester and will be covered by the student’s lab fee.

There have been some notable student achievements this year. These include,

- Luil M. Menberu, a Physics Engineering major, was awarded the Presidential Academic Award.
- Four students from Physics and Engineering received $5000 scholarships from the Delaware Space Grant Consortium (DESG).
- Christina Walker, M.S. Applied Optics, received the DESG Scholarship Delaware Space Grant (DESG) Graduate Fellowship
- Computer Science students organized a major overnight 2-day hackathon sponsored by JP Morgan Chase. The event attracted over 40 participants, including students from outside DSU.
- Many of the division graduates are attaining jobs at reputable companies such as Boeing, Northrup Grumman, Lockheed Martin, JP Morgan Chase, to name a few.

The division received around $100K in 2018 to establish a maker space that serves the students at DSU and to help spur out-of-class collaborative projects with programs outside the division. The division’s Makerspace held an open house on January 31, 2020. The Makerspace provides a space where students can ideate and create. Resources available inside the lab include:

- Large and small form factor 3D plastic printers.
- A 3D metal printer capable of printing steel and titanium.
- A desktop 5-axis CNC milling machine.
- A 3D scanner.
- A PCB printer to print and solder electronic circuit boards.
- A drill press and other carpentry equipment.
- Soldering stations.
- A Virtual/Augmented Reality room

Attached Files
PEMaCS-KPI 1 and 10 CAST 2020-final.xlsx
Unit Initiatives:

List and describe any new programs and/or initiatives.

N/A

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

- Last year, the division instituted an initiative to incorporate recitation sessions in Calculus courses as well as problem-based learning projects. This year recitations continued along with a cap of 20 students per course. In addition, courses began utilizing an interactive e-book and a separate assignment platform. The results were promising and showed improvement overall, even in students’ attitudes towards the course material.

- The plan next year is to move all mathematics literacy courses and calculus courses to using Open Stax courseware along with an assignment platform that includes many features to help remediate a student that is deficient in a specific topic.

- Due to COVID-19, the division faculty received training in using various technology to deliver their courses purely online in a synchronous mode. A survey of division student indicates that while students did not care for the online format, they did appreciate the efforts taken by the faculty in converting their courses in relatively short period. The division is planning for all courses in fall 2020 to be online, which will allow for an easy transition to hybrid or face-to-face. Workshops for division faculty are being planned for the summer to promote online classroom management, helpful technology, and easy to use media delivery systems.

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.

- Mazen Shahin, Professor of Mathematics, is the Director of the Bridge to the Doctorate program, a $1.1 million program that provides financial support for 12 students for two years.

- Mazen Shahin is also the International Science and Technology Academy for Research Scholars (I-STARS) director. I-STARS exposes 10 AMP students every year to research in a foreign country.

- Matthew Tanzy served on the DDOE P-20 subcommittee for Mathematics.
• Dawn Lott served on the editorial board for the Mathematics Magazine of the Mathematical Association of America.

• Sokratis Makrogiannis served as Associate Editor for “Quantitative Imaging in Medicine and Surgery” and as Guest Associate Editor for Frontiers in Computer Science, Computer Vision and Image Analysis, Research Topic: Computational, AI and Math Methods for Identification and Characterization of Biomedical Imaging Patterns.

• Members of the division served as peer reviewers for various journals

• Experts from various fields were invited to talk at DSU.

• Members of the department served as panelists/reviewers for various government agencies

• Student professional development talks were hosted by the Division. On average 40 to 50 students attended the talks.

• One faculty was accepted for a One-month Training on active learning techniques and the Flipped Classroom Model during HHMI summer institute training July 15th to August 15th 2019.

• National Institute of Statistical Sciences (NISS), virtual meeting on Statistics and Data Science, Thursday, January 16, 2020.

• National Institute of Statistical Sciences (NISS), Virtual meeting on Bayesian Statistics, Monday, April 27, 2020.

• The CS Club, in collaboration with and sponsored by JP Morgan Chase, organized and hosted the first ever DSU overnight hackathon. 40 students from DSU and DTCC competed, forming groups of 4 to 5. The hackathon was judged by professionals from JP Morgan Chase and faculty from DSU.

• JP Morgan Chase ran a series of coding interview workshops for computer science and information technology students. September – October 2019.

• The division ran two resume writing and review workshop for students attending the BEYA conference and the NSBE national conference, October 2019 and February 2020.


• The division organizes a day, PEMaCS Day, every semester where student present their Capstone work, class projects, and design work, and demonstrations. This year there were 17 presentations, 11 posters, and 4 demonstration projects. The PEMaCS Day 2020 was held as a virtual event due to COVID-19.

• The following are professional development activities organized by the Physics and Engineering faculty as part of the OSCAR program.
  
  o Summer Undergraduate Research Program, 7 Undergraduate Students, June 3 2019.
  
  o Basic Ethics Workshop, 11 undergraduate students, June 5, 2019.

  o Advanced Ethics Workshop, 7 undergraduate students, June 6, 2019.
Weekly Wrap-ups for students participating in summer research program, 9 Undergrad and 5 High School students, June 2019.

Imaging Facility Workshop, 9 undergraduate students, June 26, 2019.

Abstract & Poster Presentation Workshop, 4 undergraduate and 6 high school students, July 19, 2019.

Graduate Research Fellowship Program, 10 graduate students, September 1, 2019 - August 31, 2020.

Undergraduate Research Program, 18 students, September 9 - May 9, 2020.

Seminar Series, 14 Undergraduates, 5 Faculty, 2 PostDocs, and 29 Graduate Students, September 1 – February 20, 2020.

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.

- Jinjie Liu organized the AMC 10 High School mathematics contest at DSU.
- Several faculty members volunteered at K-12 Science fairs in and outside of DSU.
- Matthew Bobrowsky, Visiting Associate Professor of Physics, and Jacqueline Jones, Outreach Coordinator for the OSCAR program, organized and hosted the Delaware FIRST Lego League Championship events.
- Several faculty members volunteered as judges for Delaware FIRST Lego League Championship events State Championship, March 7, 2020.
- Twenty students, including members of NSBE and CS Club, volunteered at the Delaware FIRST Lego League Championship event held at ECHS@DSU on March 7, 2020.
- Three students volunteered for the Delaware AeroSpace Education Foundation (DASEF) family day, "Apollo at 50: Gateway to the Galaxy!", November 2,
- Ten students volunteered for the Science Olympiad held at Delaware State University on March 7, 2020.
- Faculty members from Physics and Engineering also extended their outreach in several scientific
- Physics and Engineering faculty visited several Delaware high schools for recruitment
- The following outreach programs were carried out by Physics and Engineering faculty member in coordination with the Outreach Coordinator on the OSCAR and other NASA programs at DSU.
● NASA Wallops Flight Facility, 6 K-12 Teachers and 4 Graduate Students, May 2, 2019.
● Trip to NASA Goddard, 6 K-12 Teachers, 3 Graduate Students, and 3 Undergraduate Students, May 16, 2019.
● High School Summer Research Program, 6 Students from 4 different High Schools, June 10, 2019.
● STEM Demonstrations at the Dover Public Library Makerfest, June 15, 2019.
● Summer Middle & High School Teacher Program, 2 Middle School Teachers and 1 High School Teacher, June 17 – July 26, 2019.
● Trip to NASA Goddard, 1 Graduate Student, 7 Undergraduates, and 2 High School Students, July 2, 2019.
● Middle School Math & Physics 1 Week Programs, 12 High School Students representing 8 DE High Schools, July 8 - 12 and July 15 – 20, 2019.
● Demonstrations at a Cub Scout Event, Approximately 250 scouts and their family, October 9, 2019.
● Judges at the Sussex County Science Fair, March 9, 2020.

Technology Integration

● All division labs/classrooms in Science Center South (2nd floor) and North (3rd floor) were renovated with dual screen 83” LED TVs connected to a Solstice Pod, which provides the capability to wirelessly display applications running on tablets and laptops.
● The division’s Makerspace held an open house on January 31, 2020. The Makerspace provides a space where students can ideate and create. Resources available inside the lab include:
  ● Large and small form factor 3D plastic printers.
  ● A 3D metal printer capable of printing steel and titanium.
  ● A desktop 5-axis CNC milling machine.
  ● A 3D scanner.
  ● A PCB printer to print and solder electronic circuit boards.
  ● A drill press and other carpentry equipment.
  ● Soldering stations.
  ● A Virtual/Augmented Reality room
List any facility and/or infrastructure improvements

- Two classrooms (SC 212 and 245) were renovated and new furniture, including new lab cabinets designed and built by the College’s machine shop staff.

Terminated Programs

- NA

CHBS (College of Health and Behavioural Sciences)
2019-2020 Annual Report

Executive Summary:

The College of Health and Behavioral Sciences (CHBS) continues to provide an interdisciplinary approach to community engagement, education, training, research, and behavioral healthcare. CHBS mission is to train students to be researchers and health practitioners who will have the ability to work with diverse populations.

The goals of the college are:

- Create interdepartmental collaborations in the newly reconfigured College of Health and Behavioral Sciences.
- Obtain and maintain program accreditation and discipline-specific certifications.
- Improve faculty and student scholarship through integration of teaching, research, creative activity and engagement.
- Increase retention and graduation rates within the College.
- Increase the number of online and hybrid offerings within the College.
- Increase the number of Graduate, Certificate and Continuing Education programs within the College.
- Increase the number of students gainfully employed and accepted into graduate and/or professional post baccalaureate programs.

Each department has established goals and developed action steps aligned with the college goals. Twice a year I meet with the department chairs to review the status of their action steps and to adjust as needed.

The College of Health and Behavioral Sciences presented a Dean’s Forum Series. The session was in January 2020 entitled, “A Fireside Chat with Supreme Court Justice Tamika Montgomery-Reeves”. The guest speaker, Justice Montgomery-Reeves, is the first African American female Justice on the Delaware Supreme Court. The event was moderated by President Tony Allen and was very well-received by a standing-room only crowd in one of the largest auditoriums on campus. The next event in the series was
scheduled for March 2020. The title for this event was “Out of Omaha” and featured a documentary that follows a pair of twin African American men for seven years as they come of age in the racially and culturally divided city of Omaha, NE. The viewing of the movie would have been followed by a panel discussion moderated by the Vice President of the Urban League of Nebraska. This event will be rescheduled due to COVID – 19. The 3rd event of this series is scheduled for Fall 2020 and will be a presentation of the Long-Term Impacts of Trauma on health.

The College hosted ““Delaware Goes Purple” Standing Up Against Substance Abuse” event. This event was held on October 9, 2019. The guest speaker was Chris Herron, Founder of The Herron Project, and Herron Talks. Also, in attendance was Lt. Governor Bethany Hall-Long. Over 250 members of the community attended.

On behalf of the College and University I continue to attend numerous events at the campus, state and national level. In addition, I serve on the following Boards and Advisory Groups:

- ACAD (American Conference of Academic Deans) Board of Directors
- DHSS Preventive Health Block Grant Advisory Committee
- Community Advisory Committee for DE-ACCEL (Accelerating Clinical and Translational Research)
- Delaware Foundation for Science and Math Education (DFSME) - Board member and member of the Executive Committee
- DIMER Board. DIMER (the Delaware Institute for Medical Education and Research) provides opportunities for Delaware residents to obtain medical education by working with partner institutions to set aside admission slots for residents who meet the requirements of the host institution.

On behalf of the ECHS, I serve as President of the Board. I am, also, a member of the Finance Committee. Board meetings are held bi-monthly. As President of the Board I participate in or attend numerous activities/events including:

- DE Charter School Network programs and meetings
- Welcome Night for Incoming Students
- State Board workshops
- Open House Events
- Parent Nights
- Athletics Meetings
- Student Disciplinary Hearings
- Parent/Student Appeal Meetings
- Awards Ceremonies
- National Honor Society Induction
- Sports Banquet
- Graduation

The College is preparing to launch a Biomedical, Behavioral and Allied Health Center (BBHC). There will be three strands of activity at the center: Research, Service delivery and Experiential learning. Under the leadership of the Dean, the Assistant Dean has
worked with the department Chairs for Nursing, Public and Allied Health and Social Work to plan the Center. The Assistant Dean negotiated agreements are in place with the Cancer Support Community, TOVA Healthcare and First State Community to provide programming and services.

The Assistant Dean is chair of the Task Force that coordinates Delaware State University’s Academy of Healing Trauma. 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 training, conferences, webinars, certificate programs, and community outreach. The Healing Trauma from an African-Centered Healing Approach Certificate was launched Spring Semester 2020 and will be organized under the umbrella of the BBAHC.

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 hosted a visit by ACEN in September 2019 and was notified Spring 2020 that the full accreditation term of eight years had been awarded to the Department of Nursing.

Through the efforts of Public and Allied Health Sciences’ faculty, Dr. Megan Rothermel, Delaware State University maintained its Silver Campus status with the American College of Sports Medicine and the Exercise is Medicine On Campus Committee (EIM-OC). Silver campuses focus on education to ensure that knowledge of the importance of physical activity to health is shared and incorporated into campus life. ACSM recognized the DSU Kinesiology degree program in a virtual ceremony as an Outstanding Program on May 30, 2020.

Social Work programs continue to increase in size, especially the MSW online. We won two awards for our online MSW, including awards for being one of the least expensive programs and one of the best programs. We have started to review and revise the curriculum, including a revamping of all course syllabi; we are part of the coordinating Task Force for the Academy of Healing Trauma and hope to bring an original certificate forward this year in domestic violence.

During Fall Semester 2015, the Department of Psychology developed and implemented a Certificate in Alcohol and Drug Counseling (CADC) Program. By the end of Spring Semester 2019, the CADC Program became Middle States approved as a certificate program at Delaware State University. Also, 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.
Unit Initiatives:

- Accomplished in this cycle

Below is a list of the Dean’s accomplishments and Community Partnerships for this cycle:

- Attended ACAD Deans’ Institute, AAC & U Conference and ACAD Board Meeting
- Gov Carney visited Kinesiology lab to observe research on
- Attended Delaware Heath Care Commission – the purpose was to provide the Commission community input as they chart their strategic focus beyond the SIM grant.
- DCHI Board and Stakeholder Open Forum
- Participated in a meeting with Dr. Harrington and Sen Dave Sokola re-research and partnership opportunities for DSU
- Million Women’s Luncheon – hosted by Tracy Carney. I attended as representative of DFSME and DSU.
- Attended Go Red Heart Association Luncheon as DSU rep
- In partnership with AmeriHealth Caritas, sponsored the 2019 Assessment and Treatment of Substance Use Disorders Conference
- Held first Advisory Board Meeting.
- MACHC Lunch and learn session with DE legislators
- Attended conference on Reducing Inequities in Health and Well-being by Addressing Structural Racism in the US. I served on a panel
- Sponsored DE’s Trauma Awareness Month Kickoff Symposium
- Participated on a Study Abroad trip to Ghana, visiting three universities and exploring academic and cultural partnerships
- Preparation for Nursing and Social Work Accreditation visits, reviewed self-study reports, document preparation.
- Attended HBCU Symposium on fundraising
- ACEN Site Visit. In 2020 we were notified that the program was reaccredited for seven years.
- Partnered with the Delaware Health Sciences A, sponsored a Kent County Outreach program for students interested in careers in medicine
- Partnered program between Kinesiology and Dover AFB Security Police to develop and refine fitness protocols
- ACAD and AAC & U Annual meeting. Led a roundtable dashboard at the Deans' Institute
- Hosted the ACCEL Health Consortium on Building Collaborative Community-Engaged Research
- Event 1 of Dean’s Forum Series – “A Fireside Chat with Supreme Court Justice Tamika Montgomery-Reeves:
- Attended Deans’ Dinner sponsored by the National Black Nurses Association
- CSWE Site Visit – The decision is pending.

Below is a list of the Assistant Dean’s accomplishments and Community Partnerships for this cycle:

- 
  - Working with the State of Delaware’s Office of Controller General, Representatives Dave Wilson revitalized the Slaughter Neck Community Action. Dr. Scott-Jones serves as the Board President/Program Researcher. In addition to working with the Office of Controller General and State Representatives, DSU works with First State Community Action.
  - Serves as a board member for the Early College High School.
  - Appointed to the Kent County Advisory Board for Cancer Support Community Delaware
  - Collaborates with Sports Management Department at DSU to teach the Psychology of Coaching. A clinical psychologist is required to teach this course.
  - Co-PI of the ACCEL Professional Development Core
  - Awarded a $20,000 contract from Delaware’s Department of Education to work on trauma awareness initiatives.

**College focus areas continue to be:**

- 
  - Accreditation and Credentialing
  - Program Growth, Retention and Graduation
  - Community Partnerships
  - Increasing Access to Resources
  - Professionalism

**Accreditation and Credentials**

- Fall 2019 the Department of Nursing submitted its Self-Study and hosted the site visit for ACEN accreditation. ATI examinations (Assessment Technologies Institute) were used to assess student performance in all professional phase courses. ATI is a testing company that provides a range of products and services to prepare nursing students for the licensure exam. Course revisions were made based on identified content specific and comprehensive examination benchmarks.
In 2020 we were notified that the program was reaccredited for seven years, with no findings. It has been at least 10 years since the department attained this standing.

- Fall 2019 the Department of Social Work submitted its Self-Study and during Spring 2020 hosted the site visit for CSWE. Several steps were taken in preparation for the review, including updating all course syllabi and completing the annual review of course and field assessment data. As per guidance from CSWE, we are preparing additional information for their review.

- Through the efforts of PAHS faculty, Dr. Megan Rothermel, Delaware State University maintained its Silver Campus status with American College of Sports Medicine and the Exercise is Medicine On Campus Committee (EIM-OC). Silver campuses focus on education to ensure that knowledge of the importance of physical activity to health is shared and incorporated into campus life. The DSU Kinesiology degree program was recognized by ACSM in a virtual ceremony as an Outstanding Program on May 30, 2020.

**Program Growth, Retention and Graduation**

- The Public Health major is undergoing unprecedented growth. The current Kinesiology curriculum recently completed its third year of full implementation and the Public Health curriculum has now been installed for four years. Curricular changes to both degree programs continue to benefit the department and its students. Overall student enrollment in PAHS has increased from the 2018-2019 academic year by 3.9% going from 280 to now 291 in 2019-2020. The obsolete degree programs including Health Promotion and Movement Science are nearly completely phased out. While the discontinued majors decrease, the new Kinesiology and Public Health majors have shown considerable growth. Since its inception in 2016, the Public Health degree program enrollment has increased from having only four students to sixty-eight in 2019-2020. In a similar fashion the Kinesiology degree program showed a 71% increase in enrollment from the previous year going from 114 students in 2018-2019 to 195 students in 2019-2020.

- From Fall 2015 – Fall 2019, similar growth is evident in Nursing (from 252 to 366); Psychology (from 261 to 294) and in the graduate Social Work program (from 54 to 160).

- In order to support the academic success of Pre-Nursing students, Nursing Expansion funds and grants have supported the hiring of a Remediation Specialist and Computer Lab Monitor.

- There is a critical need to address the high attrition rate of the pre-nursing students. Fall of 2019, there were approximately 317 students declared as pre-nursing majors; however, that same semester, only 35 students were admitted to the professional phase of nursing. There are several factors at play. One major factor is high-impact courses; specifically, Growth and Development, Pathophysiology, Pharmacology, Anatomy & Physiology I & II, and Microbiology. The DON has developed a plan to address those factors and a budget proposal was submitted.

- One of the strategies we use to make our programs attractive is to provide opportunities for undergraduate research. The faculty and students of PAHS contributed greatly to the expansion of the department’s research portfolio during the 2019-2020 academic year. Dr. Von Homer was appointed as the PAHS Research & Laboratory coordinated. In this role Dr. Homer is responsible for the inclusion of our undergraduate students in scientific research. Additionally, he has created programming to mentor junior faculty with limited research or laboratory experience. This initiative has resulted in research agendas being established by nearly all faculty members and has increased the volume of scholarly products being synthesized by our students. In collaboration with the Department of Athletics, plans have been developed to open the Human
and Sports Performance Laboratory. This new space will utilize innovative technology to investigate variables such as balance and neuromuscular control to improve performance and reduce injury risk across various populations of humans.

- In 2020 two new programs were launched – the Trauma Certificate Program and the Masters of Science in Nursing. The Trauma Certificate and professional development workshops are being offered through the Academy of Healing Trauma. The new MSN offers concentrations in Global Leadership and Nursing Education.

- The College continues to provide support to the University-wide Health Professions Committee (HPC). The HPC provides pre-health professional advising and facilitates progress towards successful graduate health professional program application submission. Approximately 20% of the students who work with the HPC are from CHBS, with the balance of students being from CAST and CHESS. I worked with Dr. McGary, Chair of the Biology Department, to partner with Kaplan to offer a MCAT Test Prep course Spring 2020. Concurrently, Dr. McGary, Kimeu Boynton and I developed an RFP for test services that would include MCAT and LSAT prep courses. Contract award is pending. Funding for the courses will be provided from Title III.

**Community Partnerships**

- The DSU/PAHS Food Pantry had its most impactful year since opening on DSUs campus nearly five years ago. The Food Pantry has grown from a walk-up window in a storage closet to larger walk-in space resembling a store that offers items including meat, dairy, bread, water, and toiletries to members of the DSU community that are in need. PAHS faculty member, Dr. Amy Gootee-Ash coordinates the Food Pantry activities and has strategically procured grant funding to support its operations. Through these awards Dr. Gootee-Ash has been able to fully stock the pantry while also acquiring equipment such as shelving. A commercial refrigeration unit was purchased using college funds. Volunteering in the Food Pantry also provides valuable service learning and research opportunities to our students. Public Health students volunteered to distribute food to DSU students and family in need during the COVID-19 pandemic. Impressively, this effort resulted in approximately 5,200 pounds of food being disbursed to over 60 families in need.

- The College is preparing to launch a Biomedical, Behavioral and Allied Health Center. There will be three strands of activity at the center: Research, Service delivery and Experiential learning. Under the leadership of the Dean, the Assistant Dean has worked with the department Chairs for Nursing, Public and Allied Health and Social Work to plan the Center. The Assistant Dean negotiated agreements with the Cancer Support Community, TOVA Healthcare and First State Community to provide programming and services.

**Increasing Access to Resources**

A strategy we are using to increase access to resources is to encourage faculty to pursue grants. Significant improvements have been noted. Using information provided by Sponsored Programs, in 2017-18 there were 3 submissions, no awards; however, currently we have active awards totaling $1,044,589.00.

**Professionalism**
As an on-going professional development focus, college-wide training was provided by EAP on Civility: Professionalism in the Workplace.

One focus of CEHPP has been inter-department projects/programs. This includes, but is not limited to the following:

- **Study Abroad opportunities** are collaboratively planned and offered by the Nursing and Social Work Departments. This year’s trip was scheduled to occur during Spring Break 2020 but was cancelled due to COVID-19.
- **The Trauma Certificate was launched Spring 2020.** The certificate along with planned workshops are being managed by a task force comprised of faculty and staff from the departments of Psychology and Social Work.
- **As previously noted, the HPC is a university initiative.** CHBS membership includes representatives from Public and Allied Health Sciences and Psychology. I provide administrative support, working closely with CAST and Career Services.

To keep College leadership informed, weekly Leadership Team meetings were held. The Leadership Team includes all Department Chairs and Program Directors, as well as the Associate Dean and College Administrative Assistant.
Nursing Department
2019-2020 Annual Report Item
Executive Summary:

Baccalaureate Program

The revised curriculum continues to be monitored. NCLEX –RN pass rates are holding steady above the 80% benchmark set by the State of Delaware and our accreditors, the Accreditation Commission for Education in Nursing. 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 competency 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 practice sessions, as voted on at the Faculty Curriculum retreat May 2020, 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 hosted a visit by ACEN in September 2019, the purpose of which was to determine whether the DON earns full accreditation for a subsequent eight (8) years. Much of the time, effort, and focus of the DON this past academic year have concentrated on this endeavor. And as of Spring 2020, the DON was officially notified that the full accreditation term of eight years has been awarded to our Department.

DON Meeting with Legislators for Nursing Program Expansion

During the Fall of 2019 the Department of Nursing submitted a budget request to expand our nursing program.

Background to justify Legislative request for funding are as follows:

The Department of Nursing continues to respond to the growing need to provide diversity of baccalaureate prepared nursing students. Although our nation is changing demographically, the professional nursing workforce continues to be predominantly white and female driven profession (Buerhaus P, et al, 2014). A more diverse professional nursing workforce is essential.

In order to increase our ability to enroll more students in the professional nursing program, three additional faculty will be needed. In addition, the Computer Lab Monitor has been paid from the
Nursing Expansion funds for many years. Additionally, the department developed and hired a Full-time Remediation Specialist this year to assist with increasing our retention rate. The funding this year will also come from the Nursing Expansion funds. The goal is to move these positions to the Operating Budget to provide stability in these positions. FTE 5.0

In addition, there is a critical need to address the high attrition rate of the pre-nursing students. Fall of 2019, there were approximately 317 students declared as pre-nursing majors; however, that same semester, only 35 students were admitted to the professional phase of nursing. There are several factors at play, the accrediting body, Accreditation Commission for Education in Nursing (ACEN), resources, both classroom, lab, and faculty, as well as the number of students who are qualified. The Nursing Department proposes 3 additional FTEs. First, a Director of Pre-nursing student to advise and mentor the students from admission to the University through the application to the professional phase of nursing. The director would oversee the pre-nursing courses and faculty. Second, a full–time faculty position (Clinical Practitioner) to focus on the pre-nursing courses with high impact on the major and high attrition rates, ie, Growth and Development, Pathophysiology, and Pharmacology. Third, a full-time faculty (lecturer II) to cover the science courses with high attrition and limited availability, Anatomy & Physiology I & II, and Microbiology, which are imperative to the success in the nursing program. The ½ Skills Lab Assistant will allow us to expand the hours the Nursing Skills Lab is open and/or provide additional help in the labs to accommodate increased student usage.

Future plans include biannual admission into the nursing program (Fall and Spring) as well as increase the number of students admitted into the professional phase. Biannual admission would allow us to accommodate the planned increase in qualified students applying to the nursing program.

Legislative Meeting Summary:

On December 18, 2019, the Department of Nursing Chairperson (DON) Dr. Richardson met with Bethany Hall-Long, Lieutenant Governor and Mrs. Melissa Minor- Brown, State Representative. Dr. A. Richardson presented information and emphasized the importance of expanding the DSU nursing program. She further stressed how DSU continues its history of educating a diverse population of students in particular students of color. More importantly, students who live in underserved communities and whose Zip code will impact, access to care, increased health disparities, social injustices, and unfair treatment within the justice systems as compared to their white counterparts. Dr. Richardson advised the Legislators of how DSU graduates are serving in many underserved communities.

Dr. Richardson presented (PPT presentation) on the current status and the financial needs of the (DON). She clarified and amplified the need for providing funding for the expansion of the DSU Nursing Program and our history of educating competent, qualified, and culturally diverse nurses.

Bethany Hall-Long, Lieutenant Governor, and Mrs. Melissa Minor- Brown, State Representative expressed their support of this request and emphasized, the need for nurses and the need for HBCU’s to receive the monies that they need to expand moving forward. Representative Melissa
Minor- Brown, also supported the need for additional funding, as when she toured the DON, she took notice of the outdated classrooms and equipment. In addition another conversation ensued regarding the number of faculty as it related to full time, and adjunct. The DON Chair expressed concern about the limited number of faculty within the DON, and the need for additional full time faculty, to increase program enrollment. The meeting was productive and the DON remains hopeful that funding will be provided for program expansion.

**MSN Program (launched in 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. Faculty completed an annual accreditation survey in Spring of 2020. On this survey, faculty ratings for sufficient full-time faculty and staff fell below the benchmark (2.5 or higher out of 4) for both sufficient faculty and sufficient staff. This decline was in response to a full time Faculty member leaving the DON after the first 8 weeks of the semester, and the unavailability of one of the Remediation Specialists for Spring semester. Four (4) of the six (6) remaining full-time undergraduate faculty were able to pull together as a team to complete the Spring 2020 course load. Assistance from the two (2) graduate level faculty helped to accomplish this task seamlessly and in a timely manner.

Full-time 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 promptly and comprehensively.

Students

In Fall 2019, the total number of students in the Professional Phase of the Nursing Major number was 55: 20 seniors and 35 juniors. Thirty (30) juniors qualified for admission to the nursing major in Fall 2019; an additional five (5) returned to repeat Fall 2019 courses. Of those 35, twenty (28) progressed to the senior year, starting in Fall 2020. Five (5) are returning in AY 2020-2021 to retake courses failed in Fall 2019 or Spring 2020 and will join the new junior class. The total number of juniors in the nursing major for Fall 2020 is limited to 40, 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:

- The major initiative in the DON with College and University administrative approval was the ACEN site visit in September 2019 visit, which resulted in the achievement of 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. They also participated in the site visit meetings with representatives from accrediting agency, provided additional information/data as needed and prepared follow-up information requested by the accreditation representatives.
- Faculty and support staff worked diligently with students in classroom, field, and clinical settings to utilize innovative teaching practices. Staff also participated in the Quality Matters workshops and trainings. Two faculty members also participated in the Center for Teaching and Learning’s ACUE (Certificate in Effective College Instruction) and completed all certification requirements.
- Scholarships, funded by Christiana Healthcare, awarded five students full academic scholarships to three pre-nursing and two professional level students.
- Nursing students and faculty attended the “2019 Delaware Go Red for Women Luncheon” and provided free blood pressure checks and health information to attendees.
- New wi-fi technology was installed in two the SIMS labs and apps were installed on student and faculty iPads for utilizing this technology in order to be prepared for various clinical settings that use these tools for patient charting.
- Department held two retreats for the unit where faculty were also provided with hands-on workshops on innovating teaching and remediation methods.
- Faculty collaborated with Public and Allied Health, Psychology Department and Spanish program to develop Spanish medical terminology course elective.
- A pizza party for new juniors and seniors was held to allow undergraduate students an opportunity to meet and greet each other and faculty and staff members.
- Nursing faculty, staff and students continued to make strong contributions to scientific published literature. Students presented two original research studies under the mentorship of two faculty members.
- Undergraduate courses were transitioned to fully online methods due to the COVID-19 impact. Faculty and staff worked diligently to utilize virtual classroom technology and clinical simulation
software to equip students with essential nursing skills. Students also conducted epidemiological research studies utilizing global health statistics.

- Three significant metrics below illustrate DON program outcomes:

**NCLEX-RN Pass Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>83.33%</td>
</tr>
<tr>
<td>2018</td>
<td>100%</td>
</tr>
<tr>
<td>2017</td>
<td>90%</td>
</tr>
</tbody>
</table>

**Nursing Program Completion Rates**

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort of 2019</td>
<td>48%</td>
</tr>
<tr>
<td>Cohort of 2018</td>
<td>43%</td>
</tr>
<tr>
<td>Cohort of 2017</td>
<td>57%</td>
</tr>
</tbody>
</table>

**Job Placement Rate**

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>Placement Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2019</td>
<td>83.33%</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>100%</td>
</tr>
<tr>
<td>Spring 2017</td>
<td>100%</td>
</tr>
</tbody>
</table>

Planned for next cycle

- For academic units, include planned curricular changes

Four major initiatives for AY 2020-2021 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, continued monitoring of student enrollment, recruitment, success in the Master’s program will be a priority. Students will be surveyed using Campus Labs Baseline survey to identify strengths and weaknesses of the programs.
- The transition to online clinicals, labs, and simulations for courses in Block 1 of Fall 2020 semester is in progress. Additionally, adherence to CDC guidelines for easing restrictions according to Phase 1 and 2 protocols is ready to implement. The theory components, content and assessments, for all Fall 2020 courses will occur online.
- Orientation of new hires will commence at once upon appointment, via online synchronous and asynchronous delivery methods.
Psychology Department  
2019-2020 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 are 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.

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. The Department Chair identified a working taskforce that will meet regularly to discuss program development and implementation. Development of the program started in Fall 2019 Semester, which was approved by Faculty Senate and Board of Trustees. At this juncture, the program 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. The Healing Trauma from an African-Centered Healing Approach was launch at the beginning of Spring Semester 2020. 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.

Attached Files
Psychology KPI 1 and 10 2019-20.Final.xlsx

Unit Initiatives:

A. Retention - Currently, the Department of Psychology relies on the Office of Institutional Research, Planning and Analysis to collect and analyze the retention rates of psychology majors. The IRPA Data indicate that Psychology have an overall retention rate of 74% total from Fall 2014- Fall 2018.

   *Note: There was no new data provided by the Office of Institutional Research, Planning and Analysis for Fall 2019.

B. Enrollment

Psychology Majors: There were 308 Psychology Majors in Fall of 2018; 294 Psychology Majors in Fall of 2019

Total Students in Enrolled in Psychology Courses

<table>
<thead>
<tr>
<th>Term Type</th>
<th>Subject</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Grand Total</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>PSYC</td>
<td>675</td>
<td>634</td>
<td>589</td>
<td>1,898</td>
</tr>
<tr>
<td>Fall Total</td>
<td></td>
<td><strong>675</strong></td>
<td><strong>634</strong></td>
<td><strong>589</strong></td>
<td><strong>1,898</strong></td>
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<tr>
<td>Spring</td>
<td>PSYC</td>
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<td>623</td>
<td>674</td>
<td>2,007</td>
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<tr>
<td>Spring Total</td>
<td></td>
<td><strong>710</strong></td>
<td><strong>623</strong></td>
<td><strong>674</strong></td>
<td><strong>2,007</strong></td>
</tr>
<tr>
<td>Summer</td>
<td>PSYC</td>
<td>118</td>
<td>206</td>
<td>133</td>
<td>457</td>
</tr>
<tr>
<td>Summer Total</td>
<td></td>
<td><strong>118</strong></td>
<td><strong>206</strong></td>
<td><strong>133</strong></td>
<td><strong>457</strong></td>
</tr>
<tr>
<td></td>
<td>PSYC</td>
<td>Winter</td>
<td>20</td>
<td>29</td>
<td>49</td>
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<tr>
<td>-------</td>
<td>------</td>
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<tr>
<td>Winter Total</td>
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<td><strong>20</strong></td>
<td><strong>29</strong></td>
<td><strong>49</strong></td>
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<tr>
<td>Grand Total</td>
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<td><strong>1,503</strong></td>
<td><strong>1,483</strong></td>
<td><strong>1,425</strong></td>
<td><strong>4,411</strong></td>
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</table>

*Note: This is the most current data provided by the Office of Institutional Research, Planning and Analysis.

## Psychology Course Enrollments

### 2018-19 Academic Year

<table>
<thead>
<tr>
<th>Subj</th>
<th>Crse</th>
<th>Title</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>PSYC</td>
<td>191</td>
<td>UNIV SEM I-PSYCHOLOGY</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>192</td>
<td>UNIV SEM II-PSYCHOLOGY</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>200</td>
<td>INTRO TO DRUG &amp; ALCOHOL CNSLNG</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>201</td>
<td>INTRO TO GENERAL PSYCHOLOGY</td>
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<tr>
<td></td>
<td>206</td>
<td>APPLIED PSYCHOLOGY</td>
<td>130</td>
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<tr>
<td></td>
<td>207</td>
<td>SCIENTIFIC METH IN PSYCHOLOGY</td>
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</tr>
<tr>
<td></td>
<td>208</td>
<td>HEALTH PSYCHOLOGY</td>
<td>39</td>
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<tr>
<td></td>
<td>209</td>
<td>CROSS-CULTURAL PSYCHOLOGY</td>
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<td></td>
<td>216</td>
<td>PSYCHOLOGY OF GENDER</td>
<td>37</td>
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<tr>
<td></td>
<td>300</td>
<td>NEUROPSYCHOLOGY</td>
<td>20</td>
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<td></td>
<td>304</td>
<td>FORENSIC PSYCHOLOGY</td>
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<td></td>
<td>308</td>
<td>PERSONALITY</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>309</td>
<td>ASSMNT ALCOHOL AND DRUG ADDCTN</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>316</td>
<td>DEVELOPMENTAL PSYCHOLOGY</td>
<td>121</td>
</tr>
<tr>
<td></td>
<td>318</td>
<td>INTELL &amp; RELATED DISABILITIES</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>319</td>
<td>PSYCHOLOGY OF ADOLESCENCE</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>320</td>
<td>PSYC OF ADULTHOOD AND AGING</td>
<td>32</td>
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<td></td>
<td>322</td>
<td>ELEM STATISTICS</td>
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<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>------------</td>
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<td></td>
</tr>
<tr>
<td>323</td>
<td>ADV STATISTICS</td>
<td>76</td>
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<td>345</td>
<td>COGNITIVE PSYCHOLOGY</td>
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<td>400</td>
<td>EXPERIMENTAL PSYCHOLOGY</td>
<td>72</td>
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<td>402</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>114</td>
<td></td>
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<tr>
<td>407</td>
<td>ALCOHOL AND DRUG COUNSELING II</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>408</td>
<td>TRTMNT PLAN/RELPSE PREV A&amp;D AD</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>409</td>
<td>PROF, LEGAL/ETHICAL RESPB A&amp;D</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>410</td>
<td>SPC TPS ALCOHOL/DRUG COUNSELIN</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>413</td>
<td>PSYCHOLOGY OF LEARNING</td>
<td>74</td>
<td></td>
</tr>
<tr>
<td>416</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>72</td>
<td></td>
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<tr>
<td>422</td>
<td>HISTORY &amp; SYSTEMS PSYCHOLOGY</td>
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<td></td>
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<tr>
<td>425</td>
<td>SENIOR RESEARCH SEMINAR</td>
<td>57</td>
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<tr>
<td>432</td>
<td>INDEPENDENT STUDY</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>435A</td>
<td>PRACTICA IN APPLIED PSYCHOLOGY</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>435B</td>
<td>PRACTICA IN APPLIED PSYCHOLOGY</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>435C</td>
<td>PRACTICA IN APPLIED PSYCHOLOGY</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td><strong>2,828</strong></td>
<td></td>
</tr>
</tbody>
</table>

**C. Recruit Back**

1. The Department’s Administrative Secretary contacted all non-returning students via e-mail. The data for the new freshman cohort indicates that there were 87 Psychology New Freshmen for Fall 2018 and 70 students have pre-registered for Fall 2019 as of May 6, 2019, which were 80.5% of the original 2018 New Freshmen Cohort.

**D. Student Engagement**

1. **Student Organizations** – provide leadership and service opportunities for students.

   - Psychology Club – All Majors meet the eligibility to join the club.
   - Psi Chi International Honor Society in Psychology – Majors must have a 3.0 GPA or higher.

**E. Student Honors and Awards**
1. Practica and Service Learning

- The Department of Psychology has incorporated a mandatory Practicum Course within the Curriculum. FY 2019 - 20, there were approximately 66 students who participated in the Practicum in Applied Psychology Program. **NOTE:** The students work in various settings on campus, throughout the State of Delaware, and other states in a human service related capacity.

- The Practicum Course 435A is a 3-credit course. Psychology students must earn 120 practicum hours in a semester. 100% of Psychology Majors complete a practicum prior to graduation. However, students are encouraged to participate in 435B and 435C to gain additional experiential learning. CADC students must earn 300 practicum hours.

- Service learning offers a great deal of civic engagement and the student is learning while providing a service to an agency or organization. The Department of Psychology’s service learning opportunities are offered through the Psychology Club, Psi Chi and DSU’s Rotaract. The Practicum Coordinator will track the students hours and each student is expected to give 8-hours of service learning within an academic year.

2. Study Abroad

- The Department of Psychology had 1- study abroad student, Tiana Anderson FY 2019-20.

F. Curriculum Development and Revisions

- The Department of Psychology revised the curriculum in 2011. At this juncture, the curriculum is very comprehensive, competitive and aligned with the American Psychological Association’s expectations for undergraduate programs. Revision of the curriculum ensured that the Majors would have all necessary courses to get into a Psychology Graduate Program that has either a research or clinical orientation. The current curriculum is designed to train the students to be scholar-practitioners.

- The Department of Psychology offers a Certificate in Alcohol and Drug Counseling (CADC) Program that includes 7-courses (i.e., Introduction to Alcohol & Drug Counseling, Assessment of Alcohol & Drug Addiction, Alcohol & Drug Counseling II, Treatment Planning & Relapse Prevention for Alcohol & Drug Addiction, Professional, Legal, & Ethical Responsibilities for Counselors, Special Topics for Drug & Alcohol Counseling, and Practicum in Applied Psychology). Psychology majors can take the aforementioned courses and graduate with eligibility to take sit for the certification exam. This program is open to all other majors as well as professionals, who have a post baccalaureate degree.

- The Department of Psychology collaborated with the Department of Social Work to develop the Healing Trauma from an African-Centered Healing Approach Certificate Program. This is an online certificate program comprised of six courses with the goal to give students the opportunity to explore healing from an African-centered paradigm that is different than the mainstream worldview and values that undergird standard
therapeutic approaches. This alternative healing paradigm is designed to build resilience in children, adults and communities exposed to trauma and toxic stress.

G. Mentorship/Advisement

- The Department of Psychology offers academic advisement to all majors. Each full-time faculty member has a student caseload (e.g., advisees) from 25-30 students and they are responsible for meeting with their advisee during registrations, academic planning and career planning. The faculty members provide mentorship to each of their advisees.
- The College of Health and Behavioral Sciences (CHBS) have an Advisement Center that will ensure that no student is left behind. The Center is a strong component in keeping high retention rates for students within CHBS.

H. Professional Development

- Professional development is an ongoing process for the Psychology Major.
  - Psychology Graduates in Fall 2017 were 46; in Fall 2018 were 46. Graduation rates have increased within the last 4-years.

I. Job and Graduate School Placement

There is an Exit Survey administered to graduating seniors. The Department can verify that 65% of the graduating seniors are employed in professions related to their major and/or are attending graduate school.
Public and Allied Health Services Department
2019-2020 Annual Report

Executive Summary:

The Department of Public & Allied Health Sciences (PAHS) is housed within the College of Health and Behavioral Sciences and includes the Kinesiology, B.S. and Public Health, B.S. degree programs. The current Kinesiology curriculum recently completed its third year of full implementation and the Public Health curriculum has now been installed for four years. Curricular changes to both degree programs continue to benefit the department and its students. Overall student enrollment in PAHS has increased from the 2018-2019 academic year by 3.9% going from 280 to now 291 in 2019-2020. The obsolete degree programs including Health Promotion and Movement Science are nearly completely phased out as only two Health Promotion and twenty-six Movement Science majors remain. These enrollments are down from 11 and 101 students, respectively, during 2018-2019. While the discontinued majors decrease, the new Kinesiology and Public Health majors have shown considerable growth. Since its inception in 2016, the Public Health degree program enrollment has increased from having only four students to sixty-eight in 2019-2020. In a similar fashion the Kinesiology degree program showed a 71% increase in enrollment from the previous year going from 114 students in 2018-2019 to 195 students in 2019-2020. The growth and success of the department’s degree programs can be attributed to the diligent work of the PAHS students, faculty, and staff. A summary of their accomplishments during the 2019-2020 campaign is below.

- The PAHS internship programming has substantially improved due in large part to the appointment of Dr. Knolan Rawlins as the department’s Internship & Practicum Coordinator. In this role he has expanded the experiential learning opportunities afforded to our students by streamlining the internship onboarding processes and establishing new community partners with whom our students can intern. Partnerships have been forged with community organizations including but not limited to ALL Physical Therapy, the American Lung Association, Dover YMCA Aquatics, Delaware Department of Health & Social Services, and the Strength & Conditioning and Athletic Training units of the Delaware State University Department of Athletics. The improvement of the department’s practical courses including Capstones, will benefit our students’ professional development and more effectively prepare them for graduate school and career placement.

- The faculty and students of PAHS contributed greatly to the expansion of the department’s research portfolio during the 2019-2020 academic year. Professor Von Homer was appointed as the PAHS Research & Laboratory coordinated. In this role Von is responsible for the inclusion of our undergraduate students in scientific research. Additionally, he has created programming to mentor junior faculty with limited research or laboratory experience. This initiative has resulted in research agendas being established by nearly all faculty members and has increased the volume of scholarly products being synthesized by our students. In collaboration with the Department of Athletics, plans have been developed to open the Human and Sports Performance Laboratory. This new space will utilize innovative technology to investigate variables
such as balance and neuromuscular control to improve performance and reduce injury risk across various populations of humans.

- The DSU/PAHS Food Pantry had its most impactful year since opening on DSUs campus nearly five years ago. The Food Pantry has grown from a walk-up window in a storage closet to larger walk-in space resembling a store that offers items including meat, dairy, bread, water, and toiletries to members of the DSU community that are in need. PAHS faculty member, Dr. Amy Gootee-Ash coordinates the Food Pantry activities and has strategically procured grant funding to support its operations. Through these awards Dr. Gootee-Ash has been able to fully stock the pantry while also acquiring equipment such as shelving and a commercial refrigeration unit. Volunteering in the Food Pantry also provides valuable service learning and research opportunities to our students. Public Health students volunteered to distribute food to DSU students and family in need during the COVID-19 pandemic. Impressively, this effort resulted in approximately 5,200 pounds of food being disbursed to over 60 families in need.

- Through the efforts of PAHS faculty, Dr. Megan Rothermel, Delaware State University maintained its Silver Campus status with American College of Sports Medicine and the Exercise is Medicine On Campus Committee (EIM-OC). Silver campuses focus on education to ensure that knowledge of the importance of physical activity to health is shared and incorporated into campus life. The DSU Kinesiology degree program was recognized by ACSM in a virtual ceremony as an Outstanding Program on May 30, 2020.

- Upload the completed KPI 1&10 Excel spreadsheet – PLEASE SEE ATTACHMENT

Attached Files

KPI 1 and 10 CHBS 2020.xls

Unit Initiatives:

- Accomplished in this cycle
  - Obtained grant funding for Athletic Training Mentorship Program (Gomez)
  - Plans were made to implement experiential learning activity in KINE 461 Introduction to Musculoskeletal Injuries and Rehabilitation course (With Engineer Early STEM non-profit) (Gomez)
  - Guest trainer from EPA contracted to show data driven overlays in ATLAS to determine population needs relative to food disparities. (Gootee-Ash)
  - Invited and organized New York University’s suicide awareness training for faculty, student services, staff and students. (Gootee-Ash)
  - Designed & completed online curriculum for the following PUBH and KINE courses: (Gootee-Ash, Gupta, Kuperavage, Rawlins)

PUBH 205 – Foundations of Public Health

PUBH 234 – Global Health

PUBH 236 – Substance Use & Abuse
PUBH 330 – Introduction to Chronic Diseases

PUBH 331 – Observation & Fieldwork

PUBH 333 – Infectious Disease & Injury

PUBH 402 – Environmental Health

PUBH 432 – Health Practicum

KINE 265 – Research Design

KINE 483 – Senior Capstone I

KINE 484 – Senior Capstone I

- Offered community and students from DSU training from the Department of Public Health Chronic Disease Self-Management Program (Gootee-Ash)
- Council of State and Territorial Epidemiologists presentation (Gupta)
- Use CDC Wonder, SEER stat, BRFSS, PRAMS public health data sources on disease morbidity and mortality for students to analyze and present. (Gupta)
- Provide consult to junior investigators and researchers in epidemiological content through ACCEL Biostatistics and Epidemiology core. (Gupta)
- Service to community through collaboration on two national COVID-19 projects (Gupta)
  - Telehealth and health equity
  - Compile and analyze National COVID Cohort Collaborative (N3C) dataset for epidemiological analyses and predictive modelling.
- Orthotic and Prosthetic Alliance Governmental Lobbying Committee: Assist with creating policy and government standards for care protocols in the field of Orthotics and Prosthetics (Homer)
- Continued education by completing courses in business analytics/data science from Business Science University online. (Kuperavage)
- Served as the NSCA State Director for Delaware and as American College of Sports Medicine (ACSM) Group Exercise Instructor Committee Member (Olsen)
- Designed faculty training check list and curriculum as founding member of the Digital Learning Initiative (Rawlins)
- Wesley College Master of Occupational Therapy Advisory Board member (Rawlins)
- Attended Temple U Faculty Conference on Teaching Excellence (Rothermel)
- Member of planning committee for 2019 SHAPE Annual Conference (Shorter)
- Executive Director SHAPE Delaware (Shorter)
  - For academic units, include curricular changes approved by Faculty Senate, General Faculty, Provost and President.
  - Any Centers opened in your unit
  - Any major programs/events/conferences your unit presented or participated in this past year
  - Any research involving members of your unit
  - Any student events your unit supported
  - Any accreditation related activities
- New agreements involving your unit
- Planned for next cycle
  - Plan and take initial steps toward adding a Master of Public Health degree program
  - Establish Human & Sports Performance Laboratory (Homer & Mason)
  - Offer Public Health degree program fully online (Gootee-Ash, Gupta, Mason)
  - Incorporate the R/Exams package into Biomechanics to produce automated assignments or exams. (Kuperavage)
  - Participate with Delaware Farm & Food Policy Council on state initiatives (Gootee-Ash)

Presenting at Diversity in Aquatics and at the Adapted Physical Education National Standards (APENS) conferences (Rawlins)
Social Work Department
2019-2020 Social Work Department

Executive Summary:

Academic Year 19-20 was a very active year for the Department of Social Work. We had three Faculty retire, our field director resigned and as a result of that and accreditation, we had eight new hires in the Department that brought with them good ideas and good energy.

We were up for reaffirmation of both the BSW and MSW programs with our accreditors, the Council on Social Work Education(CSWE). We submitted our materials on 8/1/20, we had our site visit at the end of February, and are awaiting the results of the decision in mid-June. We met all but one of our benchmarks in all of our programs except one small one in the MSW 2nd year in Wilmington.

Our programs continue to increase in size, especially the MSW online. We won two awards for our online MSW, which includes one of the least expensive and one of the best. We have started to review and revise the curriculum, we are part of the new Trauma Certificate and hope to bring a new certificate forward this year in domestic violence.

We had a very large graduating class, almost 100 between both programs. These graduates are the first class ever in the state of Delaware that needed to obtain a license from the State of Delaware in order to work in their chosen profession. We prepared and provided a licensing prep class that we hope to provide every year.

Attached Files

Annual Report Social Work.docx
KP 1 and 10 Social Work.xls

Unit Initiatives:

Accomplished in this cycle

- We signed an update Connected Degree with Delaware Technical Community College
- We submitted our self-study for reaffirmation with CSWE for both the BSW and MSW Programs in August of 2019, our site visit was in February of 2020, and our decision is due back to us from the Commission of Accreditation in the middle of June. The reaffirmation process usually takes three years to prepare for adequately, the Program started preparing in March of 18 rather than Spring of 16, but we did the best we could based on the time frames.
- We onboarded eight new full-time staff and Faculty, 11 new adjuncts, and three new faculty liaisons. Completed one faculty search and have two searches pending.
- We held our 2nd annual adjunct orientation in July 2020
- Along with Psychology, we were approved to offer a new online certificate program in Trauma. The first class was offered in Social Work in the Fall of 19. The certificate is 18 credits and will also be offered for continuing education units as well.
- We were scheduled to offer a licensure prep class for students and alumni, funded through Title III. Due to Covid-19, this was postponed.
- Thomas had a funded ACEL grant for the last academic year. She presented her findings in presentations and in publications that were submitted.
- We approved two new BSW courses Intro to Trauma and Spirituality and Social Work.
- We will move forward on a BSW program online next year, courses are being prepared to move online right now.
- Moved the MSW program to completely hybrid in the face to face program
- The MSW will now run for 12 months, allowing students to take classes in the summer and end earlier based on student requests.

Planned for next cycle

After the reaffirmation documents were submitted, we broke our Program up into curriculum areas Policy, Research, Practice, Human Behavior, and Field. Faculty self-selected into the committees to look at extensive curriculum revision since the last revision is over a decade old. We are still working on this project, but it includes:

selecting as many Open Access books and texts under $50 as possible.

Encompassing all the required CSWE Competencies

Changing assignments, selecting a new assessment plan for the assignments.

Include new content such as trauma and brain functioning

Select and start new specialties (concentrations) in the MSW program beyond the Advanced Generalist that we currently offer.

Offer a minor in social work

Offer a minor in social justice.

Lay the groundwork for implementing a new continuing education program

Develop a new certificate program in Domestic Violence

CHESS (College of Humanities, Education, and Social Sciences)
2019-2020 Annual Report
Executive Summary:
The College of Humanities, Education and Social Sciences is committed to excellence in undergraduate education and has increased its opportunities in research, experiential and service-learning, study abroad experiences and professional development through alumni mentoring and membership in industry or professional organizations. Faculty continues to have engagement around placing emphasis on meeting Key Performance Indicators (KPI’s) to ensure that our students are workforce ready. COVID-19 and the migration to online learning presented a number of challenges but faculty viewed this as an opportunity to embrace technology and the learning management platform in different ways.

In the report that follows, we highlight enrollment and retention success, faculty engagement in high-impact teaching, the use of technology, research and scholarship, curricula changes which not only align with a demand for workforce readiness but enhance the academic experiences for our students, COVID-19 related successes, 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.

LANGUAGES & LITERATURES
The department provides instruction in language, composition, speech, and humanities for the General Education program, for the teacher education program and instruction in the liberal arts program.

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.

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 environment, colleges, universities, and language institutes.

Dr. John Balzarini giving a talk on neighborhood gentrification at the department colloquium series

Dr. Tutu presenting a great study abroad opportunity to students

Dr. Tutu giving a talk on health literacy at the department colloquium series

Delaware state police gave a talk to students from the department

Attached Files
KPI 1 and 10 CHESS 2020.xls

Unit Initiatives:
Department of Education

- Accomplished in this cycle

  o For academic units, include curricular changes approved by Faculty Senate, General Faculty, Provost and President: in Fall 2019, the Early Childhood Education program was approved to revise the scope and sequence of their curriculum to omit Math for Teachers 2 and 3 (designed for elementary education majors) and replace with an early childhood education STEM course and an additional literacy course

  o Any Centers opened in your unit: none

  o Any major programs/events/conferences your unit presented or participated in this past year:

    o Rouser and Rathee: Travel to Changchun, China to develop partnership between universities for EdD program cohort, scheduled to launch in 2020, pending decisions around COVID.

    o In summer 2019, a professional development training was hosted by Dr. Timmons for mentor teachers from various K-12 schools throughout the state of Delaware. The Mentor Teacher Institute is designed to provide coaching and mentoring skills to teachers working with preservice teachers. The trainings were held in EH 109.

    o In fall 2019, Dana Bowe, 2019 Delaware Teacher of the Year, was a guest presenter at a special program for all education majors. Ms. Bowe shared her belief that every child, no matter their native language, socioeconomic background, or disability, deserves an education that is most appropriate to their needs so that learning is maximized. The event was held in the EH Theater.

    o In fall 2019, the Education Dept. hosted students from the Teacher Academy of three school districts. The Teacher Academy is a pathway for high school students to become educators. Students, faculty members and the Dean of the College were invited to speak to the students and inform them of the rewards of entering the education field. These students were also given a campus tour and were able to have lunch in the campus cafeteria with college students.

    o Any student events your unit supported: In Fall 2019 the first Meet and Greet in Delaware was held at DSU. 16 or 19 Delaware school district Personnel Directors (along with other administrators from their district) attended and did on the spot “interviews” with DSU juniors and seniors; the event took place in the EH Building lobby area where high tables were set up and students made their way around for brief discussions with districts of interest; they left their resumes and more than that they left a very strong impression of DSU grads with the districts.
Educator Pride Month was interrupted by COVID. Convening of 200 K-12 educators scheduled for late March had to be cancelled. Focus: Culturally Responsive Pedagogy and it was accompanied by a panel of black male educators – to be rescheduled and may have to be flipped into an online series, TBD.

Pierre/Curriculum Updates: began updating the Multicultural Education course curriculum (EDUC 318) to incorporate a field experience component. This is aligned with current research that supports clinically-based teacher education that consists of quality experiences in a clinical setting. Pilot planned for Fall 2020.

Professional Development: Drs. Rouser, Gautam, Timmons attended three-part training with Dr. Erick Witherspoon, presenting at University of Pennsylvania from October through December 2019 Educational Leaders Building Equity Through Cultural Proficiency

Phillips: HBCU Digest Podcast, online course development approvals by consultants

COVID 19: The department pulled together for students amidst the uncertainty caused by the COVID 19 crisis. During this time teachers routinely used the Blackboard Learning Management System (LMS) for weekly updates, grading, testing, assignments, discussion forums, and for synchronous learning experiences. In addition, the faculty used other tools such as Zoom and Teams for engaging with both students and each other to keep communications streams active. Early on faculty reached out to students to learn of their online readiness and rallied together with DSU administration to ensure students had the tools they needed to succeed, as a result there has been only one reported incident of a student who reported that they had technology issued that prevented them from completing their coursework (that was due to a late semester issue that surfaced). Students were on Spring Break at the time of the transition to remote learning, many did not take books home so faculty sought OERs and other means to ensure that all students had the necessary materials to succeed in class. Dr. Yoon created lab kits for students to be able to do labs on their own at home.

Department of History

The Department (and Africana Studies) has continued to co-sponsored university trips the National Museum of African American History and Culture (NMAAHC) in Washington, DC. In fall 2019, we took two busloads of students to visit the museum. Since 2017, we have initiated multiple trips and taken over 400 DSU students, faculty and staff. In addition, in 2018, several people from UD drove down to Dover and joined us. Under the leadership of Professors Kimeu Boynton and Charlisa Edelin, 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, they take students to industry events, including one that featured Al Sharpton this academic year.

In fall 2019, the department supported student trips to ASALH meeting in South Carolina and the NMAAHC (Silver,Patterson, Solola) in Washington, DC. The ASALH trip was graciously
funded through a private $4,000 donation that was facilitated through the network of Dr. Anton
House. Drs. Patterson, House, and Ms. Solola accompanied the students on the trip.

In addition, this year, the department coordinated an internship opportunity with MercyCorps
through a new initiative. This partnership will ensure that 1-2 DSU students are placed in
internships each year. The initial intake was postponed from spring 2020 due to the pandemic
and will resume when things are safe again.

Finally, Dr. Silver, through the Howard Hughes Medical grant, is providing modest stipends to
faculty to undertake online teaching seminars over the summer.

Department of Languages & Literatures

1. Accomplished in this Cycle
2. Overview
3. Weekly Updates – Attached please see the “Weekly updates” document. A weekly update
   newsletter for department faculty was implemented in early February. The attached document
   includes all weekly updates and provides data on the weekly progress and updates within the
derpartment.
4. Creation of Special Topics Pilot Courses for World Literature II and African American Literature II.
   Special Topics sections that were offered are listed below:
5. ENGL 202s – World Literature II: The Underdog Writes Back: Protest, Global Citizenship and
   World Literature (Dr. Susmita Roye)
6. ENGL 202f – World Literature II: Short Fiction of the World (Dr. Sandra Sokowski)

iii. ENGL 206B – African American Literature II: Black Male Matters (Dr. Ordner Taylor)

1. Creation of new cross-listed elective course ENGL/WMGS
2. ENGL/WMGS 380 – Women in Biblical and Mythological Literatures (Dr. Myrna Nurse)
3. Revision of Composition and Speech Program - The Composition and Speech program was
   revised, and the new program will be piloted fall 2020 semester.
4. Currently, students take: ENGL 101, ENGL 102, and ENGL200 (9 credit hours). The new series
   includes four courses that are two-credit hours each and run in 8-week sessions (8 credit hours
   total): ENGL121, 122, 123, 124.

   1. The courses are 4 contact hours per week (as the courses are 2 credit hours but conducted in
      accelerated sessions). The course schedules show meetings 3 times per week in the traditional
      MWF or TR time blocks. The fourth contact hour will be self- paced and digital and not
      constrained to a time block.

iii. The new course series integrates Composition and Speech objectives and now also
    includes digital literacy objectives.

2021. This fall, instead of enrolling in ENGL 101, a student can instead enroll in ENGL 121 (first
8 weeks) and 122 (second 8 weeks). They will be able to complete 123 and 124 in Spring 2021.
They will NOT have to take ENGL 200 (Speech) their sophomore year as this series will fulfill that
requirement.
The English Language Institute (ELI) has continued to grow with our highest enrollment yet this past academic year. Partnerships with Chinese Universities will now see the ELI expanding and being offered abroad at potentially several institutions.

While the pandemic will delay the launching of in-person instruction in China, it is anticipated that these developed partnerships will go into practice this fall semester via online instruction.

DSU Establishes Two New Agreements with China

1. Any major programs/events/conferences your unit presented or participated in this past year
2. English Learner Professional Development Workshop – The Department of Languages and Literatures hosted DDOE for the English Learner Professional Development Workshop series. This was a series of four full-day workshops throughout the academic year. We were able to successfully host two of them, but the dates scheduled in March and May had to be cancelled due to the pandemic. This event brings K-12 educators and administrators throughout the state to learn how to better (and best) serve English Language Learners throughout the state. Over 150 participants were present for each session. In addition to participating in the workshop we were able to recruit several new applicants to the MA TESOL program through this event.

1. Delaware Shakespeare – The Department of Languages and Literatures hosted Delaware Shakespeare on campus last fall for a performance of Romeo & Juliet that was offered free to the University and the community. The event was very successful and two shows were offered. Delaware Shakespeare has since reached out to continue our partnership providing opportunities to our theater program students.
2. Any student events your unit supported
3. November Culture Exhibition – In November, Ms. Tina Petrovic directed the annual Culture Exhibition for the University community. This event provides an opportunity for international students (and faculty) to share their culture with the DSU community through performance, presentations, food, and more. The event was particularly successful this year with a greater diversity of participants.

1. New agreements involving your unit
2. The Department of Languages & Literatures has established an Assurance Agreement with DDOE and University of Delaware for dual-enrollment offerings for dual-language immersion students in the state. In 2012, the state of Delaware began implementing dual-language immersion (DLI) instruction programs in which K-12 students spend half their day studying in English and the other half studying through a target language (Spanish or Chinese). The current oldest cohort of DLI students are completing 7th grade. The state curriculum was developed K-8. This past year Dr. Bluemel served on a statewide group to develop the 9-12 DLI curriculum. Students will enroll in the AP language course in 9th grade, and then enroll in college dual-enrollment courses grades 10
through 12. This agreement is substantial as DSU will enroll hundreds of new students in the language program through dual-enrollment beginning as early as AY2022.

1. Adaptations to Coronavirus Pandemic Closure – In adapting to online crisis-learning during the spring semester due to the COVID-19 pandemic, the Department of Languages and Literatures (DLL) instituted several key practices to ensure student and faculty success. A key accomplishment was managing all students individually in the department. The department offered 169 course sections Spring 2020 semester, serving thousands of DSU students. DLL tracked each student individually who either self-reported, or was reported by faculty of struggling due to the circumstances. These students were then followed up with regularly and individually by instructors and the department administration team to support students not just academically, but in any way they needed support. To accomplish this, and to monitor and ensure faculty status, a weekly faculty check-in was instituted. This check-in data is attached to this report. Weekly student forums were also held for all students enrolled in courses in the Department of Languages and Literatures. Further, faculty supported one another, with several lead faculty with experience and expertise in digital instruction, supporting colleagues with prior limited experience in online learning. Overall, the department was very successful in serving the students and adapting to the COVID-19 crisis.

1. Planned for next Cycle
2. For academic units, include planned curricular changes
3. At the conclusion of spring semester on May 18th and 19th the Department of Languages and Literatures held a retreat to evaluate AY2021 and to establish AY2021 Objectives and Goals. Detailed below are the department committee objectives for AY2021.

**Department of Mass Communications, Visual and Performing Arts**

**Music Program**

The Music Department has continued to perform in various locales for numerous dignitaries. Our students have also attended several professional performances and had the ability to learn from and collaborate with professionals in the field.

- Music Education majors Casey Artis and Kelsey Oldland attended the Collegiate Advocacy Summit and Hill Day for the National Association for Music Education (NAfME) in Washington, D.C.
- On February 27 the DSU Program hosted a middle school/high school choral workshop. 45 students from the community attended and were instructed by Dr. Derrick Thompson.
- Sophomore BA in Music major Jaden Adkins won the Music Teachers National Association State Solo Competition in the brass division. Jaden was the youngest state representative to compete in the Eastern Divisional round.
- Dr. Carla Becker won the 2019 Delaware State University Excellence Award in Teaching. She presented a session titled Children’s Games, Songs, and Drumming from Ghana at the Delaware
Music Educator’s conference on October 11 and a session titled Dalcroze and Yoga, What? at the New Jersey State Music Education Conference in February. She was invited to present Representative Pedagogies--Hip Hop Expressions at the Association for Popular Music Education’s 2020 Conference in Detroit and Troubling the Standard Idea of Success at the University of Delaware.

During the summer of 2019, Music Technology Specialist Marty Denson performed as a guest keyboard player and performer with Mike Hines & the Look, a popular band in the Delmarva area.

Dr. Frank Gazda presented a clinic titled Low Brass Basics at this October’s Delaware Music Educator’s convention. Dr. Gazda’s arrangement of The Dreidl Song and O Chanukah was published by Cherry Classics Music in Vancouver, Canada. Dr. Gazda also served as an adjudicator for the Delaware Music Educators Association Solo/Ensemble Festival held on February 8, 2020.

In June of 2019 Bravo Brass, the brass ensemble of the Philadelphia Youth Orchestra, performed three of Dr. Patrick Hoffman’s works; an arrangement of the Kyrie from a Requiem Mass by Tomas Luis de Victoria, Dr. Hoffman’s original work City of Light, and a new commission by Dr. Hoffman, entitled Bravos. In December Dr. Hoffman performed Handel’s Messiah with the Choir School of Delaware in a period instrument orchestra (using instruments from the 1700’s).

Dr. Derrick Thompson presented a clinic at the annual Delaware Music Educator’s conference on October 11. He also has been touring the region, presenting clinics and working with choirs at a variety of high schools, including McKean High School - Wilmington, DE, Smyrna High School - Smyrna, DE, I.C. Norcom High School - Portsmouth, VA, Woodrow Wilson High School - Portsmouth, VA, Radford High School - Radford, VA, Brookville High School - Lynchburg, VA, and Patrick Henry High School - Roanoke, VA.

Dr. David Tolley was the music arranger, orchestrator and music producer of the soundtrack for Alone in America, an Immigrant’s Story which was nominated for a 2019 Emmy award for best animated movie Dr. Tolley’s musical Madam of the Atom (Book and lyrics by Harry A. Fawcett, Music by David L. Tolley) was selected by the New York Musical Festival 2020 as a finalist out of over 150 worldwide submitted musicals.

**Mass Communications Program**

The Mass Communications Program has fast become one of the most technically advanced Program on DSU’s campus. The Program uses DSU issued iPads and MacBook Pros to create professional level packages including DSU’s first annual virtual graduation. Here is a snapshot of the initiatives we completed this year:

- Mass Comm students played an integral role in the marketing and video production/packaging for Deep Day. It is our hope that this will become an annual interdisciplinary collaboration
- Renee’ Marine attended and presented at several conferences: Academic Chairperson Conference, DAWN ACE Leadership Conference and the HBCU Summit on Retention
- May 2020, Zachary Kimball and Marty Dennis worked with Dean Francine Edwards to produce DSU’s first annual virtual graduation, which received an outpouring of positive feedback
- Senior Capstones included industry professionals that spoke to more than 100 students
- Myna German received a grant from Brandeis University to teach a course in Journalism and Democracy
- Students broadcasted the entire Fall 2019 football season on ESPN 3
Art Program

The Visual Arts Program has worked to rebrand itself in this digital world. It has developed a robust Instagram page and an online gallery located at http://art-dsu.com/. The online gallery was so well received that it may become a permanent fixture in our Program. Here are some highlights from the year:

- Professor William Colbert’s art show, Relics & Lessons, was featured at the Biggs Museum of American Art during Black History Month
- The Art Center Gallery hosted the scholastics art competition this past winter, and many 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.
- Additionally, the Gallery hosted the Delaware State Employees’ art competition which brought several hundred visitors to DSU’s campus and art gallery.
- While the annual Senior Capstone Art Show could not be held in person, the art department created an online gallery to showcase student work at http://art-dsu.com/ The online gallery was so well received that it may become a permanent fixture in our Program.

Department of Sociology and Criminal Justice

Accomplished in this Cycle:

1. Curriculum: MA in Justice Studies has been planned and it has been approved by the Faculty Senate and General Faculty. As soon as we receive approval from the Provost, we will begin the implementation planning. The department is in the process of planning an Inside-Out Prison Exchange Program.

2. Two ad hoc committees were created per the department’s by-laws: (1) Research Committee: with the purpose of evaluating the Department’s research capacity, promoting research activities, and reducing research bottleneck at the department level. During the year, the committee performed a SWOT analyses. The analysis reviewed the various strengths, weaknesses, opportunities, and threats to faculty’s research efforts. The full report was presented to the department on December 13th, 2019. The committee was responsible for the newly created department’s research Colloquium Series. Led by Dr. Goodman and Dr. Whittle the department hosted three research colloquium events. The first featured Dr. Balzarini and his research on the symbolic boundaries used by landlords in tenant selection. The second featured Dr. Tutu on health literacy. The final colloquium featured Dr. Parker and Mr. Boynton discussing the juvenile justice system and the need for reform. Four additional colloquium events were scheduled but were cancelled due to COVID-19. (2) Technology, Media, and Outreach committee: The purpose is to showcase our scholarship, pedagogy, and department activities including the Criminal club activities, National Organization of Black Law Enforcement Executives activities, and Graduate and Law School roundtables through effective outreach practices. During the academic year, the committee accomplished the following: (1) Social Media Presence: The committee made it a priority to increase its Social Media footprint, both with our students and campus wide. Through the hard work of Dr. Goodman, the committee created a Facebook page and an Instagram (hereinafter “IG”) account. As most of our students use IG, it
became a very effective way to communicate with our students and disseminate department, university, and outside information. At last count, we have 195 followers on Instagram. Over the past year, we have posted sixty-six pictures on IG and many to Facebook as well.

These have included pictures of departmental and student events, flyers and information related to sociology and criminal justice. Our students have been given instant access to information; most often at their fingertips. (2) Department Events/Activities: Nearly every department event has been advertised on our social media pages. In addition, with the help of our student workers, events photos are quickly uploaded to our accounts. The student workers have given invaluable assistance to the committee. We have also advertised and covered guest speaker events for department sponsored organizations. We have also notified our students about campus events that may be of interest to our students, including workshops, forums, law studies events and so on. (3) DSU eNews: The committee has worked with the University’s marketing personnel -- taking advantage of the eNews service -- to post and advertise department events to the greater campus community. (4) COVID-19 Crisis: Being connected and having ready access to information is more important for our students now, than it has ever been in the past. Because of the committee’s earlier efforts to create and sustain a social media presence, most, if not all of the information related to the transition to online learning has continued to be posted on our social media accounts. This has served our students well throughout the second half of the spring semester. We recently hosted a Webex Student Forum and we continue to post inspiring and uplifting messages to our students scattered around the country. We continue to encourage our students to stay in touch with their professors and share their experiences on our IG account as well.

3. Student Professional Development activities – The department launched professional development activities, especially for the graduating seniors. The activities included resume and CV building, interview preparation, job search, submitting quality writing samples, and internship opportunities. This was led by Dr. Laurin Parker.

4. Study Abroad being organized. Dubbed “The Chang Trip,” the department is organizing a study abroad trip to Ghana in December 2020 on the topic: Culture, Health and Justice in Ghana.

5. Assessment: The department worked to streamline the assessment process. This included reviewing the program goals and learning objectives, identifying ways to reduce the number of each without losing substance in order to make the assessment process more sustainable, updating the curriculum map for each degree program to confirm the curriculum maps align with course objectives from syllabi, and completing a rubric for assessing each student learning measure to make sure they align with existing university rubrics.

6. Student access to technology and high speed internet survey – After the news that spring 2020 courses would migrate to online instruction, the department surveyed currently enrolled students in both introductory and advanced courses to assess their access to technology and high speed internet. This included survey questions to assess what types of devices students had access to for completing work and whether students had dependable high-speed internet service outside of a data plan for their cell phone. Results of the survey were discussed during the department’s final in-person faculty meeting. This was led by Dr. Kevin Ralston.
Planned for next cycle

1. **Curriculum:** The Department will begin the planning of the implementation of the MA in Justice Studies program.
2. **Assessment:**
   3. a) The department intends to pilot the new assessment rubric for all department courses during the fall 2020 semester if approved by the department and assessment office. This will allow for feedback from faculty to ensure everyone uses the rubric in a similar manner to assess student learning.
   1. b) The department will create an assessment plan for the new graduate program as the permission to implement moves forward.
   2. c) The department will continue to work with the various faculty who include or will include the use of e-portfolios in their courses.
   3. d) The department will continue to ensure that data is collected for the specific parts of the assessment process, including department specific course data, ADCS rubric data, and senior surveys. The committee will incorporate the data into the yearly reports (Annual Review, Pre-Post, KPI Spreadsheet, and Senior Survey Report).
3. **Research:** The faculty will continue their respective research agendas. The research colloquium series will be continued.
4. **Outreach:** It is the goal of the department through the Technology, Media, and Outreach committee to:
   a) Continue to engage with our students over the summer months. This will allow us to stay connected as our students deal with issues related to being away from campus. We would like to grow our social media footprint even more and engage with other stakeholders both on and off campus.
   b) Fast track request for the repair and maintenance of media and technology in our Delaware Hall classrooms. This will allow department faculty to enhance their learning environments. In addition, department guests and students will have ready access to working media equipment for presentations and events.
History, Political Science, and Philosophy Department
2019-2020 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.

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 fall 2019, we took two busloads of students to visit the museum. 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. Law Studies is also very active. Under the leadership of Professors Kimeu Boynton and Charlisa Edelin, 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 two Praxis training courses 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 tenure-track 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.[1]

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. In addition, she took on the leadership of the Howard Hughes grant in 2019. This academic year, Dr. Susan West served in the leadership team of the university’s 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 for the President.

Attached Files

KPI 1 and 10 CHESS 2020.xls

Unit Initiatives:

Our department and our minors educate students from across campus and provide a myriad of programs. For instance, in recent years, HPSP and Africana Studies has co-sponsored university trips the National Museum of African American History and Culture (NMAAHC) in Washington, DC. In fall 2019, we took two busloads of students to visit the museum. Since 2017, we have initiated multiple trips and taken over 400 DSU students, faculty and staff. In addition, in 2018, several people from UD drove down to Dover and joined us. Under the leadership of Professors Kimeu Boynton and Charlisa Edelin, 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, they take students to industry events, including one that featured Al Sharpton this academic year.

In fall 2019, the department supported student trips to ASALH meeting in South Carolina and the NMAAHC (Silver, Patterson, Solola) in Washington, DC. The ASALH trip was graciously funded through a private $4,000 donation that was facilitated through the network of Dr. Anton House. Drs. Patterson, House, and Ms. Solola accompanied the students on the trip.

In addition, this year, the department coordinated an internship opportunity with Mercycorps through a new initiative. This partnership will ensure that 1-2 DSU students are placed in internships each year. The initial intake was postponed from spring 2020 due to the pandemic and will resume when things are safe again.

Finally, Dr. Silver, through the Howard Hughes Medical grant, is providing modest stipends to faculty to undertake online teaching seminars over the summer.
Integrated Studies (B.S.)
2019-2020 Annual Report

Executive Summary:

The Integrated Studies (INST) program entered its 8th year of operation in May 2019. The program continues to serve a mixture of external and internal transfer students, along with a significant number of student-athletes. During this reporting period, INST added six (6) members of the DSU women's basketball team. Dr. Akwasi Osei, associate dean for CHESS, provides oversight for the program and serves as the signature authority for administrative issues.

The program continues to enroll students in there in the two required courses – INST 395 Theories and Methods In Integrated Studies and INST 495 Integrated Studies Senior Capstone. The program director has instituted several changes to the courses to improve student learning outcomes (SLO).

The program averages an 80% graduation rate. It contributes to the overall four and six-year graduation rates of first-time, full-time students who started at the University—not having the option of the INST program may have resulted in several of those students not attending or transfer out of the institution. It would be essential to analyze the data to determine the effect of student decision to leave the institution in turns of student metrics and revenue loss.

Attached Files
KPI 1 and 10 INST 2020.xlsx

Unit Initiatives:

- Accomplished in this cycle
  - National Summer Institute on Learning Communities at The Washington Center, Evergreen State College, Olympia, Washington: Team leader to revise the first-year success course curriculum in the general education program.
Courage to Trust in Uncertain Times: Faculty Members Lived Experiences of Relationship and Trust in the Academy. *21st Annual Global Conference for International Leadership Association (ILA)*, Ottawa, Canada. October 2019

Co-Presenter. Black Women College Faculty Leading the Career Transition for Student Scholars. *21st Annual Global Conference for International Leadership Association (ILA)*, Ottawa, Canada. October 2019


Director – Served as a member of the Faculty Senate General Education Committee; Chair of the University Seminar Redesign Committee which was adopted by the Council of Chairs, Faculty Senate and General Faculty.

Director – Served as a Member of the Liberal Studies BA Plan and Plan of Implement Committee which was adopted by the Faculty and the Board of Trustee.
## Student Interdisciplinary Topics – May 2020 Graduates (N=16)

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Focus Area 1</th>
<th>Focus Area 2</th>
<th>Faculty - FA 1</th>
<th>Faculty - FA 2</th>
<th>Topics</th>
</tr>
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<tbody>
<tr>
<td>Albury</td>
<td>Breania</td>
<td>Psychology</td>
<td>Biology</td>
<td>Janeese Brownlow</td>
<td>Murali Temburni</td>
<td>The Impact of Hormonal Imbalances in The Sleep Cycle on The Mental Health of College-Age Students</td>
</tr>
<tr>
<td>Bynum</td>
<td>Nigel</td>
<td>Kinesiology</td>
<td>Sports-Management</td>
<td>Knowlan Rawlins</td>
<td>Candy Young</td>
<td>Coaches Injury Prevention on Collegiate Athletes</td>
</tr>
<tr>
<td>Castell</td>
<td>Justin</td>
<td>History</td>
<td>Political Science</td>
<td>Niklas Robinson</td>
<td>Ifeyinwa Udezulu</td>
<td>The Negative Impact of Governmental Policies on Immigrants in the United States</td>
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<tr>
<td>Culler</td>
<td>Khalia</td>
<td>Education</td>
<td>Psychology</td>
<td>Yvette Pierre</td>
<td>Marcille Sewell</td>
<td>The Influence of Poverty on Children’s Educational and Psychological Outcome</td>
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<tr>
<td>Cunningham</td>
<td>Tyler</td>
<td>Kinesiology</td>
<td>Biological Sciences</td>
<td>Christopher Mason</td>
<td>Cynthia Van Golen</td>
<td>The Lack of Injury Prevention Knowledge on the Rise of Elbow Injuries in Baseball Athletes</td>
</tr>
<tr>
<td>Dupre</td>
<td>Moses</td>
<td>Management Infor Sys</td>
<td>Sports-Management</td>
<td>Charles Fletcher</td>
<td>Matthew Fortune</td>
<td>The Effects of Fraud &amp; Corruption in Businesses &amp; Sports Organizations</td>
</tr>
<tr>
<td>Hawkins</td>
<td>Nicholai</td>
<td>Mass Communications</td>
<td>Philosophy Ethics</td>
<td>Charlisa Edelin</td>
<td>Stephen Taylor</td>
<td>The Unethical Practices of TV Advertisements in Partnership with Corporations that Harm Consumers</td>
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<td>Ikechi-Konkwo</td>
<td>Dawn-Noella</td>
<td>Psychology</td>
<td>English</td>
<td>Christine Charvet</td>
<td>Natalie Belcher</td>
<td>The Effective Integration of Drama into the Cognitive Behavioral Therapy of School-Aged Children</td>
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<td>Johnson</td>
<td>Devonte</td>
<td>Education</td>
<td>Psychology</td>
<td>Yvette Pierre</td>
<td>Marcille Sewell</td>
<td>The Effects of Divorce on Early Childhood Cognitive Development on Ages 2-5</td>
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<td>Mcmullin</td>
<td>Avery</td>
<td>Physical Education</td>
<td>Sports Management</td>
<td>James Fennemore</td>
<td>Candy Young</td>
<td>Lack of Physical Education in Elementary Curriculums, and its Impact on Children’s Health and Social Skills</td>
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<tr>
<td>Miles</td>
<td>Corey</td>
<td></td>
<td></td>
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<td></td>
<td>The Media's Representation of Women</td>
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<tr>
<td>*Moli</td>
<td>Anetelea</td>
<td>Psychology</td>
<td>Criminal Justice</td>
<td>Gwen Scott Jones</td>
<td>Kevin Ralston</td>
<td>Effects on Mental Health on Incarcerated Individuals from Solitary Confinement</td>
</tr>
<tr>
<td>Sharpe</td>
<td>Alycea</td>
<td>Psychology</td>
<td>Education</td>
<td>Padmini Banerjee</td>
<td>Yvette Pierre</td>
<td>The Negative Impacts of Repeating a Grade Has on School-Age Children</td>
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<tr>
<td>Swaby</td>
<td>Donniesha</td>
<td>English</td>
<td>Education</td>
<td>Vesta Viddy</td>
<td>Yvette Pierre</td>
<td>The Stereotyping of African American Vernacular (Ebonics) and Its Impact on the Achievement Gap for African American Students In Secondary Schools.</td>
</tr>
<tr>
<td>White</td>
<td>Joseph</td>
<td>Psychology</td>
<td>Criminal Justice</td>
<td>Gwen Scott Jones</td>
<td>Laurin Parker</td>
<td>Mental Health Effects on The Individual, The Police Officer, and African American Community Resulting From Police Brutality</td>
</tr>
<tr>
<td>Woah-Tee</td>
<td>Allakatee</td>
<td>Chemistry</td>
<td>Psychology</td>
<td>Weiping Song</td>
<td>Padmini Banerjee</td>
<td>The Detrimental Chemical Effects of Love Addiction on Adolescence Mental Health</td>
</tr>
</tbody>
</table>
December 2020 Graduate (1)

Planned for next cycle
  - Due to the COVID-19 pandemic, the University moved to an online instructional delivery format. The director is enrolled this summer in the Online Course Conversion to transform the current courses to an online course delivery.
Languages & Literature Department
2019-2020 Annual Report

Executive Summary:

The Department of Languages and Literatures (DLL) serves almost every single DSU student through its programs and General Education courses. The department programs include the English B.A., M.A. TESOL/Bilingual Education, Online Graduate Certificate in TESOL, TELL Graduate Certificate Program, and Minors in English, Theater, Spanish, French, and TELL. Further, the general education program offerings include English Composition, Speech, World Literature, African American Literature, and Foreign Languages. This academic year, the Department of Languages and Literatures, both collectively as a unit and individual faculty members and students, has achieved several significant accomplishments and implemented innovative practices to improve our programs and student experience. The accomplishments summarized below are documented in greater detail in the body of the report.

The English Composition and Speech program was revised and the new program will be piloted Fall 2020. This revised program seeks to improve the already strong composition and speech courses by making several key structural adjustments and by integrating oral and written language production in all courses, as well as adding digital literacy objectives. The revised program emphasizes oral, written, and digital literacy. Its implementation will be led by a new faculty hire, who will be director of the Composition Program AY2021. Additionally, several new special topics sections of World Literature and African American Literature were created and offered. The special topics sections were identified to focus course content on areas of student interest that align with faculty expertise. Special topics included, *The Underdog Writes Back*, Short Fiction of the World, and Black Male Matters. These courses will be offered again in the future, and additional special topics sections will be created.

In response to the COVID-19 pandemic and campus closure, the department successfully migrated all 169 Spring course sections to online remote learning. The department implemented several measures to support students and faculty during the pandemic closure through crisis learning. Some of these measures include weekly faculty check-ins, weekly student forums, and active monitoring students who were struggling as a result of the pandemic (as self-reported or as reported by instructors). All students identified as experiencing challenges were monitored and communicated with individually and regularly.

The English Language Institute experienced continued growth, with 14 certificate program completers this year, up from 9 certificates the previous year, and 6 the year prior to that. The program has continued to grow 30 to 40% annually since its inception. The MA TESOL/Bilingual Education program (and graduate certificate programs) enrollment has also continued to grow ~40% annually for the past two years. We had two Online Graduate Certificate program completers, who both chose to then matriculate into the MA program. We will have our first MA program graduates Fall 2020 semester.

The DLL faculty achieved several notable accomplishments this year, despite the challenges of working through the pandemic. Dr. Joseph Fees submitted a U.S. Department of Education grant proposal for content-based course development for international studies and
foreign language education, awards for this grant have not yet been announced. Dr. Ordner Taylor and Dr. Susmita Roye were successfully funded by a DSU Mini-Grant to create Open Education Resources (OERs) for the department’s African American Literature and World Literature course sections. Dr. Mynra Nurse served as the lead DSU faculty for the project, “State of Our Black Union: Black Females in Delaware,” organized by the Delaware Chapter of the National Coalition of 100 Black Women. Collectively, the faculty reported seven publications, eleven conference presentations including invited plenary and panelist presentations, and four additional workshops/projects. Further, Dr. Sandra Sokowski was promoted to Lecturer II, Professor of Practice. Both Dr. Jesse Zuba and Dr. Myrna Nurse were promoted to the rank of Professor.

Of particular note are the accomplishments of English students this past academic year. Junior Darrell Hughson presented his paper, “Odyssey of the Black Scholar,” and won first prize at the 2019 Reflecting Black: 400 Years of African-American Life and History Research Symposium in Texas. Both he and Elia Agudo were accepted to present research for the English honor’s society convention. Senior Elia Agudo also presented her project, “My Guy Pretty Like a Girl: The Impact of Nonheteronormative Hip Hop on Urban Youth Identity” at the 2020 NeMLA convention, and won best poster award. Elia Agudo was accepted to the U.C. Irvine English Ph.D. program and will begin her studies there in Fall 2020. Senior Troiana Hicks was also accepted to graduate school at The New School (CUNY) in the Creative Writing M.F.A. program.

Attended Files
KPI 1 and 10 CHESS 2020.xls

Unit Initiatives:

I. Accomplished in this cycle
   A. Overview
      1. Weekly Updates – Attached please see the “Weekly updates” document. A weekly update newsletter for department faculty was implemented in early February. The attached document includes all weekly updates and provides data on the weekly progress and updates within the department.
   B. Creation of Special Topics Pilot Courses for World Literature II and African American Literature II. Special Topics sections that were offered:
      1. ENGL 202s – World Literature II: The Underdog Writes Back: Protest, Global Citizenship and World Literature (Dr. Susmita Roye)
      2. ENGL 202f – World Literature II: Short Fiction of the World (Dr. Sandra Sokowski)
      3. ENGL 206B – African American Literature II: Black Male Matters (Dr. Ordner Taylor)
   C. Creation of new cross-listed elective course ENGL/WMGS
      1. ENGL/WMGS 380 – Women in Biblical and Mythological Literatures (Dr. Myrna Nurse)
D. Revision of Composition and Speech Program - The Composition and Speech program was revised, and the new program will be piloted Fall 2020 semester.
   1. Currently, students take ENGL 101, ENGL 102, and ENGL200 (9 credit hours). The new series includes four courses that are two-credit hours each and run in 8-week sessions (8 credit hours total): ENGL121, 122, 123, 124.
   2. The courses are 4 contact hours per week (as the courses are 2 credit hours but conducted in accelerated sessions). The course schedules show meetings 3 times per week in the traditional MWF or TR time blocks. The fourth contact hour will be self-paced and digital and not constrained to a time block.
   3. The new course series integrates Composition and Speech objectives and now also includes digital literacy objectives.
   4. This fall, instead of enrolling in ENGL 101, a student can instead enroll in ENGL 121 (first 8 weeks) and 122 (second 8 weeks). They will be able to complete 123 and 124 in Spring 2021. They will NOT have to take ENGL 200 (Speech) their sophomore year as this series will fulfill that requirement.

E. Any Centers opened in your unit
   1. The English Language Institute (ELI) has continued to grow with our highest enrollment yet this past academic year. Partnerships with Chinese universities will now see the ELI expanding and being offered abroad at potentially several institutions. While the pandemic will delay the launching of in-person instruction in China, it is anticipated that these developed partnerships will go into practice this fall semester via online instruction.
      https://www.desu.edu/news/2019/06/dsu-establishes-two-new-agreements-china?fbclid=IwAR0lVj1IlyXYJ9laHlr1X4rPk8K5wrwwCqbnARnJAB8E6fZwUAQP5ZGcDXMQO

F. Any major programs/events/conferences your unit presented or participated in this past year
   1. English Learner Professional Development Workshop – The Department of Languages and Literatures hosted DDOE for the English Learner Professional Development Workshop series. This was a series of four full-day workshops throughout the academic year. We were able to successfully host two, but the dates scheduled in March and May were cancelled due to the pandemic. This event brings K-12 educators and administrators throughout the state to learn how to better (and best) serve English Language Learners throughout the state. Over 150 participants were present for each session. In addition to participating in and sponsoring the workshop, we were able to recruit several new applicants to the MA TESOL program through this event.
   2. Delaware Shakespeare – The Department of Languages and Literatures hosted Delaware Shakespeare on campus last fall for a performance of Romeo & Juliet that was offered free to the University and the community. The event was very successful and two shows were offered. Delaware Shakespeare has since reached out to continue our partnership providing opportunities to our theater program students.

G. Any student events your unit supported
   1. November Culture Exhibition – In November, Ms. Tina Petrovic directed the annual Culture Exhibition for the University community. This event provides an opportunity for international students (and faculty) to share their culture with the DSU community through performance, presentations, food, and more.
event was particularly successful this year with a greater diversity of participants.

H. New agreements involving your unit

1. The Department of Languages & Literatures has established an Assurance Agreement with DDOE and University of Delaware for dual-enrollment offerings for dual-language immersion students in the state. In 2012, the state of Delaware began implementing dual-language immersion (DLI) instruction programs in which K-12 students spend half their day studying in English and the other half studying through a target language (Spanish or Chinese). The current oldest cohort of DLI students are completing 7th grade. The state curriculum was developed K-8. The prior year Dr. Brody Bluemel served on a statewide group to develop the 9-12 DLI curriculum. Students will enroll in the AP language course in 9th grade, and then enroll in college dual-enrollment courses grades 10 through 12. This agreement is substantial as DSU will enroll hundreds of new students in the language program through dual-enrollment beginning as early as AY2022.

I. Adaptations to Coronavirus Pandemic Closure – In adapting to online crisis-learning during the Spring semester due to the COVID-19 pandemic, the Department of Languages and Literatures (DLL) instituted several key practices to ensure student and faculty success. A key accomplishment was managing all students individually in the department. The department offered 169 course sections Spring 2020 semester, serving thousands of DSU students. DLL tracked each student individually who either self-reported or was reported by faculty as struggling as a result of the pandemic. These students were then followed up with regularly and individually by instructors and the department administration team to support students not just academically, but in any way they needed support. To accomplish this, and to monitor and ensure faculty status, a weekly faculty check-in was instituted. This check-in data is attached to this report. Weekly student forums were also held for all students enrolled in courses in the Department of Languages and Literatures. Further, faculty supported one another. Several lead faculty with experience and expertise in digital instruction supported colleagues with prior limited experience in online learning. Overall, the department was very successful in serving the students and adapting to circumstances during the COVID-19 crisis.

II. Planned for next cycle

A. For academic units, include planned curricular changes

   A. At the conclusion of Spring semester on May 18th and 19th the Department of Languages and Literatures held a retreat to evaluate AY2020 and to establish AY2021 Objectives and Goals. Detailed below and attached to the report are the department committee objectives for AY2021.

   B. Additionally, English and World Languages and Cultures have developed (or are in the process of developing) five year Strategic plans.

   C. In English, the strategic plan is still being developed. There will be two primary focuses this year. The first will be on the implementation of the English composition pilot program, and then submitting the pilot course offerings for approval through Faculty Senate. These courses include “ENGL 121, 122, 123, and 124”. These new course series will replace ENGL 101, 102, and 200. The second area in English will focus on the development of a student progress tool that tracks not just student curriculum, but content and program objective
mastery. It is likely that the development of this tool will lead to the revision of English BA program offerings and or revision of individual courses.

D. Attached is the World Languages and Cultures (WLC) Strategic plan that outlines the plan for the coming year, and the vision for the next five years. We will develop several content-based courses for the dual-enrollment offerings associated with the DDOE Assurances document and partnership. Additionally, we will develop new content courses (following the example of medical Spanish) to attract more majors to the foreign language minors by learning language specific to their majors and future professions. We will also look to offer additional foreign languages based on student and faculty (University wide) interest.

<table>
<thead>
<tr>
<th>DLL Committee Objectives</th>
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<tbody>
<tr>
<td>Listed below are committee objectives identified by committees at the retreat.</td>
</tr>
<tr>
<td><em><strong>All Committee Forms are posted in the Notebook in TEAMS</strong></em></td>
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<table>
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<tr>
<th>Objectives</th>
<th>English</th>
<th>World Languages &amp; Cultures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Plan Committee</td>
<td>• Connect with students digitally while still maintaining important boundaries</td>
<td>Strategic Plan Committee</td>
</tr>
<tr>
<td></td>
<td>• Enrich program Standards (English Majors)</td>
<td>• Modify/Re-evaluate the strategic Plan during the Fall 2020 semester</td>
</tr>
<tr>
<td></td>
<td>• Enhance Gen. Ed. Programs</td>
<td>• Advocate plan to administration</td>
</tr>
<tr>
<td>Personnel Committee</td>
<td>• Open dialogue with Dept. Chair re: specific P&amp;T revisions; survey committee members re: potential revisions to P&amp;T criteria.</td>
<td>• Search for sources of funding to implement the strategic plan</td>
</tr>
<tr>
<td></td>
<td>• Conduct needs assessment of the department.</td>
<td>• Create evaluation/Progress Report</td>
</tr>
<tr>
<td></td>
<td>• Explore developing a faculty mentoring program.</td>
<td>Personnel Committee</td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>• Procure more digital resources for the General Ed. courses.</td>
<td>• Review any dossiers presented for promotion and/or tenure</td>
</tr>
<tr>
<td></td>
<td>• Establish plagiarism standards, consequences and learning experiences.</td>
<td>• Review the criteria for promotion and tenure in terms of clarity, attainability, and relevance</td>
</tr>
<tr>
<td></td>
<td>• Establish a greater relationship with the DSU Library</td>
<td>Curriculum Committee</td>
</tr>
<tr>
<td>Literature Committee</td>
<td>• Outline content knowledge and skills for student Progress Tool</td>
<td>• Standardize World Languages courses to align with ACTFL and TESOL SPA standards.</td>
</tr>
<tr>
<td></td>
<td>• Explore implementation strategies for student Progress Tool</td>
<td>• Develop additional relevant 300 level courses for minors including but limited to Spanish/French linguistics and Postcolonial course in French.</td>
</tr>
<tr>
<td></td>
<td>• Review Gen. Ed. literature syllabi and recommend changes where necessary</td>
<td>• Create professional foreign language courses including but not limited to Medical Spanish and Certificate in Worlds Languages.</td>
</tr>
<tr>
<td>Composition &amp; Speech Committee</td>
<td>• Plot the new Composition Courses</td>
<td>Study Abroad Committee</td>
</tr>
<tr>
<td></td>
<td>• Train faculty in the new format</td>
<td>• Create seminars on different countries on campus for the awareness of students where they could do their Study Abroad for about 2-3 weeks.</td>
</tr>
<tr>
<td></td>
<td>• Collect student data and analyze</td>
<td>• Develop an MOU with countries where we want our students to study.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop Policies/credits on Study Abroad (correspondence with courses with other overseas institutions).</td>
</tr>
</tbody>
</table>

Attached Files

Weekly Check-In Averages.pdf
DLL Retreat Summary & Outcomes.pdf
Executive Summary:

The Department of Languages and Literatures (DLL) serves almost every single DSU student through its programs and General Education courses. The department programs include the English B.A., M.A. TESOL/Bilingual Education, Online Graduate Certificate in TESOL, TELL Graduate Certificate Program, and Minors in English, Theater, Spanish, French, and TELL. Additionally, the department adopted several new programs this past academic year through the Wesley Acquisition process including the B.A. in International Studies, B.A. in English (Concentration in Writing), International Studies Minor and Writing minor. These new programs will be first implemented in the 2021-2022 academic year. Further, the general education program offerings include English Composition, Speech, World Literature, African American Literature, and Foreign Languages. This academic year, the Department of Languages and Literature, both collectively as a unit and individual faculty members and students, has achieved several significant accomplishments and implemented innovative practices to improve our programs and student experience. The accomplishments summarized below are documented in greater detail in the body of the report.

The English Composition and Speech program was revised and the new program was piloted during the 2020-2021 academic year. Further revisions were made based on the pilot program and this new curriculum was then fully approved in Spring 2021 for implementation in Fall 2021. This revised program seeks to improve the already strong composition and speech courses by making several key structural adjustments and by integrating oral and written language production in all courses, as well as adding digital literacy objectives. The revised program emphasizes oral, written, and digital literacy. Its implementation was led by Dr. Bhushan Aryal, the new director of the Composition & Speech Program. Additionally, several new special topics sections of World Literature and African American Literature were piloted and then fully approved during the academic year as well. The special topics sections were identified to focus course content on areas of student interest that align with faculty expertise. Special topics included, The Underdog Writes Back, Short Fiction of the World, Black Girl Literary Magic, and Black Male Matters. Additionally, a new special topics course of World Literature I titled Ancient Justice was developed and will be offered for the first time this coming academic year. Beyond the courses already mentioned, and associated with the new programs adopted through the Wesley Acquisition process noted above the department revised numerous courses, revised the Foreign Language and Theatre minors, and created an additional thirteen new courses, including: ENGL 231 – Creative Writing, ENGL 333 – Life Writing, ENGL 240 – Digital Writing, ENGL 239 – Theories and Practices in Writing and Peer Tutoring, ENGL 441 – Topics in Writing, ENGL 339 – Writing in the Disciplines, ENGL 340 Editing, ENGL 338 – Technical Writing, ENGL/WMGS 380 – Women in Biblical and Mythological Texts, INTL 200, INTL 300, INTL 301, and INTL 400.
In response to the COVID-19 pandemic and campus closure, the department successfully continued to operate in a 100% virtual format with all department instruction conducted online for the entire academic year. The department implemented several measures to support students and faculty during the pandemic closure through crisis learning, and faculty members innovated numerous new innovative strategies to engage students and enhance their learning experience despite the pandemic. Some of these measures include weekly faculty check-ins, active monitoring students who were struggling as a result of the pandemic (as self-reported or as reported by instructors), extensive individual faculty training and professional development, and the use of multiple new digital tools for multimodal instruction and student development. All students identified as experiencing challenges were monitored and communicated with individually and regularly.

The English Language Institute was forced into a temporary hiatus status for the academic year as the U.S. government restricted visa access for international students enrolling in English Language programs. Accordingly, only two students enrolled in the ELI during fall semester. Both students were DSU graduate students required to complete the ELI as condition of their program admission. As the pandemic draws to a close it is anticipated that the ELI program will begin to grow again as it was experiencing ~40% annual growth in the years preceding the pandemic. The MA TESOL/Bilingual Education program (and graduate certificate programs) enrollment continued strong and the first MA program graduates (4 in total) completed the program this academic year.

Attached Files
KPI 1 and 10 Lang & Lit 2021.xlsx

Unit Initiatives:

- Accomplished in this cycle
  - Overview
    - Weekly Updates – A weekly update newsletter for department faculty was published weekly during the academic year. These updates track all unit initiatives, announcements and progress through the year.
  - Pilot Courses of Special Topics Literature Sections fully approved through Faculty Senate following successful pilots.
    - ENGL 202s – World Literature II: The Underdog Writes Back: Protest, Global Citizenship and World Literature (Dr. Susmita Roye)
    - ENGL 202sf – World Literature II: Short Fiction of the World (Dr. Sandra Sokowski)
    - ENGL 206B – African American Literature II: Black Male Matters (Dr. Ordner Taylor)
    - ENGL 206BG – Black Girl Literary Magic (Dr. Adenike Davidson)
    - ENGL/WMGS 380 – Women in Biblical and Mythological Literatures (Dr. Myrna Nurse)
  - Creation of Special Topics Pilot Course for World Literature I to be offered Fall 2021:
    - ENGL 201AJ: World Literature I: Ancient Justice
Full year implementation of the new Composition and Speech Program and full approval through Faculty Senate. New course sections will replace ENGL 101, ENGL 102, and ENGL200.

- ENGL 121 – Introduction to Composition I
- ENGL 122 – Rhetoric and Composition II
- ENGL 12x – Introduction to Speech
- ENGL 124 – Rhetoric, Composition, and Research.

New/Revised Programs Completed Associated with the Wesley Acquisition

- Approved new International Studies Program (B.A. and minor)
  - Program is interdisciplinary with course offerings across all colleges, but program is housed within the department of Languages & Literatures
  - New courses created for the new program include: INTL 200 – Intercultural Communication, INTL 300 – Special Topics in International Studies, INTL 301 – International Studies Portfolio, INTL 400 – Senior Capstone Experience.
- Approved new Writing Concentration for English B.A. and new Writing minor.
  - New courses created for the new program include: ENGL 231 – Creative Writing, ENGL 333 – Life Writing, ENGL 240 – Digital Writing, ENGL 239 – Theories and Practices in Writing and Peer Tutoring, ENGL 441 – Topics in Writing, ENGL 339 – Writing in the Disciplines, ENGL 340 Editing, and ENGL 338 – Technical Writing.
- Revised French Minor, Spanish Minor, and Theater Minor.

Any major programs/events/conferences your unit presented or participated in this past year

- Southern Delaware Alliance on Racial Justice (SDARJ) – The department participated in the formation of an initial partnership with SDARJ that began with an English Major interning with the organization Fall 2020.

Any student events your unit supported

- Theater Workshops - The Department of Languages and Literatures hosted two Theater workshops for students:
  - Comedy Workshop with Dave Schwenson
  - Shakespeare Workshop with Delaware Shakespeare

New agreements involving your unit

- The Department of Languages & Literatures established an MOU (Signed by all parties May 2021) with DDOE and University of Delaware for dual-enrollment offerings for dual-language immersion students in the state. In 2012, the state of Delaware began implementing dual-language immersion (DLI) instruction programs in which K-12 students spend half their day studying in English and the other half studying through a target language (Spanish or Chinese). The current oldest cohort of DLI students are completing 8th grade. The state curriculum was developed K-8. Two prior year Dr. Brody Bluemel served on a statewide group to develop the 9-12 DLI curriculum. Students will enroll in the AP language course in 9th grade, and then enroll in college dual-enrollment courses grades 10 through 12. This agreement is substantial as DSU will potentially enroll hundreds of new students in the language program through dual-enrollment beginning as early as Fall 2022.
The department renewed an MOU with Polytech Adult Education that reaffirms an articulation agreement for ESL students in Polytech’s program to then matriculate to the English Language Institute and the University.

The department established an MOU with Appoquinimink School District for two dual enrollment classes: SPAN 222 – Spanish Conversation and ENGL 204 – Linguistics.

Adaptations to Coronavirus Pandemic Closure – In adapting to online crisis-learning during the pandemic the Department of Languages and Literatures (DLL) instituted several key practices to ensure student and faculty success. A key accomplishment was managing all students individually in the department. The department tracked each student individually who either self-reported or was reported by faculty as struggling as a result of the pandemic. These students were then followed up with regularly and individually by instructors and the department administration team to support students not just academically, but in any way they needed support. Several faculty with experience and expertise in digital instruction supported colleagues with prior limited experience in online learning. The department successfully continued to operate in a 100% virtual format with all department instruction conducted online for the entire academic year. There was extensive individual faculty training and professional development, and the use of multiple new digital tools for multimodal instruction and student development.

- Planned for next cycle
  - For academic units, include planned curricular changes
    - At the conclusion of Spring semester on May 12th and 13th the Department of Languages and Literatures held a retreat to evaluate AY2021 and to establish AY2022 Objectives and Goals. Attached to the report are the department committee objectives for AY2021.
    - With the approval of several new programs and revision of others we will focus on the successful implementation of these programs in the coming academic year.
    - Additionally, World Languages and Cultures (WLC) will pilot a project to assess foreign language proficiency for placement and alignment of program and courses to national ACTFL standards and outcomes.
    - Submission of grant (Amanda Anderson and Brody Bluemel) in partnership with Delaware Shakespeare titled, Dover Classics, to fund a community theater outreach project.
**Delaware State University**

**Department of Languages and Literatures**

### DLL 2021-22 Committee Objectives

Listed below are committee objectives identified by committees at the retreat.

Complete details are in the shared [DLL Spring 2021 Retreat Excel Document](#).

<table>
<thead>
<tr>
<th>English</th>
<th>World Languages &amp; Cultures</th>
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<tbody>
<tr>
<td><strong>Strategic Plan Committee</strong></td>
<td><strong>Strategic Plan Committee</strong></td>
</tr>
<tr>
<td>• Help students transition to the new normal of DSU experiences (writing).</td>
<td>• Modify/Re-evaluate the strategic Plan during the Fall 2021 semester</td>
</tr>
<tr>
<td>• Connect with English majors coming from Wesley.</td>
<td>• Advocate plan to administration</td>
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<tr>
<td>• Establish and/or strengthen connections with English alumni.</td>
<td>• Search for sources of funding to implement the strategic plan</td>
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<tr>
<td>• Developing pipelines English majors.</td>
<td>• Create evaluation/Progress Report</td>
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<tr>
<td><strong>Personnel Committee</strong></td>
<td><strong>Personnel Committee</strong></td>
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<tr>
<td>• Final revisions to criteria for P&amp;T, share with full unit and vote.</td>
<td>• Review any dossiers presented for promotion and/or tenure</td>
</tr>
<tr>
<td>• Develop Peer Observation Process and Procedure</td>
<td>• Final revisions to criteria for P&amp;T, share with full unit and vote.</td>
</tr>
<tr>
<td>• Request additional FTEs for Rhetoric/Composition Positions</td>
<td>• Develop Peer Observation Process and Procedure</td>
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<tr>
<td>• Establishing Mentor Program</td>
<td><strong>Curriculum Committee</strong></td>
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<td></td>
<td>• Approve Pilot Course Offerings through Faculty Senate (Portuguese, Medical Spanish)</td>
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<tr>
<td><strong>Curriculum Committee</strong></td>
<td><strong>5C Rubric Course Syllabus Alignment (on condition of guidance provided by Assessment Office)</strong></td>
</tr>
<tr>
<td>• Procure more digital resources for the Gen. Ed. courses.</td>
<td><strong>Collaborate/Develop Content-Based Courses</strong></td>
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<tr>
<td>• Establish plagiarism standards, consequences and learning experiences.</td>
<td><strong>Study Abroad Committee</strong></td>
</tr>
<tr>
<td>• Establish a greater relationship with the DSU library</td>
<td><strong>Create seminars on different countries on campus for the awareness of students where they could do their Study Abroad for about 2-3 weeks.</strong></td>
</tr>
<tr>
<td>• 5C Rubric Course Syllabus Alignment (on condition of guidance provided by Assessment Office)</td>
<td><strong>Develop an MOU with countries where we want our students to study.</strong></td>
</tr>
<tr>
<td><strong>Literature Committee</strong></td>
<td><strong>Develop Policies/credits on Study Abroad (correspondence with courses with other overseas institutions).</strong></td>
</tr>
<tr>
<td>• Explore ways of enhancing progress tool, aggregating data, and enhancing its use.</td>
<td></td>
</tr>
</tbody>
</table>
Mass Communications, Visual and Performing Arts Department

Annual report 2019-2020

Executive Summary:

Performing Arts Program
The Performing Arts Program has continued its robust local, national and international performance schedule. Some highlights are:

- In June 2019, the Delaware State University Popular Music Ensemble travelled to China to study Chinese music and to perform concerts at Beihua University and Dezhou University. Ten students made the trip, accompanied by Dr. Frank Gazda.
- DSU vocal students performed in a masterclass at Peabody Conservatory. Additionally, members of the DSU vocal studio and choir were hosted by Opera Philadelphia for a performance of the Requiem by Giuseppe Verdi and a backstage tour.
- The DSU Steel Pan Orchestra performed as part of the Christmas Spectacular hosted by the Dickenson Theater Organ Society in Wilmington. They performed for a crowd of over 1000 people.
- The DSU Popular Music Ensemble was selected to perform in a special “Concert Hour” at the New Jersey Music Educators Association Conference in Atlantic City, New Jersey.

Mass Communications Program
The Mass Communications Program continues to maximize the use of the technology procured by the Apple initiative. The Program continues to improve on some of the state of the art initiatives we began a few years ago:

- Senior Capstones included industry professionals that spoke to more than 100 students
- Mass Comm students played an integral role in the marketing and video production/packaging for Deep Day. It is our hope that this will become an annual interdisciplinary collaboration.
- Renee’ Marine attended and presented at several conferences: Academic Chairperson Conference, DAWN ACE Leadership Conference and the HBCU Summit on Retention.
- May 2020, Zachary Kimball and Martay Denson worked with Dean Francine Edwards to produce DSU’s first annual virtual graduation, which received an outpouring of positive feedback.

Visual Arts Program
The Visual Arts Program is under the new leadership of tenured professor William Colbert, a 10 year faculty member. Under his leadership, he is working with the faculty to re-vamp and modernize several art classes and areas of study.

- The Art Center Gallery hosted the scholastics art competition this past winter, and many 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.
- Additionally, the Gallery hosted the Delaware State Employees’ art competition which brought several hundred visitors to DSU’s campus and art gallery.
- While the annual Senior Capstone Art Show could not be held in person, the art department created an online gallery to showcase student work at [http://art-dsu.com](http://art-dsu.com). The online gallery was so well received that it may become a permanent fixture in our Program.
Unit Initiatives:

Performing Arts - Music

The Performing Arts Department has continued to perform in various locales for numerous dignitaries. Our students have also attended several professional performances and had the ability to learn from and collaborate with professionals in the field.

- Music Education majors Casey Artis and Kelsey Oldland attended the Collegiate Advocacy Summit and Hill Day for the National Association for Music Education (NAfME) in Washington, D.C.
- On February 27 the DSU Program hosted a middle school/high school choral workshop. 45 students from the community attended and were instructed by Dr. Derrick Thompson.
- Sophomore BA in Music major Jaden Adkins won the Music Teachers National Association State Solo Competition in the brass division. Jaden was the youngest state representative to compete in the Eastern Divisional round.
- Dr. Carla Becker won the 2019 Delaware State University Excellence Award in Teaching. She presented a session titled Children’s Games, Songs, and Drumming from Ghana at the Delaware Music Educator’s conference on October 11 and a session titled Dalcroze and Yoga, What? at the New Jersey State Music Education Conference in February. She was invited to present Representative Pedagogies—Hip Hop Expressions at the Association for Popular Music Education’s 2020 Conference in Detroit and Troubling the Standard Idea of Success at the University of Delaware.
- During the summer of 2019, Music Technology Specialist Marty Denson performed as a guest keyboard player and performer with Mike Hines & The Look, a popular band in the Delmarva area.
- Dr. Frank Gazda presented a clinic titled Low Brass Basics at this October’s Delaware Music Educator’s convention. Dr. Gazda’s arrangement of The Dreidl Song and O Chanukah was published by Cherry Classics Music in Vancouver, Canada. Dr. Gazda also served as an adjudicator for the Delaware Music Educators Association Solo/Ensemble Festival held on February 8, 2020.
- In June of 2019 Bravo Brass, the brass ensemble of the Philadelphia Youth Orchestra, performed three of Dr. Patrick Hoffman’s works; an arrangement of the Kyrie from a Requiem Mass by Tomas Luis de Victoria, Dr. Hoffman’s original work City of Light, and a new commission by Dr. Hoffman, entitled Bravos. In December Dr. Hoffman performed Handel’s Messiah with the Choir School of Delaware in a period instrument orchestra (using instruments from the 1700’s).
- Dr. Derrick Thompson presented a clinic at the annual Delaware Music Educator’s conference on October 11. He also has been touring the region, presenting clinics and working with choirs at a variety of high schools, including McKean High School - Wilmington, DE, Smyrna High School -

- Dr. David Tolley was the music arranger, orchestrator and music producer of the soundtrack for *Alone in America, an Immigrant’s Story* which was nominated for a 2019 Emmy award for best animated movie. Dr. Tolley’s musical *Madam of the Atom* (Book and lyrics by Harry A. Fawcett, Music by David L. Tolley) was selected by the New York Musical Festival 2020 as a finalist out of over 150 worldwide submitted musicals.

**Future initiatives:**

- Hire a Band Director with qualifications to be able to Direct the Approaching Storm and help develop a concert band; jazz band and orchestra.
- Increase recruitment activities in all areas of the Performing Arts Program

**Mass Communications Program**

The Mass Communications Program has fast become one of the most technically advanced Program on DSU’s campus. The Program uses DSU issued iPads and MacBook Pros to create professional level packages including DSU’s first annual virtual graduation. Here is a snapshot of the initiatives we completed this year:

- Mass Comm students played an integral role in the marketing and video production/packaging for Deep Day. It is our hope that this will become an annual interdisciplinary collaboration.
- Renee’ Marine attended and presented at several conferences: Academic Chairperson Conference, DAWN ACE Leadership Conference and the HBCU Summit on Retention.
- May 2020, Zachary Kimball and Marty Dennis worked with Dean Francine Edwards to produce DSU’s first annual virtual graduation, which received an outpouring of positive feedback.
- Senior Capstones included industry professionals that spoke to more than 100 students
- Myna German received a grant from Brandeis University to teach a course in Journalism and Democracy
- Students broadcasted the entire Fall 19 football season on ESPN 3

**Future initiatives:**

- Revamp curriculum to continue to meet industry standards – in the last phases.
- Mass Communications, Art and Music continue to meet and work together when it comes to technology and duplicate courses between the three areas.
- Update radio station and create radio curriculum

**Visual Arts Program - Art**

The Visual Arts Program has worked to rebrand itself in this digital world. It has developed a robust InstaGram page and an online gallery. [http://art-dsu.com](http://art-dsu.com) The online
gallery was so well received that it may become a permanent fixture in our Program. Here are some highlights from the year:

- Professor William Colbert’s art show, Relics & Lessons, was featured at the Biggs Museum of American Art during Black History Month
- The Art Center Gallery hosted the scholastics art competition this past winter, and many 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.
- Additionally, the Gallery hosted the Delaware State Employees’ art competition which brought several hundred visitors to DSU’s campus and art gallery.
- While the annual Senior Capstone Art Show could not be held in person, the art department created an online gallery to showcase student work at http://art-dsu.com/The online gallery was so well received that it may become a permanent fixture in our Program.

Future Initiatives:

- Increase recruiting activities for all areas of the Art Program
- Increase use of the Art Gallery to include more student art shows and guest artists
Arts Center Gallery
2019-2020 Annual Report

Executive Summary:
The Arts Center/Gallery (ACG) is an arts and culture educational resource for the DSU community and the community at large. Through exhibits, performances and related program (Art Works for All, Scholastics Art & Writing Awards, National Arts Program and the Congressional Art Awards) activities and accomplishments, the ACG proves its role as a cultural resource for students and the DSU community. The ACG cultivates relationships with arts and education organizations as well as community stakeholders throughout the state while prioritizes accessible programming to underserved populations.

Significant ACG accomplishments for the reporting year are as follows:

- Presentation of *Our Time: A DSU Alumni Exhibition*, an exhibition celebrating the work of nineteen DSU alumni. This exhibition was in partnership with the DSU Office of Alumni Relations and opening reception events were held in conjunction with DSU Homecoming 2019. This exhibition provided experiential learning for DSU students in exhibition design/installation, community outreach (service-learning) and marketing.

- Significant outreach to K-12 education communities through ACG related program, Art Works for All (AWA). The AWA Artist Residency program provided arts education instruction to children with disabilities in all three counties, five school districts, twenty sites and fifty-three classrooms. The AWA Performing Arts Program targeted transitional age students and provided school to work transition skill development. DSU students in the Art Education degree program were able to observe and participate in field work with AWA programs and AWA teaching artists.

- Participation of over thirty-two schools, eighty art educators and over 700 students in the annual Delaware Regional Scholastic Art & Writing Awards. Over 250 students, families and educators attended the Scholastic annual awards presentation. In addition, the Scholastic program provided an instructional service-learning opportunity for DSU students in community arts outreach initiatives.

- Coordination of the Delaware Congressional Art Competition program for the office of Representative Lisa Blunt Rochester. The ACG convened a jury for the selection of artwork to represent Delaware's Congressional District in the House of Representatives. Representative Rochester presented the award at the ACG’s annual Scholastics Awards event.

- In partnership with the Delaware Division of the Arts and the Department of State, the ACG hosted the National Arts Program: Delaware State Employee Exhibition (NAP). The artwork of over 260 artists was presented including the work of DSU employees and former as well as current DSU students. This program is highly valued by the community at large and the exhibition generated significant audience engagement. The NAP program also provided instructional service-learning opportunities for DSU students in community arts outreach initiatives.

- Extensive exhibition schedule throughout the state of Art Works for All’s (AWA) Celebration of Creativity 2019 (artwork created by individuals with disabilities). AWA Celebration of Creativity (COC) 2019 performances and receptions were attended by AWA participants (individuals with disabilities), the education community, as well as the community at large. Over 250 students and educators from thirteen K-12 schools participated in events held at the ACG in conjunction with COC 2019. While COC 2020
became a digital exhibition in response to the Covid-19 pandemic, the exhibition and related Digital Residency Sessions were provided to all AWA program sites and presented via social media platforms.

The ACG and related programs partnered with over ninety-five organizations, schools, corporations and businesses throughout the state of Delaware.

Unit Initiatives:

Initiatives Accomplished During this Cycle

The Arts Center/Gallery (ACG) provided a new series of exhibitions during the reporting year. The ACG schedule includes annual exhibitions and programs, as well as temporary traveling exhibitions and visiting artists. The following is a detailed list of the ACG exhibits during the reporting year.

- Spring Senior Capstone Exhibition: April 20 – May 1, 2019, Reception April 30, 2019. This exhibition represented the culminating works of spring graduation candidates (six students) from the Art Program, MCVPA.
- VSA Delaware Celebration of Creativity 2019: May 13 – June 12, 2019, K-12 school visits May 14-June 3, 2019. This exhibition was the visual artwork produced by the various VSADE artist residency projects throughout the state.
- It’s Our Time: A DSU Alumni Exhibition: September 19 – November 15, 2019, Community Reception in conjunction with Homecoming 2019, September 19, 2019. This curated exhibition presented the artwork of nineteen DSU alumni artists.
- Fall Senior Capstone Exhibition: November 26 – December 6, 2019, Reception December 5, 2019. This exhibit represented the culminating works of winter graduation candidates (two students) from the Art Program, MCVPA.
- Scholastic Art & Writing Awards: January 15 – February 8, 2020, Reception February 8, 2020. See below for more program information on the ACG Scholastics Program.
- National Arts Program: Delaware State Employee Exhibition: February 24 - March 16, 2020, Award Ceremony March 15, 2020. This exhibit was held in partnership with the Delaware Division of the Arts and the Delaware Department of State. The juried exhibition presented artwork by state of Delaware employees including DSU employees and students. (This exhibition ended March 15 due to the Covid-19 pandemic.)
- Department of Art Student Honors Exhibition: March 30 – April 16, 2020. This program process was started but canceled due to the Covid-19 pandemic.
- Connectivity (Digital Exhibition): April 22, 2020 via social media platforms. This digital exhibition was a pilot initiative that supported experiential learning for DSU students in the implementation of a digital call and exhibition utilizing social media platforms.
- Spring Senior Capstone Exhibition (Digital Exhibition): May 7, 2020 via social media platforms. The ACG supported the Art Program’s presentation (via website) of the culminating works of spring graduation candidates (fourteen students) from the Art Program, MCVPA.
- Art Works for All (AWA) Celebration of Creativity 2020 (Digital Exhibition): May 26, 2020 via social media and YouTube platforms. This exhibition is the visual artwork produced by the various AWA residency projects occurring throughout the state.
In addition, the ACG also hosted the following events in the Gallery during the reporting year:

1. Music Program, MCVPA recitals/programs.
2. Art Educators of Delaware meetings.
3. Art Works for All Board of Directors meetings.
4. Art Works for All Artist Training seminars.
5. State of Delaware Arts Council meeting.
6. Delaware Division of the Arts meetings.
7. Various University program events.

Related ACG Programs

Art Works for All (formerly VSA Delaware) (AWA): AWA is a non-profit arts education organization "sheltered" by the ACG. The AWA office is located in the ACG and provides arts programming throughout the state of Delaware. AWA is dedicated to providing educational opportunities through the arts for children and adults with disabilities. To support these goals AWA provides: artist residency projects; professional development resources, arts-based educational resource development; veteran’s administration arts projects; disability awareness and arts advocacy. AWA is a link between the arts, education and disability communities. AWA is supervised by a community Board of Directors. Program Partners, Stakeholders & Funders: Delaware K-12 Schools, Delaware Cultural Organizations, Delaware Division of the Arts, Delaware Grant-in-Aid, Kennedy Center for the Performing Arts, Delaware Health and Social Services, Delaware Department of Education, Various Foundations and Corporations including the Delaware Community Foundation and the M&T Foundation.

Delaware Regional Scholastic Arts & Writing Awards: Scholastics is a longstanding ACG program and the ACG is the regional sponsor for this statewide competition. Each year approximately seventeen-hundred visual art entries from Delaware students (7th – 12th grade) are processed and adjudicated by the ACG. A volunteer jury assists with the process of determining awards for the competition and making selections for the Scholastic exhibition. The regional award artwork is on display in the ACG for approximately one month and culminates with a community reception and awards ceremony. The ACG partners with the Delaware Art Education Association and Delaware Foundation for Visual Arts for regional scholarship awards. The annual reception and awards ceremony are attended by over 250 individuals that represented students (7-12 grade), student families, K-12 educators, K-12 school administrators and community members from throughout the state. Program Partners, Stakeholders & Funders: Delaware Art Education Association, Delaware Foundation for Visual Arts, American Pen Women, Delaware Division of the Arts, Alliance for Young Artists & Writers.

Delaware Congressional Art Competition: This program is held in conjunction with the Scholastic program and through an adjudication process one Delaware student’s artwork is selected to represent the state at the national exhibition. The ACG handles the Congressional Art Competition program for Representative Lisa Blunt Rochester’s office.
National Arts Program: Delaware State Employee Art Exhibition: This collaborative community arts program has the ACG working closely with the Delaware Division of the Arts (DDOA) and the Department of State. The program provides a juried exhibition opportunity for Delaware state employees in several diverse categories. The program was designed to provide a community-based arts program that offered Delaware state employees an opportunity to celebrate the arts and individual creativity. The program has grown dramatically and provides engagement opportunities between the ACG and the community at large. Program Partners, Stakeholders & Funders: Delaware Division of the Arts, Delaware State Arts Council, Department of State, National Art Program.

Community, Public, and Business Outreach Programs, Activities and Events
ACG Exhibit Schedule – Please see above information on reporting year exhibit schedule for the ACG. ACG exhibits and programs are advertised and marketed to the community-at-large

Art Works for All (AWA) Community and School Based Artist Residency Projects

School Based Artist Residencies (SAR)

- Alfred G. Waters Middle – Middletown, DE, Visual Arts, 2 classrooms, 8 weeks.
- Dover Air Force Base Middle School, DAP, Dover, DE, Visual Arts, 2 classrooms, 8 weeks.
- East Dover Elementary – Intensive Learning Center, Dover, DE, Visual Arts: 4 classrooms, 8 weeks.
- Fifer Middle School, Camden, DE, Visual Arts, 1 classroom, 8 weeks.
- John S. Charlton School – Main Site, Camden, DE, Visual Arts: 4 classrooms, 8 weeks.
- KCCS Transitional Education Program - PAG, Dover, DE, Performing Arts: 3 classrooms, 24 weeks.
- Kent County Community School - DAP Preschool Program, Dover DE, Visual Arts: 7 classrooms, 8 weeks.
- Kent County Community School – Main Site, Dover DE, Visual Arts: 9 classrooms, 16 weeks.
- Kent County Community School – Transitional Education Program: Performing Arts: 1 classroom, 24 weeks.
- Kent County Elementary ILC - Elementary, Camden, DE, Visual Arts: 5 classrooms, 8 weeks.
- Postelwaite Middle School, Camden, DE, Visual Arts, 1 classroom, 8 weeks.
- Southern Elementary ILC, New Castle, DE, Visual Arts: 4 classroom, 8 weeks.

Community Based Artist Residencies (CAR)
• Stockley Center, Georgetown, DE: Visual Arts: 5 hours, 24 weeks.
• CERTS, Newark, DE, Visual Arts: 1 class, 12 weeks.

AWA Exhibit Sites

• Celebration of Creativity 2019: Annual Art Exhibition
• Delaware Children’s Museum, Wilmington, DE
• Wilmington Art Loop, Art on the Town, Wilmington, DE
• Biggs Museum of American Art, Dover, DE
• Legislative Hall, Dover, DE

Initiatives Planned for Next Cycle

Due to the Covid-19 pandemic various programmatic scenarios for the 2020-21 cycle are being considered. The fall 2020 exhibition schedule will focus on bringing the installation work of two regional artists (one a DSU alumni) to the Arts Center/Gallery (ACG). The presentation of these exhibitions will likely be digital as well as on-site. There are plans currently in motion to build a website for the presentation of digital exhibitions as well as information dissemination and programmatic logistics.

In addition, the ACG will maintain established cultural community programs that involve the ACG’s extended network of community stakeholders. The ACG is already preparing program logistics to ensure a fully accessible online registration process for the Delaware Regional Scholastic Art & Writing Awards and the National Arts Program. The related program Art Works for All is building digital resources for K-12 education communities in the event that schools remain closed or have limited access.

The ACG will focus on the continuation of the development of an Advisory Committee. This process was curtailed in the previous cycle due to the Covid-19 pandemic. The ACG will also ensure the completion of repairs still outstanding from a mold abatement issue in September 2018.
Sociology and Criminal Justice Department
2019-2020 Annual Report

Executive Summary:

Introduction:

The Department of Sociology and Criminal Justice has made significant strides during the 2019-2020 academic year. Irrespective of COVID-19 and personnel challenges, the department is strong and has ensured progress in all key spheres including faculty professional development, student success, curriculum development, and curriculum assessment. The department’s primary goal, which is to ensure that our students assimilate the prescribed learning outcomes and are ready to engage in the competitive marketplace, is on course and being realized. In this executive summary, brief insights are provided concerning the department’s significant achievements during the 2019-2020 academic year in the areas of faculty development, student success, curriculum development, assessment, and COVID-19 related responses. Picturesque illustrations are provided under #3 – Unit Initiatives – in this report.

Faculty development:

The faculty of the department continue to excel in every aspect of their professional careers. During the academic year, the department’s faculty had more than 21 publications (journal articles, book chapters, and conference presentations), unprecedented in the history of the department. Six faculty members have completed or are enrolled in the Association of College and University Educators Teaching Effectiveness course to ensure the use of contemporary pedagogical skills. The faculty of the department were recipients of prestigious awards and fellowships including visiting professorships by the Council for the Development of Social Science Research in Africa, New York Law Forum – Law School Admissions Council, Cultural Programming Grant, The Quality Education for Minorities (QEM) Network grant, as well as the United States Department of State funded CAORC-WARC 2020 Faculty Development Fellowship. The dedication of the faculty is unparalleled. Several of them accepted voluntarily to teach overloads due to the dire shortage of teaching staff available and they executed their responsibilities with excellence.

Student Success:

During the academic year, the department had a total of about 355 students. For both the Fall 2019 and Spring 2020 semesters, the department presented 61 candidates for graduation. The success of the faculty is reflected in the success of our students not only through knowledge impacted in the classroom but also through service and experiential learning, which are at the core of high impact practices. The department continues to provide diverse opportunities and programs to ensure high quality graduates. The department provides opportunities in the areas of internship as well as co-curricular activities with the National Organization of Black Law Enforcement Executives (NOBLE) and the Criminal Justice Club (CJ). Regarding internships, Dr. Laurin Parker, the Director of Internship Programs, established internship opportunities with Delaware’s Probation and Parole as well as the Juvenile Civil Citation program. Integral to the internship program were professional development activities, especially for the graduating seniors. The activities included resume and CV building, interview preparation, job search, and submitting quality writing
samples. About NOBLE, their activities continued to be valuable to student success. During the year, the organization hosted guest speakers from the Federal Bureau of Investigations, the Drug Enforcement Agency, the President of Delaware Chapter Sherri Tull & Joe Bryant, the Secret Service, and the New Castle County Hero Help Program. Events and activities of relevance to student preparedness for the marketplace undertaken include: Implicit Bias Training; the Sergeant Rodney H. Bond, JR. Law Enforcement and Forensic Science Career Fair; Region II meeting; Narcan Training; Senior Success meeting; Chipotle Fundraiser; and the USA Jobs Federal Resume Workshop. With respect to the CJ club, it hosted guest speakers from a variety of agencies that include U.S. Marshals, Delaware State Police, Middletown, DE Police Department, and Ocean City, MD Police Department. The Club also hosted Tanya Bayne from the State of Delaware's Department of Services for Children Youth and Families, Division of Youth Rehabilitative Services for internship opportunities with the Juvenile Civil Citation Program and Marvin Mailey, the Bureau Chief of Correction, about Probation and Parole internships in the Dover and New Castle County area. Apart from these standing opportunities in the department, several students worked as research assistants and have co-authored scholarly articles with the faculty. Such opportunities resulted in students gaining admission and scholarships to attend graduate school.

**Curriculum Development and Assessment:**

During the academic year, an ad hoc committee of the department planned for an MA in Justice Studies. The authorization to plan was sought and it has been approved by the Faculty Senate and General Faculty. As soon as we receive approval from the Provost, we will begin the implementation planning. Additionally, the department is in the process of planning an Inside-Out Prison Exchange Program. Such a program will be both experiential for students as well as serve the immediate community in which the university is situated. The assessment committee worked to streamline the assessment process. This included reviewing the program goals and learning objectives, identifying ways to reduce the number of each without losing substance in order to make the assessment process more sustainable, updating the curriculum map for each degree program to confirm the curriculum maps align with course objectives from syllabi, and completing a rubric for assessing each student learning measure to make sure they align with existing university rubrics.

- **COVID-19 Response:**

The department exhibited great resiliency during the Spring 2020 semester because of the global pandemic. All the classes in the department for the semester transitioned to the distance and remote learning platform on time, thanks to the ingenuity and hard work of faculty. Faculty ensured the delivery of high-quality instruction through online video lectures, office hours, and alternative forms of assessment. We adapted the theme “replacing rigidity with flexibility and responsibility.” To the end, student enjoyed grace periods for signing into online classes, multiple attempts to upload documents, extended deadlines when necessary, and flexibility with image quality of scanned documents. The department held three weekly forums for students via Webex, which addressed student success issues such as the pass/fail policy adopted by the university, administrative assistance and technical support, Summer and Fall 2020 registration, graduation requirements, virtual commencement, Student Emergency Relief Fund, learning strategies, and final examinations.
Executive Summary:

Introduction:

The Department of Sociology and Criminal Justice has made substantial progress during the 2020-2021 academic year. Despite the continued adverse effects of the COVID-19 pandemic and personnel challenges, the department is strong and remains focused. The department has chalked up significant successes in all areas including faculty professional development, student success, curriculum development, and curriculum assessment. The department’s primary goal, which is to ensure that our students assimilate the prescribed learning outcomes and are ready to engage in the competitive marketplace, is being achieved and targets are being met. In this executive summary, brief insights are provided concerning the department’s significant achievements during the 2020-2021 academic year in the areas of faculty development (including grants), student success, curriculum development, assessment, and COVID-19 related responses. Picturesque illustrations are provided under #3 – Unit Initiatives – in this report.

Faculty development and Achievements (including grants):

The faculty of the department continue to excel in every aspect of their professional careers. During the academic year, the department’s faculty had more than 36 publications (journal articles, book chapters, and conference presentations); this is another historic departmental achievement. The faculty members are principal and co-principal investigators on grants awarded (ranging from two to four years duration) in amount totaling over $2.7 million. The faculty of the department were recipients of prestigious awards and fellowships including visiting professorships by the Council for the Development of Social Science Research in Africa, and DSU Assessment Academy Awards – Chairperson who championed the culture of assessment as well as Lead Champion of Assessment in the College of Humanities, Education, and Social Sciences. The dedication of the faculty is unparalleled. Several of them accepted voluntarily to teach overloads including Independent Studies (without pay) due to the dire shortage of teaching staff available and they executed their responsibilities with excellence.

Student Success:
During the academic year, the department had over 300 students. For both the Fall 2020 and Spring 2021 semesters, the department presented 57 candidates for graduation. The success of the faculty is reflected in the success of our students not only through knowledge impacted in the classroom but also through service and experiential learning, which are at the core of high impact practices. The department continues to provide diverse opportunities and programs to ensure high quality graduates. The department provides opportunities in the areas of internship as well as co-curricular activities with the National Organization of Black Law Enforcement Executives (NOBLE) and the Criminal Justice Club (CJ). Regarding internships, through the hard work of Dr. Laurin Parker, the Director of Internship Programs, the department hosted representatives from several organizations. These include the Department of Justice’s Louis L. Redding Public Interest Law Internship, Delaware Adolescent Program, Inc, the Southern Delaware Alliance for Racial Justice, the Rehoboth Beach Police Department, Delaware State Police Preparatory Academy, the Delaware Natural Resources and Environmental Control, and the Center for Neighborhood Revitalization and Research. At least one of our majors have either interviewed, applied and/or accepted positions in each of these agencies. Despite the pandemic and associated closures of offices, agencies and organizations, students completed their internship hours in established internship agencies that include DSU’s Title IX office, the Stephen Ballard Internship with the Lieutenant Governor’s Office and the Dover Police Department. In order to provide our majors with more internship opportunities, the Internship and Practicum Committee is actively recruiting students for the Delaware Police Preparatory Academy, the Center for Structural Equity, the Department Natural Resources and Environmental Control project, and the Southern Delaware Alliance for Racial Justice. The past fall and spring semesters were a bit challenging for NOBLE students, as they continued to host events virtually. Nevertheless, the students, with the support of the state chapter, hosted a full schedule of events during the fall and spring semesters. DSU NOBLE’s advisor (and our Internship Coordinator), the Delaware State Police (DSP)and DE State Chapter of NOBLE are finalizing plans for the Police Officer Preparatory Academy Internship Program for fall 2021. Some of the notable panel and town-hall events that NOBLE held included discussion on attending graduate school, discussion on career attainment post college, future of Black Lives Matter, the #EndSARS Campaign against police brutality in Nigeria, Panel Discussion on the Reactionary Riots in the Black Community, and focusing energy on policy changes vs. rioting. With respect to the CJ club, in addition to co-hosting the program above with NOBLE, also organized a two-part lecture series, “Where Do We Go From Here: Student Perspectives on the State of the Country” (Summer 2020, Fall 2020).

Curriculum Development and Assessment (including Wesley College Acquisition Efforts):

The Department is excited to report that the Board of Trustees has approved the implementation of a Master of Arts in Justice Studies. The program is expected to begin in the Fall 2021 semester. To ensure the success of the acquisition of Wesley College by Delaware State University, the department played the required role for a smooth transition. The department’s faculty reviewed courses from Wesley College, determined which courses to transition over to the department at both the undergraduate and graduate levels, as well as developing curriculum maps for articulation agreements. In the area of other curriculum development activities, the department is in the process of planning an Inside-Out Prison Exchange Program. Discussions have been held at the departmental committee level and a presentation on the benefits of such a program to the university was made to a joint meeting of an administrator (Associate Dean) in the College of Humanities,
Education, and Social Sciences and the executives of the Southern Delaware Alliance for Racial Justice.

COVID-19 Response:

The department has demonstrated much resilience throughout the period of the pandemic. During the 2020-2021 academic year, apart from all the classes having a virtual synchronous component and some classes run as asynchronous, in the Spring 2021 semester, the department offered in-person classes. In order not to compromise experiential learning opportunities, classes such as Internships, Senior Seminar (Capstone), Writing in the Major, Population Analysis, and Special Topics were offered face-to-face. All public health protocols for safe in-person classes were observed. Consequently, no cases of COVID-19 were recorded because of the expanded learning opportunities afforded our students.

Attached Files
KPI 1 and 10 CHESS 2021 (SCCJ)_060321.xlsx

Unit Initiatives:

A) Accomplishments/Initiatives

(1) Curriculum:

The department developed a plan to implement a new Master of Arts in Justice Studies program. This included creating a curriculum and developing courses, an assessment plan, a proforma, and program goals. After developing all aspects of the program, the committee has the permission to implement form and supplemental materials approved by the University. The new Master of Arts in Justice Studies program will begin during the Fall 2021 semester. The MA Program ad hoc committee, in conjunction with the Technology and Outreach Committee, developed and submitted marketing materials to the marketing department at DSU. A flyer for the program has been approved and the brochure is in the process of being reviewed. The committee worked with Graduate Admissions to make sure the application is currently open for Fall 2021 admission. The committee is actively recruiting prospective students. In conjunction with Graduate Admissions, the committee has held one information session and is working to schedule a second information session. As part of the recruiting process, the committee will reach out to previous students who consented to future contact when they completed the Senior Survey. With the approval of the Master of Arts in Justice Studies program, the ad hoc committee has been renamed the Graduate Program Committee.

(2) Department Research-Related Initiative:

The department’s 2020-2021 research priorities were upended by COVID-19 in Spring 2020. So, efforts for the year included development of COVID-19 contingency plans for the colloquium series and grant funds, shift in-person colloquium series presentations to a virtual setting due to
COVID-19, maintain and promote professional development and networks under COVID-19, and ensure department presence at DSU Research Day, 2021. The main accomplishments in this regard are shifting from in-person presentations to virtual presentations and discussions with scholars via WebEx, re-appropriation of pre-COVID-19 funds for in-person event food and drinks to be spent on honorariums for external scholars to present for the department colloquium series, and expanding the department’s exposure and research network. To this end, the department hosted five (5) presentations in Fall 2020 and five (5) in Spring 2021. (See the list of topic and presenters: https://chess.desu.edu/departments/sociology-criminal-justice/sustaining-social-science-research-culture-colloquium-series ). All the colloquium talks were promoted using eNews, advisor’s office, and Academic Affairs. The department’s research committee members made flyers. About 500 audience members in total attended the virtual talks. Finally, the department was represented at DSU Research Day with faculty serving as panelists and moderating undergraduate research presentation sessions.

(3) Student Professional Development activities – The department launched professional development activities, especially for the graduating seniors. The activities included resume and CV building, interview preparation, job search, submitting quality writing samples, and internship opportunities.

(4) Assessment:

The department continued with our assessment efforts. Led by Dr. Ralston, the department worked with the Assessment Office to identify whether Anthology Outcomes will allow the department to collect student specific data using our updated assessment outcomes. During the fall 2021 semester, we will pilot the use of Anthology Outcomes for collecting assessment data from our classes. The committee will set this process up during the summer so that we can train our colleagues in the fall. The assessment committee of the department continued to work with the ad hoc committee planning the MA program in Justice Studies to create an assessment plan. The committee will continue working to ensure that assessment outcomes are ready for the courses being offered during the fall 2021 semester. Faculty teaching Senior Seminar helped to administer the Senior Survey digitally through Microsoft Forms. The department is always proud to report that we are represented during this year’s Assessment Summit.

B) Planned for Next Cycle

(1) Curriculum and Assessment:

The Department will begin the planning of the Inside-Out Prison Exchange Program. During the fall 2021 semester, we will pilot the use of Anthology Outcomes for collecting assessment data from our classes. The department will set this process up during the summer so that faculty can be trained in the fall. An assessment plan for the MA program in Justice Studies will be created. The department will continue working to ensure that assessment outcomes are ready for the courses being offered during the fall 2021 semester.

(2) Research:
The faculty will continue their respective research agendas. The research colloquium series will be continued.

(3) Outreach:

It is the goal of the department through the Technology, Media, and Outreach committee to: (a) Continue to engage with our students over the summer months. This will allow us to stay connected as our students deal with issues related to being away from campus. We would like to grow our social media footprint even more and engage with other stakeholders both on and off campus. (b) Fast track request for the repair and maintenance of media and technology in our Delaware Hall classrooms. This will allow department faculty to enhance their learning environments. In addition, department guests and students will have ready access to working media equipment for presentations and events.

Picturesque Illustrations:

1) A Picture of Colloquium Flyers for the Spring 2021 Semester (All held virtually)
STUDENT MOTIVATIONS TO WORK IN CRIMINAL JUSTICE
MARCH 4, 2021

TaLisa J. Carter, PHD

Dr. Carter is a native of Long Island, NY, dedicated to understanding the interactions of race, skin tone, criminal justice institutions, and theory. She is an Assistant Professor in the Department of Justice, Law & Criminology at American University in Washington D.C., Affiliated Scholar at Urban Institute, and an Affiliate with the Center for Advancing Correcional Excellence at George Mason University. Previously she worked as a

THE POWER OF SUSTAINABLE TIES: PHILADELPHIA ORGANIZATION BUILDS TIES AMONG THE POOR
MARCH 18, 11:00-11:50AM

Joan Maya Mazellis, PhD

Joan Maya Mazellis is the author of Surviving Poverty: Creating Sustainable Ties Press 2017. Her current research, made possible by a grant from the National is a collaborative, mixed-methods, longitudinal study on student loan debt and intergenerational transmission of inequality. She is an associate professor of Department of Sociology, Anthropology and Criminal Justice at Rutgers University, affiliated scholar at Renee Crown Center for Urban Research and Education

Delaware State University
Sustaining Social Science Research Culture Colloquium Series presented by the Department of Sociology and Criminal Justice

THURS. APRIL 15TH 11:00-11:50AM

Fundamental Causes of COVID-19: Race, Class, & Health Disparities in St. Louis, Mis

Chris Prener, Ph.D., D.Phil.

Christopher Prener (Ph.D., Northeastern University, 2015) is an Assistant Professor at Saint Louis University (St. Louis, MO). He is an urban and medical sociologist interested in mixed methods research designs that incorporate spatial data. His current research focuses on the impact that population decline and segregation have had on health across a number of outcomes, including vacancy, crime, and poor health. By analyzing these datasets, he actively maintains several open source software programs spatial research more reproducible and St. Louis data more accessible. Chris is a member of a COVID-19 tracking project for Missouri, focused on harmonizing various sources to create data visualizations of regional and statewide patterns in case health disparities.

event: https://desu.acces.com/desu/ontology/p.php?MTID=2ba472f491a4d300f code: c3j8u

GENTRIFICATION AND THE EFFECT OF NEIGHBORHOOD ECOSYSTEMS
APRIL 13TH 11:00-11:50AM

Christina Jackson, PhD

Jackson is an urban sociologist and scholar-activist with an interest in urban neighborhoods. Her social justice approach centers on the stories and lives of people living in communities, and her work examines the intersection of race, gender, and socio-economic status. She investigates the impact of gentrification on communities and the role of social movements in shaping urban policy. In her research, she focuses on understanding how historical legacies of racial segregation and economic disparities influence contemporary urban development.

event: https://desu.acces.com/desu/ontology/p.php?MTID=6f605665ec52a1001a code: c3j8u

Sustaining Social Science Research Culture Colloquium Series presented by the Department of Sociology & Criminal Justice

HURS. APRIL 22ND 11:00-11:50AM

Sing Social Capital to Address Social Vulnerability: How Redefine Messengers Promote Equity & Address Violence During the Covid-19 Pandemic

Darryl Chambers

Darryl Chambers was born and raised in Wilmington, Delaware. Dedicated to addressing structural violence, Mr. Chambers graduated from the University of Delaware, was a member of the Wilmington Program, and served as co-director of the Wilmington Project. Mr. Chambers also served on the Witness to Violence, as Co-Chair of Delaware’s CDC Community Council of Youth Violence and Promotion of Positive for Structural Equity (CPSE), a community-based initiative designed to empower youth and their communities to support and promote social determinants of health, and a community-led initiative to promote social and cultural roots of urban youth.

Wilmington, New Orleans, and Wilmington, New Orleans, and

event: https://desu.acces.com/desu/ontology/p.php?MTID=2ba472f491a4d300f code: c3j8u

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Wilmington, New Orleans, and Wilmington, New Orleans, and

event: https://desu.acces.com/desu/ontology/p.php?MTID=2ba472f491a4d300f code: c3j8u
2) In-person class: Dr. Tutu in a seminar with his Special Topics in Sociology class

3) In-person class: Dr. Tutu in a seminar with his Special Topics in Sociology class
4) In-person class: Dr. Tutu in a seminar with his Special Topics in Sociology class
5) In-person class: Dr. Tutu teaching his Population Analysis class
6) In-Person Class: Dr. Balzarini teaching a Senior Seminar Class
7) In-Person Class: Dr. Balzarini teaching a Senior Seminar Class
8) The Criminal Justice Club organized a CSI program

THE CRIMINAL JUSTICE CLUB PRESENTS:

CSI:
DELAWARE STATE UNIVERSITY

LOVE IS BLIND
IT SHOULDN'T BE LIKE THIS
THE BIGGER PICTURE

GRATEFULNESS

NOVEMBER 23-26

9) The Criminal Justice Club Organized a Gun Violence Awareness Program
10) The Criminal Justice Club hosted a Guest Speaker
GUEST SPEAKER
Elizabeth Estrill
SUPERVISORY COMMUNITY SUPERVISION OFFICER

TUESDAY, NOVEMBER 17, 2020
6:30PM-7:30PM

ZOOM ID: 422 831 2909
PASSCODE: 1891

BELOW THE SURFACE: Q+A
会计,经济学和金融部
2019-2020年年度报告

执行摘要:

- 会计、经济学和金融（AEF）系在领导力、教学和学生专注的活动、研究、服务和社区活动方面取得了显著成就。
- 学生总数已激增到约400人。该系现在是少数几所大学中能够提供多校区课程的系。
- 教授也在研究生水平提供课程，包括商业管理（MBA）项目的财务、会计、经济学和数据学。
- Nandita Das教授于2019年秋季升为教授。
- Zi "Nancy" Ning教授在2019年春季成功提交了她的研究假报告。Jan Christopher教授在2020年春季开始了研究假。
- Drs. Kwak和Das教授分别于2019年秋季和2020年春季获得了研究假。
- 为了促进创业、行业和社区参与，该系提供了关键的专业知识来启动金融服务、创新和技术（C-FIT）中心。
- 部分教授在带来其他卓越中心的实现方面做出了重要贡献，如DSU政治意识和公民参与（PACE），城市创新和创业中心，肯特县新兴企业发展中心，COB - Garage Initiative，和Center for Homeland Security研究。
- 部分教授在研究方面非常活跃。部分成员在国家和国际会议上发表了演讲。部分成员在学术、实践和教学相关领域发表了学术、实践和教学相关领域的论文或会议摘要。
- 根据市场需求和行业要求，该系从2019年秋季学期开始提供B.S., Finance专业课程，包括金融和银行业务和金融经济学。
- 该航空部门在2019-2020年获得了新的飞机。
- 航空部门成功举办了2019年夏季学院，旨在提供飞行体验，鼓励高中生将航空作为职业。
- 部门提交了一份分阶段的重新开放计划，考虑在DSU Airpark以过渡方式重新开放飞行运营。
- 教授们在发展会计和金融以及经济学课程方面进行了在线开发，B.S., Accounting成为第一个完全在线的DSU课程。
Department faculty are active in providing service by serving on Department, College, University, Discipline, and Civic committees.

August 2019 - Hornet Formation Flight Team performed a flyover at the Pocono Raceway

August 2019 - Hornet Formation Flight Team performed a flyover at the Lancaster Airshow (PA)

August 2019 - Hornet Formation Flight Team performed a flyover at the Thunder over the Boardwalk Airshow; in Atlantic City (NJ).

August 2019 – Students and staff attended the Organization for Black Aerospace Professionals (OBAP) Conference


September 2019 - Hornet Formation Flight Team: Ocean City Airshow

September 2019 - New Aircraft Arrival Ceremony & Media Event

September 2019 - DSUAA Florida Sunshine Chapter reception for Aviation Program students

September 2019 - Fall Welcome BBQ and Awards

September 2019 - FAASTeam Meeting at Delaware Airpark

September 2019 - Hornet Formation Flight Team: Homecoming Football Game

September 2019 - Dr. Don Blakey tribute to Dr. Daniel Coons production

October 2019 - University Aviation Association (UAA) Conference STAFF

October 2019 - Hornet Flight Team NIFA Region 7 Competition

October 2019 - AFJROTC/AABI Lessons Learned Conference STAFF

March 2020 - Women In Aviation Conference

Attached Files
AEF - AY 2019-2020 KPI.xls

Unit Initiatives:

- The Department began to offer a Bachelor of Science, Finance (with a concentration in Finance and Banking, and Financial Economics) from Fall 2020.
- The Department was the first on-campus to submit and enact on a Reopen Plan under strict operating guidelines for COVID-19. This is for the DSU Airpark. The staff will begin to report from June 10, 2020, and students from June 15, 2020.
- The unit began to offer tutorials for 300/400 level Accounting courses, to ensure student success in advanced level accounting courses. Students had been requesting help in this area. The labs offered for Accounting I and Accounting II have been successful in student success.
- To spur entrepreneurship, industry, and community engagement, the department provided critical expertise to initiate the Center of Financial Services, Innovation, and
Akash Dania is the Co-Founder and Principal Researcher. Drs. Muzorewa and Ning are other Principal Researchers.

- The Department faculty also contributed to the formulation of the DSU Political Awareness and Civic Engagement (PACE). Casson and Dania are in the core group to set-up the center. Dr. Dania is the Director of the center.
- Department faculty are also serving on several University-wide leadership committees to set-up other Center of excellence and setting up other alternate funding generation entities. 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 – Garce Initiative – Drs. Casson and Dania, and Mr. Robinson, and the Center for Homeland Security research – Dr. Jan Christopher.

- AY 2020-2021 (Planned)

- FIN 441 (International Financial Management) will be the main global business discipline course replacing MGMT (440). FIN 441 covers important discipline concepts such as International Currency Exchange, Purchasing Power Parity, Interest Rates Parity, International Financial Markets. These concepts better fit the major preparation in Finance and will prepare students for relevant investments, securities management, wealth management area jobs.
- Streamline the pre-requisites for Finance courses. Keep FIN-300 (Managerial Finance) as the only pre-requisite. FIN-300 covers the necessary basic for any advanced Finance course.
- Streamlining prerequisites will make choosing relative electives when they are offered beneficial to students. FIN 300 covers broad areas relevant for students to continue to 300/400 level Finance courses. For Financial planning-related courses, FIN 200 (Personal Finance) covers the necessary foundation.
- FIN 424 - New Venture Finance and Investment (existing course) is an important Entrepreneurship minor course. The core focus in this course is on financial and business strategy rather than advanced quantitative application. Idea is to have a series of entrepreneurship courses that can be taken by Finance, Business College and University-wide student body and stimulate entrepreneurial thinking among students. Therefore, this course will have no prerequisite.
- Streamline Financial Planning courses. Keep FIN-220 (Personal Finance) as the only pre-requisite for the advanced Financial Planning courses.

Business Administration (M.B.A.)
2019-2020 Annual Report
Executive Summary:

The MBA program as part of the School of Graduate, Adult and Extended Studies (SGAES) professional degree offerings, and the Director of the MBA program, are pleased to report that the MBA program progresses very nicely in both student enrollment (Fall 2018-14 students, Summer 2020-45 students up 221%) and revenues ($268,830.00-$339,900.00 up 26.4%). I am even more pleased at the growth of our programs and initiatives, that will prove to be very fruitful soon. Please see attached budget report.

I credit that growth to the two-pronged approach the program took last year to develop a base for our enrollment. Engaging and partnering with the College of Business (COB) Advisement team, Student engagement and Faculty, has brought to top of mind the MBA program in the COB. Being asked to be the Forum speaker for the COB new student orientation program brought over 40 students in my first attempt to our prospect list. This will now be an annual event for the Director, and I will also be speaking in the senior classes to promote the program. While we are marketing to the COB all the MBA’s courses are taught in Wilmington.

I have written in detail for sections 2-7 and will summarize in order presented.

As has been written extensively in both my past annual reports and in my weekly reports to the Dean, we have great need as all units, in resources both human and financial. We continue to have a need for a coordinator. This was tough last year but with partnering with the Testing center to share a receptionist, utilizing my operational funds and finally getting Graduate assistantships, we have been able to make do. I am also very encouraged that DSU leadership through Dean Johnson, is aware of this and is committed to the program. We will progress forward and follow the leaderships path.

Our list of accomplishments and initiatives is lengthy and detailed below. For our academics we began by overhauling both the Business Analytics and Finance concentrations. We had tremendous interest in both concentrations but either they did not have the faculty/Adjuncts or proper syllabi. We addressed both issues and now have 5-6 students in each and growing interest.

We are very proud of partnering with Ivy Software to deliver our Foundations online. They are AACSB approved and at an 80% discount to our regular pricing. This give great flexibility to the students and allows them to have all or most of their Foundations completed before they start classes.

The sequence of classes was standardized to build up cohorts and stop the one’s and two’s in a class. And, all our courses were placed online even before Covid-19 hit.

The following initiatives were to be started up by this Fall 2020, but like the rest of the world, we were confronted by Covid-19 and we have moved the startups to Spring 2021.
We start the beginning of the year with a visit from Jamaica with the desire to bring us a cohort for an MBA in Hospitality and Tourism. This was a program that had been cancelled. With help from Dr. Clarke, we re-established the concentration and are now in logistical talks with Jamaica leadership, to bring our first cohort in spring 2021.

Our Wilmington Campus sits at the crossroads of the nation’s largest business corridor, the Northeast region. Most of the nation’s fortune 500 companies are incorporated out of Delaware. The second prong of our two-pronged approach was to develop a program specifically for this target group. A program for executives that desired practical knowledge. So began our path to a DSU Executive MBA (EMBA). Dr. Dania is my adviser on this program. We have done the Permission to plan and are working now on the curriculum, modality, adjuncts and pricing. We had over 60 applicants for the EMBA Adjunct program and we have chosen 12 AACSB qualified and most with practical experience. Our goal is to start up Spring 2021.

Our Agricultural department is considered one of the best in our region and in the HBCU world. Why not a Business Agriculture concentration? So, the talks began with incredible interest and we are moving to have a permission to plan by the September Faculty senate and to start it up by spring 2021.

One of my greatest challenges was to do a complete review of the MBA program. From the curriculum to the admissions requirements. I am pleased to announce that we now have the MBA Graduate Program committee established through the SGAES with the MBA Director as Co-lead with COB Assistant Dean Pinjani. This committee will “Develop, monitor, and review all graduate (MBA) curriculum, syllabi, admission requirements and transfer credit request”.

The MBA program formed a partnership between the Delaware State Chamber of Commerce and the Center for Finance, Innovation and Technology. The purpose of which is to develop for the Chamber a specific Delaware state economic indicator and sentiment. We have had several preliminary meetings and have begun research but Covid-19 has delayed our progress. We hope to get back to this ASAP. We continue to research this with our Georgetown Director Dr. Darren Blackston, who is a Chamber board member.

In Closing, I ask that you read all the detail in the sections. And, I give thanks to my SGAES team, without which this great progress could not happen.

**Unit Initiatives:**

- Accomplished in this cycle
  - Academic

  1. Business Analytics- we strengthened the concentration with updated syllabi and instructors. There are now a solid 6-7 students per cohort.
2. Ivy Foundations- an online AACSB approved program that allows for online courses at 80% discount to our regular offering. This was approved and is fully online creating revenue for our MBA Club and flexibility for our students.

3. Finance- with the help of Dr. Akash Dania, Chairman of the Accounting, Economics, Finance and Aviation department, we reinvigorated the syllabi for the concentration and began effort to recruit those students. The program now has 5-6 students per cohort and increasing.

4. Schedule sequence- the schedule was standardized in order to keep cohorts together and eliminate 1 or 2 students in a class.

5. Online- all MBA courses are now online for the general program. All concentrations will be online by spring 2021.

- Programs initiated

1. Hospitality and Tourism concentration for Jamaica cohort. All preliminary work has been completed. We now begin to coordinate logistics. The goal is to bring in the first cohort spring 2021.

2. Business Agriculture concentration is in development. The MBA has completed all its work and is awaiting 4-5 electives from the College of Agriculture. The goal is to bring to Faculty Senate this fall and start the program spring 2021. Incredible potential here.

3. Executive MBA(EMBA) has been brought to the board with a Permission to plan. This is a program created specifically for a corporate target market at our Wilmington campus and business executives. Dr. Akash Dania and Director are working now on curriculum and modalities. The goal is for a startup of spring 2021. Incredible potential here.

4. Adjunct interviews for EMBA brought us over 60 candidates. We not only required the typical academic credentials that AACSB would accept, but we required practical experience also. We now have 10-12 qualified instructors for the EMBA program as well as the traditional program if needed.

5. With the partnership of the College of Business (COB), SGAES has fully established the MBA Graduate Program Committee (GPC). The role for this committee is to “Develop, Monitor and review all graduate (MBA) curriculum and syllabi and AOL requirements. They will develop and approve admissions requirements and approve transfer credit request”.

6. Established a relationship with the Delaware Chamber of Commerce and the Center for Finance, Innovation and Technology (CFIT) to create specific economic indicators for Delaware.

- We had several of our MBA students attend a University of Delaware MBA Association networking event. We had one of our students participate in the Thurgood Marshall case study challenge. Kevin Perry became Mr. Delaware and was recruited out by Price Waterhouse Cooper. We fully supported DEEP day for the COB.

- AACSB will be back in the COB for the 20/21 period. Director is on the committee and is working to get AOL assessments completed and brought to the GPC committee. These assessments had not been completed from 2016 through spring 2019.

Planned for next cycle
Due to Covid-19 all our programs above have been moved to the Spring 2021 cycle.

- Human Resource Concentration
- Certificates for Finance, Economics and accounting (phase 1), and Operations, Organizational Leadership and Marketing (phase 2)

**Business Administration Department**

**2019-2020 Annual Report**

**Executive Summary:**

This is the summary of the significant accomplishments of the Department of Business Administration (DBA) for the academic year 2019-20 in the area of leadership, curriculum and program, enrollment, faculty & academic activities, service & community engagement, and grants. The Department of Business Administration constitutes with Management major program that has five concentrations. Two concentrations – Finance & Banking concentration and Business Economics concentration that were in the department under the Management major have moved to the Department of Accounting, Economics, and Finance, in which they became a Finance Major and a Financial Economics minor. Thus, the report only includes five concentrations – Business Analytics, Human Resource Management, General Management, Management Information Systems/Enterprise Resource Planning, and Marketing this year. 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 by the Program Director, Dr. June Clarke.

- **Leadership:**

  Dae Ryong Kim, Ph.D., has been the Chair of the Department of Business Administration since Fall 2017 after a nationwide search. He has also been an Associate Professor of Management (Information Systems) in the Department since Fall 2001. He has been promoted to Professor in 2004 and got tenured in 2005. Dr. Kim had been an Interim MBA Director at DSU for three years from Fall 2014 to Spring 2017 and a Chair of the Department of Management 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 served as a Chairperson of the Department of Management Information Systems and as an Associate Dean of the Graduate School of Business Administration at the University of Ulsan. He has brought over diverse leadership experience from his previous positions in different units and different institutions.

- **Curriculum and Program**
  - The Department has maintained the AACSB (Association to Advance Collegiate Schools of Business) International accreditation in Management major program.
The Department has maintained 'Connected Degree Programs' between DTCC (Delaware Technical and Community College) and DSU (Delaware State University);

The Department supported the DSU Online program offering HRM concentration and developing online courses for the concentration. Also supported the DSU Online program in developing other online courses and in assigning instructors to the courses;

The Department of Business Administration met the goals designed by the collaboration among faculty, staff, and 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.

- **Faculty & Academic Activities**
  - The Department maintains an academic journal housed in the Management program - Journal of Current Research in Global
  - The Department faculties in the Management major program have had the productive academic year 2019-20. They have published five (5) peer-reviewed journal papers, participated in fifteen (15) academic conferences for presentations and proceeding publications, and spoke in four (4) conferences as a key-note speaker, a closing speaker, or concluding remarker.

- **Students & Activities**
  - Five (5) students attended the Hewlett Packard HBCU Business Challenge and two (2) of them (Faith Olasupo and Yazmin Harris) are the Department students – Dr. Devdeep Maity
  - Ten (10) students attended the National Society of Minority in Hospitality Conference on February, 2020 – Dr. June Clarke

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.

Attached Files

Department Business Administration Filled - KPI 1 and 10 COB 2020 C Final.xls

Unit Initiatives:

- **Curriculum**
  - The Department has successfully got the approval of the ‘Entrepreneurship Minor’ revision, in which the Department removed the Internship course and added
Introduction to Business and Entrepreneurship Practicum courses to enrich students’ basic business background and practical learning about launching new businesses;
- The Department has gone through 3-year program reviews in two concentrations – Marketing and MIS/ERP;
- The Department supported the DSU Online program offering HRM concentration and developing online courses for the concentration. Also supported the DSU Online program in developing other online courses and in assigning instructors to the courses;
- The management program and Hospitality & Tourism Management program in the Department of Business Administration has been maintaining AACSB International (Association to Advance Collegiate Schools of Business International) re-accreditation.
- Maintained a 'Connected Degree Program' between DTCC (Delaware Technical and Community College) and DSU (Delaware State University);
  - Associate degree in Business Administration at DTCC and S. degree in General Management atDSU;
  - Associate degree in Accounting at DTCC and S. degree in General Management atDSU.
- 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.
- 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.
- Planned for next cycle
  - The Department will review all the minors except Entrepreneurship minor that got approval of the revision this academic year. That will include Marketing, MIS/ERP, and HRM to review the credit hours and pre-requisites required for each minor;
  - The Department will continue the 3-year review of its program in Business Analytics, HRM, and General Management.
- Center
  - The Department revamped one of its centers – Center for Information Technology Services (CITS) – to offer IT services again to the local small businesses;
  - CITS has been awarded a Federal Grant application – U.S. Commerce Economic Development Corporation, EDA Small Business Website Grant ($300,000).
  - CITS has applied Mid-Atlantic Association of Community Health Centers ($19,200 – pending)
- Faculty
  - The Department maintains an academic journal housed in the Management program - Journal of Current Research in Global
  - The Department faculties in the Management major program have had the productive academic year 2019-20. They have published five (5) peer-reviewed journal papers, participated in fifteen (15) academic conferences for presentations and proceeding publications, and spoke in four (4) conferences as a key-note speaker, a closing speaker, or concluding remarker.
  - Devdeep Maity has earned his tenure.
- Service and Community Engagement: Department faculties have been serving various services in different levels of campus and community in the Department of Business Administration, College of
Business, University-level committees, Discipline, and Civic committees during the academic year 2019-2020.

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

- Department faculties have served as advisors of student clubs and other organizations.
  - Carlos Rodriguez: Beta Gamma Sigma Honorary Business Society
  - Devdeep Maity: American Marketing Association Student Chapter
  - Charles Fletcher: MIS Club
  - Terry Bragg: Society for Human Resource Management (SHRM) Student Chapter

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

- Students
  - Five (5) students attended the Hewlett Packard HBCU Business Challenge and two (2) of them (Faith Olasupo and Yazmin Harris) are the Department students – Dr. Devdeep Maity
    - Faith Olasupo D10618476
    - Job Albarr
    - Corban Weatherspoon
    - Yazmin Harris D10538213
    - Jabari Wells
    - Brieona Branch D10451477
    - Breyanna Simmons-Santos D10484207
    - Angnola Henri 010525158
Ten (10) students attended the National Society of Minority in Hospitality Conference on February, 2020 – Dr. June Clarke
- Augustus Nsiah D10497020
- Danielle Tobias D10523609
- Alayzia Williams D10529255
- Analy Ostos D10618934
- Arianna Johnson D10533370
- Allen Mariah D10493686
- Bailey Montesha D10555827
- Brown Adrianna D10504145
- Gatling Alycia D10598756
- Gooch-Hughes Sienna D10617633
- Grant McIntire Emahni D10614658
- Johnson Arianna D10533370
- Leach Kendall D10533160
- Leyva Viridiana D10537539
- Parks Amaiya D10606300
Hospitality & Tourism Management (B.S.)
2019-2020 Annual Report
Executive Summary:

The hospitality and tourism management program continues to make stride and in terms of growth, development, and accomplishments. In the spring of 2020, assessment was completed on 2 courses using the ADGS (Assessment Data Collection System). The HTM 417 showed all students met the satisfactory requirement and some were ranked as proficient. The HTM 449 All students earned a minimum grade of 70. Additionally, students who graduated in the May commencement ceremony were assessed using the program’s competency test. Based on the results, the students grade ranged from 72% to 88% for the semester. The student who scored at 72% is expected to resist the test.

In the fall of 2019, the safety and sanitation course was assessed. The results showed all students at the proficiency level. During this semester the initiative was taken to increase enrollment in the program. As a result, recruitment activity was carried out at the Delaware ProStart National Restaurant Association Educational Foundation, and the Delaware State University open house and new student orientation activities.

Attached Files
Blank - KPI 1 and 10 COB 2020.xls

Unit Initiatives:

One of the goal of the program is to increase enrollment, internship/practicum, research and conference participation activities.

- The program continues to participate in same activities
- The HTM curricula did not undergo any major changes. However, based on request from industry partners, certain courses were reviewed and different components infused. For example;

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HTM 108: Introduction to tourism Concepts</td>
<td>Continue to include more emphasis in global travel Offered online</td>
</tr>
<tr>
<td>HTM 311-Food Production</td>
<td>Focus on basic skills, focus on customer care and service</td>
</tr>
<tr>
<td>HTM 305-Cost control</td>
<td>Increase critical skills problems that reflect cost analysis and control of products and services; provide more real-life cost problems, as related in cost percentages and assessment of profits.</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>HTM 345-Restaurant Management</td>
<td>Focus more on customer service, financial data of operation-more costing of menus and projection of pricing concepts, and soft skills development. Offering certification for students who complete the course with a C or above.</td>
</tr>
<tr>
<td>HTM 490-Event Planning and Management</td>
<td>Seek certification for students who complete the course with a C or above.</td>
</tr>
<tr>
<td>HTM Elective: Club Management/Bar Operations Management</td>
<td>Is now offering certification for students who complete the course with a C or above.</td>
</tr>
</tbody>
</table>

The program will be going through its re-accreditation process in the 2020-2021 academic year. There is also plans to comprehensively review the HTM Program curriculum and the hospitality related syllabuses. This is necessary to ensure the curriculum and the syllabuses are staying current to meet both industry and students needs. During the annual meeting held with faculty and industry partner at the 2020 National Society of Minority in Hospitality (NSMH) conference held in Houston, Texas, they expressed the need to see more offerings in terms of destination management. Some of the representatives presented were from: Hyatt International, Marriott Hotels, Aramark, Drury Hotels, Red Lobster Restaurants, and Four Seasons.

Future Needs of Curriculum Review and Research

- Continue to assess curriculum, based on industry changes.
- Eliminate courses that do not meet program needs.
- Continue to infuse more soft skills along with diversity and inclusion information into the curriculum through courses such as HTM 345 (Restaurant Management), HTM 108 (Introduction to Tourism Concepts), and HTM 355 (Lodging Operations)
- Update courses yearly by using all current data and information.

Assessments was conducted for HTM Internship, I and II. During the assessment, the hours remained the same, however, additional assignments were added to each course to ensure specific competencies needed were matched with internship requirements.

All HTM students are encouraged to attend the NSMH Leadership Conference held during the month of February each year. The Conference provides access to hospitality CEO’s, 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 Board Committee meeting, which will be required to meet at least twice per year. In addition, new members were added to the board.
The HTM Program launched the Innovation Café, which was slated to open in April of spring 2020. Due to the Covid-19 pandemic, the opening date has been rescheduled.

The program also launched the HTM-Wall of Fame. This activity allows HTM Alumni’s to purchase a plaque engraved with their name and year of graduation as a way to contribute to the program.

**Sport Management Department**  
**2019-2020 Annual Report**  
**Executive Summary:**

The 2019-2020 academic year was very successful for student engagement. During the academic year 54% of our undergraduate students were involved in some type of outside the classroom learning experience. The percentage would have been higher except COVID-19 outbreak resulted in the cancellation of our major’s club, the Sport Management Organization, Annual Sport Leadership Conference held on campus.

The Sport Management Organization co-hosted a cheer competition on campus that was attended by approximately 1740 participants, coaches, and spectators. Since then, we have received requests from an event planner in Mississippi, an event planner in New Jersey, a local cheer gym, and a local high school requesting our assistance with co-hosting cheer competitions on campus. The events provide our student with hands-on experience in event management and customer service.

The Department faculty performed remarkably under the stress and uncertainty brought about by the pandemic. The Dean’s Award recipients are as follows: (a) Mr. Maurice Suggs for teaching; (b) Dr. Mark Still for service; and (c) Dr. Li Chen and Dr. Lifang Zhang were recognized for research.

Attached Files  
[Sport Sciences KPI 1 and 10 COB 2020.xlsx](#)

**Unit Initiatives:**

- Accomplished this cycle

Revised undergraduate curriculum and began the process of adding a new minor.

Ninety-four out of one hundred seventy three undergraduate students completed an internship, worked with DSU Athletics performing game day operations, worked a cheer competition co-hosted by the Sport Management Organization, and/or attended the Wharton Sport Business Conference at the University of Pennsylvania.
In February, the Sport Management Organization co-hosted a Delaware Cheer Association competition. Attendance was approximated to be: (a) 650 participants; (b) 90 coaches; and (c) 1,000 spectators.

The Sport Management Organization was scheduled to hold their annual Sport Leadership Conference at the end of March but was postponed due to COVID-19. The Organization had put together an exceptional program with workshops and esteemed professionals from all facets of the sport industry.

- Planned for Next Cycle

We have contacted by a local gym, a local high school, an event promoter from Mississippi, and an event promoter from New Jersey to assist and/or co-host cheer competitions at DSU. We have two scheduled for the spring 2021 semester.

A minor in Sport Entrepreneurship is in process at the undergraduate level.

The graduate program, Sport Administration, will have its curriculum revised and aligned with the National Interscholastic Athletic Administrators Association’s various certification programs and courses.

We will continue to provide all students with opportunities to attend the Wharton Sport Business Conference and any other experiential and service learning opportunities that arise.

Assessment Office
2019-2020 Annual Report
Executive Summary:

Despite the impact of the global COVID-19 pandemic in March 2020, Assessment Office was able to achieve its mission and objectives to support an efficient and sustainable assessment process at the institution.

Some of the key accomplishments are:

- Assessment Plans
  - Staff in this Office met with representatives from various Academic Affairs and Administrative units to ensure that a total of 84% of units submitted assessment plans (78 out of the required 82 Academic Affairs units and 36 out of the 54 Administrative Units). Of the submitted assessment plans for Academic Affairs, 75% also submitted findings and action plans (if applicable).
  - Staff conducted group, individual, virtual, email, and telephone consultations to assist department/unit heads in academic and administrative units in submitting word document assessment plans.
There below workshops were hosted/sponsored by this office:

- ADCS and the 5C rubrics workshop - October 8, 2019 - 10 attendees.
- Campus Labs Baseline survey workshop - November 21, 2019 - 22 attendees.
- Curriculum Mapping Workshop led by AVP - January 28, 2020 - 12 attendees.
- Campus Labs Student Response System – 2 attendees
- Campus Labs Annual reports workshops – March 26-27, 2020- 20 attendees.
- General Faculty Meeting – Institutional Priorities Survey data led by AVP – 134 attendees.
- Staff in this Office also collaborated in workshops to present information about institutional effectiveness at university meetings.

Programmatic Accreditations - The AVP, Director of Assessment and Data Specialist conducted meetings with department heads to assist them with assessment/accreditation requirements, discuss available resources assistance from this Office and the assessment process outlines that need to be completed by each unit and/or program. Additionally, individual meetings were held with chairpersons, directors, assessment coordinators, faculty members, and staff members who requested additional assistance. Approximately 42 consultations were provided to 100% of faculty/staff seeking assistance.

Institutional Surveys

- Preliminary response rate for December 2020 FDS was 62%, May 2020 was 65%, and February follow survey was 16%. The NSSE response rate was 40% for first year students and 34% for seniors.

National Survey of Student Engagement

- Administered NSSE survey to first year and senior year students.
- Monitored response rates and reviewed survey findings.

Key assessment/institutional effectiveness findings/results were shared with campus stakeholders.

- ADCS Fall 2019 preliminary 5C rubric assessment data results were shared at General Education Committee meetings
- ADCS spring 2020 and Across-the-Curriculum data for 2014-2020 were analyzed, summarized and shared on the Self-study Standard III criteria 5 report templates. ADCS Survey of 5C pilot to instructors was also shared in this report.
- Results from the Intuitional Priorities Survey were presented at various forums and the General Faculty meeting.
- Raw KPI data were shared with Standard III Self-study group

General Education assessment

- All five (100%) of the new 5C rubrics (Communication, Civic Engagement, Cognition, Creativity and Content) were assessed in general education courses. In fall 2019, 82% designated courses submitted data. In Spring 2020, 77% of course sections submitted data in ADCS.
The director collaborated with Department Chairs to rollout the 5C rubrics assessment in the Assessment Data Collection System.

**Title III activity director tasks**
- Monitored budget, spending, resources, inventory.
- Completed monthly, quarterly and annual reports.
-Achieved activity objectives

**Professional Development**
- Participated in Campus Labs Elevate Conference and networked with colleagues.
- Participated in the HBCU Data Analytics Credentialing program.
- Served as reviewer to read/rate abstracts submitted for the Association of Institutional Research (AIR) Forum.
  Participated virtual conferences, webinars.
- Attended annual MSCHE forum to network with colleagues at peer institutions.

**Unit Initiatives:**

- Conducted ADCS and the 5C rubrics workshop on October 8, 2019. There were ten attendees. Administered post workshop survey.
- Facilitated Campus Labs Baseline survey workshop conducted by Campus Labs representative on November 21, 2019 (22 attendees). Administered post workshop survey. Collaborated with CTL and IT for events app registration. Utilized QR (Quick Response) code to administer post workshop Baseline survey in order to increase response rates. Previous workshop response rate was 80% and this last workshop evaluation had 100% response rate.

Met with staff in the following units for assistance with assessment plan reports.
- Biological Sciences Dept.
- Business MBA program
- Division of Physics, Engineering, Mathematics and Computer Science
- English Dept
- Enrollment Management units
- Hospitality and Tourism program
- International Affairs
- Marketing and Communications unit
- Mass Comm, Visual and Performing Arts department
- Mathematics programs
- Nursing program
- Psychology Dept.
- Public Administration MPA program
- Title IX Office

Reviewed draft assessment process outlines and provided feedback for optimizing goals, measures, objectives sections for the following units:
- Aviation
- Applied Chemistry MS
- Applied Chemistry PhD
• Met with two Global Societies faculty member for overview and assistance with submitting assessment data in ADCS.
• Finalized ADCS active/inactives list with Chairs in Banner and worked with IT for activating/verifying in ADCS. Sent periodic reminders to faculty members.
• Assisted faculty member with Kahoot student response system via virtual meetings.
• Drafted suggested Nursing Dept. and Psychology Dept. assessment plans based on 2019 annual report submission. Shared with these Chairs for their review/revisions. Also drafted suggested assessment plans for Integrated Studies program and the Arts Center Gallery unit and shared with unit heads.
• Assisted staff from Division of Physics, Engineering, Mathematics and Computer Science by setting up sample survey to collect program outcomes data.
• Updated assessment plans submission status after due date.
• Updated Assessment Office website to fix links and assessment resources.

• Collaborated with Internship Coordinator Career Services (CS) to administer First Destination Survey for December 2019 graduates (Aug & Dec 2019 graduates). Assisted students with Handshake survey status questions. Distributed non-responders list to chairs/deans for assistance in increasing response rates. Promoted survey in eNews messages. Disseminated non-responders list to Chairs, Program Directors, Advisors, Deans to increase response rates. Shared non-responders list with Webmaster for utilizing mass text feature as survey reminders. Researched and recommended other avenues for increasing response rates (reminders at cap/gown pickup in Book store, shortening survey, other option instead of Handshake).
• Collaborated with Student Worker to compile data tables for past ADCS data.
• Collaborated with AVP and IRPA for NSSE population files, module selection, incentive, invitation/reminder letters and other survey set-up tasks. Drafted Project Charter for NSSE to
Office of International Affairs
2019-2020 Annual Report
Executive Summary:

University’s Goals/KPIs

Goal #1: Intellectual Climate and Culture

KPI #1: Undergraduate student participation rate in research, study abroad, service learning, and cultural enrichment.

Goal #2: Student Success

KPI #2: Percent of students obtaining gainful employment in 12 months.

Goal #3: Research and scholarship

Provide opportunities for undergraduate students to participate in research.

Goal #6: Institutional and operational effectiveness

KPI #12: Strategic enrollment increase.

KPI #13: Increase overall university funding.

International Affairs Accomplishments

Goal #1: Intellectual Climate and Culture

KPI #1: Undergraduate student participation rate in research, study abroad, service learning, and cultural enrichment

Campus International Culture Programs Provide International Culture Learning Environment

Annual International Education Week - is a joint initiative of the U.S. Department of State and the U.S. Department of Education. It 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. We hosted the annual international education week in November 2019. Cultural Enrichment exposes DSU F-1 and J-1 students and scholars to people, customs, standards, and experiences at DSU and Dover.
community to which they may not have ever been exposed. The goal is to assist them with a knowledge base to help them more easily navigate higher education and ultimately, career environments.

1.2 Study Abroad Programs and International Research Experience for Students

In 2019-2020, DSU sent 44 students to study abroad (Ghana, Belize, Cuba, Costa Rica and Semester @ Sea)

Due to the COVID-19, we canceled the Poland program (funded by NSF to the DSU PI Dr. Mazen Shahin) for 10 STEP students to do research for one month in summer 2020; canceled the Beihua University program (founded by the State of Delaware, DSU PI Dr. Fengshan Liu) for 8 students to perform at the annual concert and to learn Chinese culture and Chinese language in summer 2020; canceled the Study Abroad Program with Dalian University in China and the Study Abroad Program with Jeju National University in Korea; and canceled the Study Abroad Program to Spain for 8 nursing students right before the COVID-19 cases in Spain exploded.

Goal #2: Student Success

KPI #2: Percent of students obtaining gainful employment in 12 months

In June 2020, 95 DSU-NBUT accounting students received DSU degrees. All 95 students are either employed or admitted into graduate schools.

In May 2020, 25 DSU-CUST joint program students received DSU degrees. All 25 students are either employed or admitted into graduate schools.

Goal #3: Research and scholarship

Provide opportunities for undergraduate students to participate in research

We prepared and canceled (due to COVID-19) the Poland program (funded by NSF to the DSU PI Dr. Mazen Shahin) for 10 STEP students to do research for one month in summer 2020.

Goal #6: Institutional and operational effectiveness

KPI #12: Strategic enrollment increase

6.1 Joint Education Programs

There are more than 766 students currently participating in the 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 2020, 25 DSU-CUST joint program students received DSU degrees, and 95 DSU-NBUT program students received DSU degrees.

DSU EDD program will collaborate with Northeast Normal University College of Humanities and Sciences to increase enrollment in the EDD program at DSU. We will recruit 20 new students each year. The first cohort of students will be enrolled into DSU in Fall 2020 semester.

6.2 DSU US Culture Enrichment Program and Students from Ningbo

In 2019-2020, 15 students came from China and South Korea to participate in the DSU US Culture Enrichment Program; 7 students from DSU-NBUT participated in the Accounting Program for one year at DSU.

6.3 Disney Program

Disney Program attracted 54 students from Korea and France.

6.4. ELI: 11 students attended ELI program.

**KPI #13: Increase overall university funding ( $3,394,000)**

1 F-1 Students – Regular Degree Seeking (Bachelors, Masters and/or PhD)

- Number of Regular International Students: 121
- Subtotal net revenue $2,057,000
- **13.2 DSU USA Culture Enrichment Program and Student Exchange Program**
  - 15 students Culture Enrichment; Net revenue $81,000
    - 7 students from Ningbo for one year: Net revenue $119,000
    - Subtotal net revenue: $200,000
- **3 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
• Enrollment will be increased from 100 to 120 students/cohorts starting Fall 2020

• Changchun University of Sciences and Technology (Physics Program)
  • In China Teaching Revenue $427,000; Expenses for instructors $200,000; Net revenue $227,000
  • 25 students came for fall to DSU main campus in August 2019/2020 (year 4); Net revenue $425,000
  • Enrollment will be increased from 100 to 120 students/cohorts starting Fall 2020
  • Subtotal net revenue: $1,115,000

• 4 Disney Program  54 students, Revenue $22,000
• 5 English Language Institute  11 students (Net Revenue not provided here)

Total net revenue is $3,394,000.

Unit Initiatives:

Annual report not required - Unit is now reporting to Enrollment Mgt not AA.

Office of Student Success
Office of Student Success Comprehensive 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, Opportunity Scholars, and Undergraduate Research, Experiential Learning and Honors - is an Academic Affairs division comprised of retention-based initiatives, services and programs centered on the academic success of all students at Delaware State University. Staffed with over 50 professionals to include faculty, the OSS supports two of the University’s 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. Indeed, these are critical to executing successful implementation processes that impact retention and graduation rates.

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.

This comprehensive annual report are highlights of the student success accomplishments as reported in each Unit area’s annual report to show case how all units rally around the DSU student and corresponding DSU strategic planning goals. Below list the names of the units under the Office of Student Success, along with corresponding statements of mission or purpose that also align uniformly to the OSS mission.

**Academic Services for Student Athletes** - The Office of Academic Services for Student Athletes (ASSA) resides under the Office of Student Success and reports to the Associate Provost of Academic and Student Service while working in partnership with the Intercollegiate Athletics Department. The unit houses six professional staff dedicated to the pursuit of excellence and committed to helping student-athletes achieve their fullest potential as scholars, athletes, leaders, and members of society.

**Advisement and Retention** - The mission of Academic Advising in the Office of Student Success is to provide students a collegial and academically enriched college experience, within a collaborative campus community, where students are provided with guidance, support, planning tools and resources to make informed decisions that impact their academic success. 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.

**Integrated Academic Support Services** The mission of Integrated Academic Support Services (IASS) 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 to 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.

**Library Services** 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.
Opportunity Scholars

The mission of the Opportunity Scholars Program is to serve and provide academic, personal, career, and professional support to all Dreamers to ensure a successful post-secondary education at Delaware State University. The Opportunity Scholars Program works in collaboration with other departments to ensure a welcoming, inclusive, and successful transition to DSU for all Dreamers. Furthermore, it is important for faculty and staff to participate in trainings on how to effectively serve and support the Dreamers to ensure a successful education and holistic experience at Delaware State University.

Student Accessibility Services

The mission of 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.

Undergraduate Research, Experiential Learning and Honors

URELAH was developed to support the preparation of students for graduate school or direct entry into the workforce, by assisting students in identifying real-world work experiences that allow the transfer of academic theory into action. The integration of the Honors Program with undergraduate research and experiential learning creates a unit where students will be able to gain access to additional professional development resources and training opportunities.

Attached Files

Office of Student Success Comprehensive Annual Report.2019 - 2020 final.docx

Unit Initiatives:

Office of Student Success Units – Programs, Services and 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 by 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 as a result of evaluations conducted on the needs of the Office of Student Success, we look to institute a new Student Success Early Alert system (collaborative) to better service our DSU student population in a more effective and efficient manner. Plans for next cycle include developing a new mission and vision for the Office of Student Success under new leadership and guidance of the Associate Provost.

Unique to the OSS division is the primary challenge to guide University-wide efforts that foster student success and exceed benchmarks for retention and graduation rates. Listed in this report are OSS specific service initiatives and programs designed to improve first-year student success and retention – Summer Academy (Bridge), University Seminar - and progress towards completion - Academic Recovery Program, Registration Recruit-back.

Table 1 highlights accomplishments taken from each OSS unit annual reports that focus on student retention persistence, and graduation pathways which align with Goal 2: Student Success - KPIs 3 (4-year graduation rate) and 4 (first-year retention rate). Also listed are highlights and
accomplishments of the OSS service initiatives and programs which directly impact retention and graduation rates.
### Table 1
OSS Unit Initiatives Alignment with DSU Strategic Plan KPIs

<table>
<thead>
<tr>
<th>PRIDE 2020 Goals 2 &amp; 6 KPIs</th>
<th>OSS Unit</th>
<th>Unit Initiative and Commission</th>
<th>Highlights/Accomplishments</th>
</tr>
</thead>
</table>
| KPIs 3, 4, Academic Services for Student Athletes (ASSA) | The Office of Academic Services for Student-Athletes is dedicated to the pursuit of excellence and committed to helping student-athletes achieve their fullest potential as scholars, athletes, leaders, and members of society. The ASSA department and the members within are devoted to enhancing opportunities for success and competitive greatness. At the forefront of our existence, we are developing a culture where lifelong learning is a priority. The ASSA department supports the desire to provide transformative learning experiences in a socially responsible, inclusive community, anchored by its Core Values, which promotes, Community, Integrity, | Successfully implemented and monitored NCAA Improvement Plan resulting in:  
- 71 students on the PRESIDENT’S LIST,  
- 225 students on the DEAN’S LIST, and  
- 274 students on HONOR ROLL.  
Collectively, each team had a TERM GPA of 3.0 or higher. |
<table>
<thead>
<tr>
<th>KPIs 3, 4,</th>
<th>OSS Academic Advisement (OAA)</th>
<th>Diversity, Scholarship, and Outreach.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Office of Student Success (OSS)-Academic Advising</strong> is designed to align with the University’s strategic objectives and supports student success through an efficient delivery of advising services.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • New mobile advising initiative was successful and resulted in registering 335 students during the weeklong event.  
• Established and deployed web-based academic advisement and weekly walk-in -virtual advisement sessions in response to COVID-19.  
• Advisement sessions achieved:  
  o 11,462 total student advisement appointments completed  
  o **Achieved** nearly 80-95% completion of IDP I & IDP II advising sessions per semester for both 2018 and 2019 cohorts, during critical periods of the semester.  
  o Exceeded Retention Goal of **73.5%** to **79.7%** –Fall 2019 Cohort Preregistered for Fall 2020 |

<table>
<thead>
<tr>
<th>KPIs 3, 4</th>
<th>Undergraduate Research, Experiential Learning &amp; Honors (URELAH)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>URELAH was developed via aTitle III grant to support the preparation of students for graduate school or direct entry into the workforce, by assisting students in identifying real-world work experiences that allow the transfer of academic theory into action. The University’s</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| • The Honors Program revised/renamed in October 2020 as the new Undergraduate Research, Experiential Learning and Honors Program under the Office of Student Success and reports to the Associate Provost of the Academic of Student Services in the Office of Academic Affairs  
• Kyla Bonelli, Class of 2020, received the Presidential Leadership Award; Lily Lofton and Brynn Dao, Class of 2020, received the Presidential Academic Excellence Award for maintaining a 4.0 GPA all |
<table>
<thead>
<tr>
<th>KPIs 3, 4, Integrated Academic Support Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors Program was merged with URELAH to maximize opportunities and resources for students and to expand the professional development and leadership activities of the Honors program to the entire student population.</td>
</tr>
<tr>
<td>four years; Corban Weatherspoon, Junior, received a Tuition Award 2020-2021 from the DE Space Grant.</td>
</tr>
<tr>
<td>The Honors Program hired 6 honors students as the first cohort of Honors Student Ambassadors in October 2019. They are: Taylor Coleman, Essence Graham, Aran Lee, Tahliah Ling, Jewel Phillips, &amp; Corban Weatherspoon</td>
</tr>
<tr>
<td>Integrated Academic Support Services (IASS) is comprised of on-site services: Quantitative Reasoning Center (QRC), Supplemental Instruction (SI), Tutorial Center, and Writing Studio, and online services provided by Tutor.com, a web-based vendor. 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. Tutor.com assist students with a wide range of subjects; math, sciences, writing, business,</td>
</tr>
<tr>
<td>A total of 4498 student contacts participate in IASS academic programs and services.</td>
</tr>
<tr>
<td>Thirty-six percent (36%) unique contacts utilized two or more academic support services within a semester and</td>
</tr>
<tr>
<td>5% of the unique contacts utilized at least one of our academic support services in both fall and spring semesters.</td>
</tr>
<tr>
<td>KPI 3, 4 &amp; 12</td>
</tr>
<tr>
<td>KPI 3, 4</td>
</tr>
</tbody>
</table>

- Where monthly, we service 8,000 patrons onsite while answering over 300 questions and fulfill over 900 Inter library loan requests for articles.
- We held three Library Hornet Hero Lecture Series featured Dr. Reba Hollingsworth, Dr. Vivian Griffin, Dr. Donald Blakey and the Tuskegee Airmen
- Cataloged over 90 Dissertations and Theses
- Transitioned to an all-virtual work environment during the Covid-19 crisis including interlibrary loan, reference, and circulation support activities
- Achieving a 3.4 cumulative GPA, considering that the Program has 145 students. Undocumented students are a student population that require constant monitoring, checking, and motivation. This is because the different risks present due to their immigration status, their culture, mental health challenges, unstable immigration climate, and unstable future.
- With regards to the 1st cohort of Dreamers (28 students), I am proud of the progression rate achieved (85%). When the Program started in fall 2016, it was made up of 34 students. However, 5 students decided to transfer due to career
<table>
<thead>
<tr>
<th>KPIs 3, 4</th>
<th>Student Accessibility Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>State University is able to offer Dreamers two scholarships, the Opportunity Scholarship and the National Scholarship. reasons. This left the 1&lt;sup&gt;st&lt;/sup&gt; cohort with 29 students and having the vast majority graduate with a 3.6 average GPA, was truly a proud moment.</td>
<td></td>
</tr>
<tr>
<td>Presenting at Delaware State University’s Professional Development Workshop (Management Seminar) regarding how to effectively serve and interact with undocumented students.</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>During the 2019-2020 academic year, the number of students registered with SAS and actively using accommodations increased by 481% from fall 2016.</td>
<td></td>
</tr>
<tr>
<td>Currently, 7.8% of the DSU student population are registered with SAS indicating an increase of 5.8% since 2016-2017 (2%).</td>
<td></td>
</tr>
<tr>
<td>100% of student respondents to the end of year SAS student pulse survey indicated that the accommodations/resources/tools from student accessibility services help make it possible for them to remain at Delaware State University. This is a direct correlation to retention, financial return on investment for students, and financial stewardship for the university.</td>
<td></td>
</tr>
<tr>
<td>90% of student survey respondents accurately answered questions related to their understand and use of their civil rights.</td>
<td></td>
</tr>
</tbody>
</table>
| KPIs 3, 4, 12 | Registration Recruit-back | Registration Recruit Back supports retention efforts by providing data on the students who have not returned (registered), identify reasons why, and connect students to DSU offices, services or programs that support their return and progress towards degree completion. | The Fall 2019 cohort had 971 students registered for Spring 2020, reporting a 95% return/persistence rate.  
After pre-registration period and recruit-back efforts, 816 Fall 2019 cohort were registered for the Fall 2020 semester, reporting an 80% pre-registration rate. |
| KPI 3, 4, 12 | Academic Recovery | The overall goal of the Academic Recovery Program is to retain and return students to good academic standing. Students are identified by the Office of Records and Registration, who earned less than a 1.7 semester grade point average (GPA) and have less than a 2.0 cumulative GPA. The goal is for 70% of the students who participate to return to good standing. | Of the 120 students in Fall 2019 on AP, 62 (52%) enrolled in Learning Strategies for Academic Success. Of the 62, 42 (68%) earned a 2.0 semester GPA or higher and achieved Good Standing. |
| KPI 3, 4, 12 | Summer (Bridge) Academy | The Summer Academy is an academically rigorous program for first time, first-year students. The program provides intense academic support and the opportunity to fast track student success by earning 9-12 college credits and participating in leadership development workshops. The Summer Academy helps students with transitioning from high school to college, adjusting to the campus environment and becoming independent learners. | **160%** increase in participation from 45 students to 117 students from 2018 to 2019. Overall, **77%** of the 2019 Summer Academy cohort were retained from summer 2019 to spring 2020. Below, we have outlined the grade point averages in detail. **71%** of the Summer Academy 2019 cohort has earned a grade point average of 2.0 or above. Note the remaining **29%** earned below a 2.0 GPA. |
| KPI 3, 4 | University Seminar | 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. | On an average, 700 students attended Freshmen Forum, with 1067/1107 (96%) of the students who attended the first forum in the Fall semester. In addition, students used their Apple ipads and notebooks to access the first-year assessment - CliftonStrengths Inventory. Out of 1021 Fall 2019 freshman cohort, 868 (85%) students took the CliftonStrengths Inventory and received their results. This is an increase by 2.4%. |
skills in critical thinking, listening, writing, and speaking. Goals, objectives as well as student learning outcomes stem from the current General Education Program. from the Fall 2018 cohort who completed the CliftonStrengths (83%).
Executive Summary:

The Office of Student Success (OSS)-Academic Advising is designed to align with the University’s strategic objectives and supports student success through an efficient 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 Academic Advising in the Office of Student Success is to provide students a collegial and academically enriched college experience, within a collaborative campus community, where students are provided with guidance, support, planning tools and resources to make informed decisions that impact their academic success. 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.

The 2019-2020 Academic Year (AY) was notably challenging for Academic Advising. These challenges were marked by, staff/advisor turnover, impacts of COVID-19 and new senior leadership. However, despite these challenges, we remained resolute in achieving our goals of completely transitioning advising from a decentralized model to a centralized advising modality. Our results are indicators of a more efficient and streamlined process, which is evident by our advising outcomes. Moreover, several new initiatives were implemented this year to support retention and increase our accessibility and visibility to both our students and campus partners. While these efforts will be outlined in the various sections of this report, a few of the highlights for the 2019-2020 AY is as follows:

- 8,385 – Individual Advisement Sessions Completed
- 1,148 – Drop in Advisement Appointments Completed
- 1,929 – Prescheduled Student Initiated Advisement Sessions
- Exceeded Retention Goal of 5% to 79.7% – Fall 2019 Cohort Preregistered for Fall 2020
- Inaugural Mobile Advisement Week implemented- 95% of students who completed the exit survey indicated that their mobile advisement experience was satisfactory or very satisfactory.
- Established and deployed web-based academic advisement and weekly walk-in -virtual advisement sessions in response to COVID-19.
- Hired Four (4) New Academic Advisors
- Achieved nearly 80-95% completion of IDP I & IDP II advising sessions per semester for the 2018 and 2019 cohorts, during critical periods of the semester.
- Partnered and collaborated with institutional partners to promote and deliver the strategic enrollment initiatives; Open House, Travelling receptions, Hornet Days and New Student Orientation (s).
- Executed the 15 Strong to completion campaign
- Advisor caseloads assignments solidified and realigned to allow for quality academic advising
- Integrate meaningful student learning outcomes into our advising program and advisement survey to measure the impact of advising efforts on student experience and program improvement.
- Full implementation of the four-year student advisement plan
- Developed and administered Faculty mentor/advisor Individual Development Plan (IDP) training.

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:**

1. The Office of Student Success implemented several initiatives based on the assessment activities and findings in the IDP, Dashboard for Preliminary New Freshman Retention, and IRPA reports. These activities were based on data driven decision making.
2. A mobile advising initiative was implemented. The goals of the mobile advisement initiative were to foster more engagement with students and assist them with the registration process for the summer and fall semesters. The mobile advisement initiative was a weeklong outreach event. Students were provided an opportunity to meet with OSS advisors in the Martin Luther King student center during the workday and inside the Tubman Hall dormitory in the evening.
3. The mobile advisement initiative was highly successful. The Office of Student Success was able to register 335 students during the weeklong event. Each student was asked to complete a brief survey at the end of their advisement session.
4. The survey results showed that students felt that the mobile advisement initiatives were highly effective. Ninety-five percent (95%) of the 217 students who completed the exit survey indicated that their mobile advisement experience was either satisfactory or very satisfactory. Students were able to register for summer/fall classes, complete their IDP sessions, and complete any transaction they needed to be successful. Based on the results of the mobile advisement, OSS plans to continue hosting this event at least once during the fall and spring semesters.
5. The Office of Student Success was able to provide faculty training to instructors in the College of Agriculture, Science & Technology (CAST). The training focused on assisting faculty advisors in understanding their roles and processes related to advisement. The goal was to provide professional development opportunities to faculty and help bridge the gap between professional advisors and faculty advisors. Participants in the training were asked to complete a survey at the end of the session.
6. The results from the survey indicated that faculty felt the training was highly beneficial. An area of improvement that was highlighted by the survey is for OSS to provide more hand’s on opportunities for using Banner and other software related to advisement. The Office of Student Success will provide training to each of the academic departments throughout the university and implement the suggested gathered from the survey.

1. When faced with the challenges associated with COVID-19, the Office of Student Success was able to seamlessly and quickly adjust to virtual advisement. The Office of Student Success had previous experience using Blackboard Collaborative Ultra in conducting virtual New Student Orientation presentations and advisement meetings. All OSS advisors participated in Blackboard Collaborative training prior to COVID-19. Blackboard training is part of the onboarding process for new advisors.

2. Once Delaware State University (DSU) made the decision for employees to telecommute, OSS staff were well prepared to make the transition. Professional advisors deployed virtually advisement delivery and assisted students with registration, change of major, add/drop, course substitutions, and other processes related to advisement.

3. Advisors submitted a weekly telecommute report to document their efforts.
**Academic Recovery Program**

**2019-2020 Annual Report - Academic Recovery Program**

**Executive Summary:**

The Academic Recovery Program is a mandatory support program for all students on academic probation (AP), as well as students who are readmitted on probation (RP). The overall goal of the Academic Recovery Program is to retain and return these students to good academic standing. The program is designed to promote effective academic practices and behaviors. The students are identified each semester by the Registrar through the Banner System.

Students must earn at least 1.7 semester grade point average (GPA) or have a cumulative GPA over a 2.0 in order to remain in good standing, if not, they will be placed on academic probation. A student on academic probation will be allowed to take up to 13 credit hours and should be enrolled in Learning Strategies for Academic Success. If a student on academic probation fails to earn a 2.0 semester GPA, the student will be placed on academic suspension and may apply for readmission on probation. To apply for readmission on probation, the student must write an appeal letter to their College Dean, stating what mitigating circumstances lead to their unfortunate academic performance. If the College Dean approves the appeal, their office will send a letter to the student stating conditions the student must follow during the semester, which may include taking Learning Strategies for Academic Success. If the student fails to earn a 2.0 semester GPA, they will be dismissed from DSU and can reapply through the Office of Admissions for reinstatement after completing 12 credit hours with a 2.0 GPA during the summer at DSU or completing 24 credit hours with a 2.0 cumulative GPA or higher at a different, accredited institution.
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 College Success Specialist, and attend Integrated Academic Support Services (i.e. Tutorial Center, Supplemental Instruction, Writing Studio, Quantitative Reasoning Center, and Academic Programs & Workshops).

**Unit Initiatives:**
There were 272 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 Spring 2019 semester. Out of the 272 students, 119 returned for the Fall 2019 semester. Of the 119 students, 48 enrolled in Learning Strategies for Academic Success and 71 did not. Out of the 48 students enrolled in Learning Strategies for Academic Success, 30 earned a 2.0 semester GPA or higher and went on Good Standing while the remaining 18 did not. Out of the 71 students who were not enrolled in Learning Strategies for Academic Success, 37 went on Good Standing and the remaining 34 went of Academic Suspension or Academic Dismissal.

Table 1: Academic Recovery Gender Spring 2019 – Fall 2019

<table>
<thead>
<tr>
<th>Gender</th>
<th>Did not return</th>
<th>With Learning Strategies</th>
<th>Without Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Good Standing</td>
<td>Not in Good Standing</td>
</tr>
<tr>
<td>Female</td>
<td>69</td>
<td>18</td>
<td>9</td>
</tr>
<tr>
<td>Male</td>
<td>84</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>153</td>
<td>30</td>
<td>18</td>
</tr>
</tbody>
</table>

Table 2: Academic Recovery Residence Spring 2019 – Fall 2019

<table>
<thead>
<tr>
<th>Residence</th>
<th>With Learning Strategies</th>
<th>Without Learning Strategies</th>
</tr>
</thead>
</table>
There were 483 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 Fall 2019 semester. Out of the 483 students, 313 returned for the Spring 2020 semester. Of the 313 students, 210 enrolled in Learning Strategies for Academic Success and 103 were not. Out of the 210 students enrolled in Learning Strategies for Academic Success, 99 earned a 2.0 semester GPA or higher and went on Good Standing while the remaining 111 did not. Out of the 103 students who were not enrolled in
Learning Strategies for Academic Success, 56 went on Good Standing and the remaining 47 went on Academic Suspension or Academic Dismissal.

Table 5: Academic Recovery Gender Distribution Fall 2019 – Spring 2020

<table>
<thead>
<tr>
<th>Gender</th>
<th>Did not return</th>
<th>With Learning Strategies</th>
<th>Without Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Good Standing</td>
<td>Not in Good Standing</td>
</tr>
<tr>
<td>Female</td>
<td>97</td>
<td>64</td>
<td>56</td>
</tr>
<tr>
<td>Male</td>
<td>73</td>
<td>35</td>
<td>55</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>99</td>
<td>111</td>
</tr>
</tbody>
</table>

Table 6: Academic Recovery Residence Fall 2019 – Spring 2020

<table>
<thead>
<tr>
<th>Residence</th>
<th>Did not return</th>
<th>With Learning Strategies</th>
<th>Without Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Good Standing</td>
<td>Not in Good Standing</td>
</tr>
<tr>
<td>In-State</td>
<td>90</td>
<td>29</td>
<td>59</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>80</td>
<td>70</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>99</td>
<td>111</td>
</tr>
</tbody>
</table>

Table 7: Boarder/Commuter Fall 2019 – Spring 2020

<table>
<thead>
<tr>
<th>Boarder/Commuter</th>
<th>Did not return</th>
<th>With Learning Strategies</th>
<th>Without Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Good Standing</td>
<td>Not in Good Standing</td>
</tr>
<tr>
<td>Boarder</td>
<td>82</td>
<td>90</td>
<td>94</td>
</tr>
<tr>
<td>Commuter</td>
<td>88</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>99</td>
<td>111</td>
</tr>
</tbody>
</table>

Table 8: Classification Fall 2019 – Spring 2020

<table>
<thead>
<tr>
<th>Classification</th>
<th>Did not return</th>
<th>With Learning Strategies</th>
<th>Without Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Good Standing</td>
<td>Not in Good Standing</td>
</tr>
<tr>
<td>New Freshmen</td>
<td>92</td>
<td>79</td>
<td>97</td>
</tr>
<tr>
<td>Returning Freshmen</td>
<td>34</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>-------------------</td>
<td>----</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Sophomores</td>
<td>26</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Juniors</td>
<td>14</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Seniors</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>170</td>
<td>99</td>
<td>111</td>
</tr>
</tbody>
</table>
Academic Support Services for Student Athletes
ASSA New Annual Report Item

Executive Summary:

The Office of Academic Services for Student-Athletes (ASSA) resides under the Office of Student Success and reports to the Associate Provost of Academic and Student Service while working in partnership with the Intercollegiate Athletics Department. The unit houses five professional staff dedicated to the pursuit of excellence and committed to helping student-athletes achieve their fullest potential as scholars, athletes, leaders, and members of society. The ASSA department and the members within are devoted to enhancing opportunities for success and competitive greatness. At the forefront of our existence, we are developing a culture where lifelong learning is a priority. We support our colleagues and our student-athletes in the quest for self-improvement and academic success. The ASSA department is committed to providing transformative learning experiences in a socially responsible, inclusive community, anchored by the University’s Core Values, which promote Community, Integrity, Diversity, Scholarship, and Outreach.

We proudly support and engage approximately 400 student-athletes, within the 18 Division I sports programs, using a proactive advising methodology. From the onset, students are engaged in action-oriented steps designed to motivate and increase academic persistence. Our goal is to establish healthy communication, in a safe environment with mutual respect & trust. Student-athletes are required to attend all-academic meetings intended to clearly outline the university’s processes and departmental procedures.

Students have had one full year in a virtual format and although students are STILL grappling with the online instruction, student-athletes academics improved. At the end of the spring semester, the overall cumulative departmental GPA was 3.36, which increased from our fall cumulative GPA of 3.20. Individually, we had sixty-six students on the PRESIDENT’S LIST, one hundred and forty-three students on the DEAN’S LIST, and fifty-three students on HONOR ROLL. It was important to maintain the same level of proactive advising support, so each semester, we held over 100 meetings to ensure online instruction didn’t impede on student’s ability to excel. Since September, Advisors have successfully logged 66,418 minutes of contact hours and met with over 300 students consistently throughout the year. This year, we furthered our Leadership & Speaker Series mission by developing our 10-week speaker series aimed at providing students with an opportunity to discover and develop their strengths, values, goals, and vision, focusing on the individual well-being, not just as a student or an athlete. Students were interfaced with forward thinkers from the University of Maryland, the National Collegiate Athletic Association, Ann Arundel Community College, Howard University, etc.

Additionally, the goal of the Leadership & Speaker Series is to broaden student’s understanding of university system. As a result, we collaborated with Graduate Admission, Financial Aid & Student Accounts to erect the ‘More Than a Student Athlete’ and Financial Aid/Student Account Workshop. Each workshop provided students with a greater understanding of those offices and the services provided. Lastly, we partnered with Michael Salmon, author of SuperNetworking & Coach Mike Jarvis, author of The Seven
The purpose of this guide is to provide useful information and help Delaware State University
New Annual Report Item

Executive Summary:

The Office of Academic Services for Student-Athletes (ASSA) resides under the Office of Student Success and reports to the Associate Provost of Academic and Student Service while working in partnership with the Intercollegiate Athletics Department. The unit houses six professional staff dedicated to the pursuit of excellence and committed to helping student-athletes achieve their fullest potential as scholars, athletes, leaders, and members of society. The ASSA department and the members within are devoted to enhancing opportunities for success and competitive greatness. At the forefront of our existence, we are developing a culture where lifelong learning is a priority. We support our colleagues and our student-athletes in the quest for self-improvement and academic success. The ASSA department is committed to providing transformative learning experiences in a socially responsible, inclusive community, anchored by the University’s Core Values, which promotes Community, Integrity, Diversity, Scholarship, and Outreach.

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Despite the transition to online instruction student-athletes had a phenomenal academic year. At the end of the semester, the overall departmental GPA was 3.35. The departmental CUM GPA was 3.22, three tenth, and a tenth increase from Fall to Spring Semester. Individually, we had seventy-one students on the PRESIDENT’S LIST, two hundred and twenty-five students on the DEAN’S LIST, and two hundred and seventy-four students on HONOR ROLL. Collectively, each team had a TERM GPA of 3.0 or higher. It was important to maintain the same level of proactive advising support, so each week, we held over 80 meetings to ensure the online format didn’t impede on student’s ability to excel. Before COVID 19, we provided 670 hours of in-person advising while our students collected 10,626 hours of study hall.
This year, in an effort, to cultivate the “whole” student we’ve adopted a Leadership & Speaker Series. The goal of the Leadership & Speaker Series was to broaden student’s understanding of universal topics, to connect with industry leaders, and to assist in developing student’s identity beyond sports. The presentations focused on fiscal management, personal accountability, mental health & male responsibility. Unfortunately, due to COVID 19, we had to postpone our Her Story Panel Discussion, in honor of Women & Girls in Sports. The featured Panelists Collette Smith, former New York Jets Coach & 1st African American Female NFL Coach, Panelist Mickey Grace, former Assistant Coach for the Tampa Bay Buccaneers & whose story was featured on NFL Films, and our very own Christina Epps Chiazor, 2016 Triple Jump Olympian & Samera Marsh, DSU Assistant Women’s Basketball Coach were going to focus on the complexity of being a female athlete in the 21st century. Additionally, we canceled our 1st full day Leadership Conference which featured Cape & Drew, two former Collegiate Men’s Basketball Athlete, whose message honed in on Life after Sports.

In the office of ASSA, we intend to create programming and provide support aligned with our mission statement and the university’s core values.

Unit Initiatives:

Successful Student Engagement & Participation in Black Student-Athlete Conference in Austin Texas & The HBCU Summit on Retention in Rehoboth, DE

Successful Implementation of our Speakers Series with our first speaker being Blake Saunders(FA19), Yah Hughes(SP20), William Jones and Pastor Pope(SP20)

Successfully Implemented and Monitored the NCAA Improvement Plan

Increased Personnel with Timothy Zinzel, Christina Epps Chiazor, Jabree Belcher, and Malik Golson and two student workers.

Increased faculty engagement; Faculty completed progress report and engagement went from 27 percent to 51 percent in the Fall Semester

In each area monitored we had significant academic growth with an overall departmental success of a **TERM GPA of 3.35** & a **Cumulative GPA of 3.22**

- 27% vs. 34% (124/361) of the student-athlete population have a CUM GPA of 3.5 or higher.
- 31% vs 52% (188/361) of the student-athlete population have a TERM GPA of 3.5 or higher.
- 62% vs. 75% (274/361) of our student-athletes achieved a TERM GPA of 3.0 or higher
- Of the 1,989 grades submitted only 5% vs. 4% (74) were F, I, and WF.
- President List 9% vs 20% (71/361) of the student-athlete population have a TERM GPA 4.0
- Dean’s List 35% vs 62% (225/361) of the student-athlete population have a TERM GPA 3.25-3.99
- Honor Roll 17% vs. 76% (274/361) of the student-athlete population have a TERM GPA 3.0-3.24
Attached Files

Spring 2020 Executive Summary.pdf
Integrated Academic Support Services

Executive Summary:

Integrated Academic Support Services (IASS) Executive Summary

Integrated Academic Support Services (IASS) is comprised of on-site services: Quantitative Reasoning Center (QRC), Supplemental Instruction (SI), Tutorial Center, and Writing Studio, and online services provided by Tutor.com, a web-based vendor. 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. Tutor.com assist students with a wide range of subjects; math, sciences, writing, business, social sciences, foreign languages, literature, career help, and study skills.

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. Tutor.com also supports the IASS mission.

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. On-site 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 with sessions available on weekdays (9:00 am – 8:00 pm) and weekends (Sunday evenings). The Centers are open for limited hours during Summer Sessions. Tutor.com is available to students 24/7. 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 Summer Academy program.

On March 16, 2020, DSU transitioned to an online environment for classes and support services due to the COVID-19 pandemic. As a result, IASS adapted to provide academic support to students via virtual tutorial and SI sessions facilitated by our DSU tutors and SI leaders as well as continued utilization of Tutor.com. Tutors were trained on Blackboard Collaborate Ultra and SI leaders on Zoom/Microsoft Teams. Electronic forms for tutor evaluations of tutorial and SI Sessions were created. Student evaluation of sessions were submitted electronically using Microsoft Forms. Attendance of sessions were still captured using AppointmentPlus, web-based appointment system. The turn-around to an online tutoring environment was fairly quick so that students were able to receive support in the last 6 – 7 weeks of the spring semester.

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 following the College Reading & Learning Association (CRLA) certification guidelines before and throughout the semester to provide the necessary tools to conduct effective sessions. Tutor.com tutors are vetted through the company’s hiring process for which tutors are expert in their field and having earned at least a Bachelor’s Degree.

Students are encouraged to use IASS academic services beginning the first week of the semester and throughout their entire time at DSU. Marketing via emails, Instagram, class visits, open houses, welcome days, and fliers are done continuously throughout the academic year. IASS (Tutorial Center, QRC – Math, Writing Studio, SI, Tutor.com, and academic programs) had a total of 5502 contact sessions with 23% being unique contacts. Of those total contact sessions, 57% were conducted in the on-site Centers, 22% were conducted using Tutor.com, and 21% were conducted both in a Center and using Tutor.com. Approximately 16.5% of the unique contacts utilized two or more of our academic support services within a semester and approximately 21.8% of the unique contacts utilized at least one of our academic support services in both fall and spring semesters with 15 students having utilized the services in summer, fall, and spring.

**Quantitative Reasoning Center (QRC) & Tutorial Center Executive Summary**

The Quantitative Reasoning Center (QRC) provides students with assistance in math courses from developmental math to Calculus II and the Tutorial Center with various courses in the
sciences, social sciences, business, and humanities. When tutors do not have tutorial appointments, they are expected to keep abreast of their subject matter by reviewing materials from the course. For example, QRC tutors receive study guide for tests as well as the project based assignments for College Algebra. Tutors communicate with professors to procure syllabi or to discuss particular concepts to be reinforced. Tutors begin the sessions by assessing the needs of the students and creating a plan. The tutor then proceeds to facilitate the learning so that the student is engaged and is able to apply the learning content and study strategies to assignments or tests. Tutors will incorporate various strategies such as students explaining their understanding by summarizing or demonstrating the steps to a problem or creating study notes rather than just doing the study guide problem for problem. The sessions conclude with tutors discussing recommendations with students such as returning for further tutoring on pre-requisite knowledge. The session content is captured by tutors and students on their respective evaluation forms and attendance data on AppointmentPlus.

**Writing Studio Executive Summary**

The goal of the writing studio is to help students “write the right way,” understand the gravity of their written endeavors, and to increase their potential to grow into a formidable communicator across the curriculum at Delaware State University. Tutors are trained by the studio coordinator to “Coach, Educate, and Encourage.” These peer educators are primarily trained to coach students through the revision and editing processes and to refrain from revising or editing a paper for a student. Students read their own papers aloud and Socratic questioning is used to solicit their understanding of errors and potential solutions. Content concerns are the primary focus of a session followed by grammatical and mechanical issues. Sessions are scheduled in 45-minute blocks; however, students may need less or more time,
depending on the length of the assignment and a student’s idiosyncratic needs. Therefore, a session can last anywhere from 15 – 90 minutes. Tutors attempt to teach the tutee at least one new skill per session based on their paper’s deficiencies, such as how to identify, correct and avoid a comma splice. Students make any corrections to their papers during the session and are asked to return after additional suggestions are considered and implemented.

However, the studio also accepts students in the brainstorming stages of the writing process and enacts the Socratic method to help gather, then organize, a patron’s ideas. Students are welcome to attend sessions for speech content, PowerPoint presentations, poster projects and any other assignment that involves writing in its formative or final stages. Tutors complete an “Evaluation of Session” form, equipped with a session objective and recommendations. These forms are scanned, filed, and later audited by the coordinator and cross-referenced with the student log-in sheet and Appointment Plus data. Students are also encouraged to complete a session survey to rate their experience and ascertain their remaining needs. These items were not audited or analyzed at the end of the year due to restricted access to the campus during the COVID19 quarantine. Fall results were reviewed prior to the spring semester. The fall semester analysis and audit helped to inform relevant training topics and prompted policy changes to enhance the accuracy of reporting. The student survey analysis from fall 2019 was recorded on paper and is unavailable for this report. These forms and processes were recreated in digital form during the transition to virtual tutoring during the COVID19 quarantine in the spring of 2020.

Supplemental Instruction (SI) Executive Summary
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.

The number of students who attended SI sessions in the spring 2020 semester decreased significantly from the fall because of unforeseen events; such as COVID-19, which directly affected the students’ ability to attend numerous scheduled SI sessions. In addition, the number of courses targeted increased from 5 in the fall to six in the spring with the addition of the Algebra A course. The pass rates shown in Table 1 represent the different pass rates for the fall 2019 semester in comparison to the spring 2020 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. Due to the COVID-19 Pandemic the spring 2020 semester had to transform from an in-person environment to an online environment which was not the original intention for the Supplemental Instruction program. Changes made due to COVID 19 pandemic include: all academic subjects were offered to students on an online platform opposed to in-person environment: Blackboard, Microsoft Teams, and Zoom; SI leaders participated in weekly meetings for review of student participation; number of SI’s serving students decreased from 11 to 4; student attendance dropped due to reports of technological issues, adjustments to student life circumstances, and inadequate resources; students preferred using other online resources during other preferred times opposed to set supplemental instruction sessions; and SI leader for Accounting I was not able to offer immediate assistance after transitioning due to technological and internet access difficulties.

Attached Files
IASS Annual Report 2019 - 2020 - Entirety.doc

Unit Initiatives:

QRC & Tutorial Center Initiatives

The QRC and Tutorial Center not only support students with tutorial sessions but also with academic programming to enhance students learning experience. The QRC Socratic Seminar series did not take place due to the Director’s additional advising responsibilities. The Tutorial Center facilitated workshops at the request of Dr. Clytrice Watson and Ms. Jarso Saygbe to target those students who were identified as not adequately meeting the admissions standards
of the University. The workshops were also opened to all students. Several workshops covering topics such as time management and navigating an online course were developed and facilitated by the study skills tutor. The total number of contacts was five with two students then utilizing one of the other Centers for subject tutoring sessions. Collaboration with faculty is sought by the Director so as to provide additional academic programming to support their students.

The QRC had a total of 872 contact sessions in the 2019 – 2020 academic year of which 37.7% were unique contacts. The highest rate continues to be help for College Algebra with 48% and 37% in the fall and spring respectively. The data also continues to show increase in attendance in math courses subsequent to College Algebra as a result of students returning to the QRC from the summer and/or fall to the spring semester. (Appendix A) The Tutorial Center had a total of 572 contact sessions in the 2019 – 2020 academic year of which 30.6% were unique contacts. The data shows that 66.9% of contact sessions were for help in the sciences. (Appendix B) Both the QRC and Tutorial Center had a decrease in utilization especially in the spring semester which was due to the COVID-19 pandemic. (Appendix C, D) However, there was an increase in Tutor.com utilization as students chose the academic support platform that best fitted their needs.

**Tutor.com Executive Summary & Initiatives**

Tutor.com is an outside vendor for web-based online tutoring. Prior to April 2019, IASS and the Howard Hughes Medical Institute (HHMI) grant program collaborated to market the Tutor.com services to all students for which the subjects provided were STEM subjects and Writing Across The Curriculum. As of April 2019, the HHMI grant no longer provided the Tutor.com online tutoring services. IASS negotiated to continue Tutor.com services with an
increase of subjects to include non-STEM subjects such as social sciences, business, nursing, study skills and more. The move to include Tutor.com as part of the academic support services offered by IASS was to support students taking online courses as well as those students in the distance learning programs.

Tutor.com had a total of 1776 contact sessions in the 2019 – 2020 academic year for which 15.3% were unique contacts. There was a 39% increase of the spring semester unique contacts (175 students) that utilized Tutor.com after the transition to online due to COVID-19. As with sessions occurring in the Centers, the majority of subjects for which students asked for help was in writing across curriculum, math, and sciences (on average, 90%). Analysis of who utilized Tutor.com during the academic year showed some interesting data. Of the unique contacts, 5.2% were DSU@online, in particular all were graduate students, and 94.8% were students on the main campus. Of the main campus students, 95.3% utilized Tutor.com for a course being taken face-to-face. It was not clear if some of these sections were hybrid, i.e., professors deciding to hold 2 days of face-to-face classes and the third day being online. As a result, the findings lends IASS to develop an action plan to increase usage for students in the DSU@online program or taking at least one online section.

IASS: Academic Year 2020 – 2021 Strategic Goals and Student Learning Outcomes and Action Plan

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Measure(s)</th>
<th>Achievement Targets</th>
<th>Action Plans</th>
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<table>
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<tr>
<th><strong>IASS Program</strong></th>
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<tbody>
<tr>
<td><strong>Strategic Outcome:</strong></td>
</tr>
<tr>
<td>Increase utilization of Integrated Academic Support Services.</td>
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</tbody>
</table>

| **Total number of contacts will be tallied and analyzed at end of each semester by collection of attendance sheets and AppointmentPlus.** |

| **Number of contacts to SI and tutorial sessions (Centers and Tutor.com) to increase by 2% by the end of 2020-2021 academic year.** |

| **Number of contact sessions in Tutor.com utilized by DSU@online students or students registered for at least one online class to increase by 2% by the end of 2020-2021 academic year.** |

<p>| <strong>Expand outreach to faculty and staff. Utilize various marketing strategies; fliers, emails, social media. Expand outreach to Distance Learning program.</strong> |
| IASS Program | Strategic Outcome: | | | |
| --- | --- | --- | --- |
| | Provide all tutors and Supplemental Instruction leaders with on-going professional development workshops on tutoring best practices. | A number of professional development workshops will be held during each semester. | 70% of tutors working will qualify for Level I certification from a national organization, CRLA. |
| | Attendance at workshops will be tallied using sign-in sheet. | Workshop evaluations will be administered using an on-line survey. | Continue the progress of the application for CRLA certification. |
| | | | Have IASS professional staff join professional organizations and attend conferences. |
| | | | Invite faculty members to facilitate a professional development workshop for tutors and SI. |</p>
<table>
<thead>
<tr>
<th>Student Learning Outcome: Students will articulate their understanding of tutor’s feedback on written work.</th>
<th>Every student will complete an evaluation form after each session. Results will be analyzed at the end of each semester by reviewing responses to direct assessment questions.</th>
<th>90% of students’ responses on evaluation will agree that they understand the tutor’s feedback on written work.</th>
<th>Educate students on the holistic approach to tutorial and SI sessions. Provide training for tutors and SI leaders. Provide technological resources and supplies for tutors and SI Leaders.</th>
</tr>
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<tbody>
<tr>
<td><strong>Student Learning Outcome:</strong> Students will identify the next steps in their content mastery.</td>
<td>Every tutor and SI leader will complete an evaluation form after each session. Results will be analyzed at the end of each semester by reviewing responses to direct assessment questions.</td>
<td>80% of tutors’ and SI leaders’ responses on evaluation form will register a 4 or 5 on a Likert Scale.</td>
<td>Educate students on the holistic approach to tutorial and SI sessions. Provide training for tutors and SI leaders.</td>
</tr>
</tbody>
</table>

Please see attached entirety of Annual Report for tables in Appendix.

Writing Studio Initiatives
The Writing Studio had a total of 1275 contacts in the 2019-2020 academic year. Five hundred and eighty-four contacts, or 40%, were unique contacts. This is a 9.7% increase from the previous year (1232 contacts). The spring 2020 semester was curtailed due to the COVID19 quarantine. After the campus closure on March 15, 2020, the Writing Studio offered office hours for select at-risk students’ groups, such as previously identified athletes working on senior capstones and graduates or undergraduates who were involved in specialized writing programs such as the Writing Café, which was also cut short due to the pandemic. These virtual bi-weekly sessions began in April 2020 but were not attended.

Subsequently, IASS moved to an online platform for the remaining six weeks of the semester. Four writing tutors managed these sessions on Blackboard Collaborate Ultra with extended evening and weekend hours to accommodate the diverse at home schedules of DSU students around the world in varying time zones. Thirty-one students attended virtual studio sessions.

| Writing Studio Sessions 2019-2020 |
|-------------------------------|-----------------|-----------------|-----------------|-----------------|
|                               | Summer 2019     | Fall 2019       | Spring 2020     | Fall/Spring Total |
| In- Studio                    | 138             | 708             | 429             | 1137             |
| Virtual-During COVID19        |                 |                 | 31 (included in total) | 1275 (584 unique) |

There were three hundred and sixty-one (361) Tutor.com contacts for writing: 236 drop-off essay, 88 live sessions for writing, and 37 live grammar sessions. This is a significant increase from the previous year and is primarily attributed to the move to online learning in
Spring of 2020 when the physical Writing Studio closed and the transition to a virtual studio ensued.

<table>
<thead>
<tr>
<th>Tutor.com Writing Support</th>
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<tr>
<td><strong>2019-2020</strong></td>
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<tr>
<td>Drop off Essay</td>
<td>236</td>
</tr>
<tr>
<td>Live Writing</td>
<td>88</td>
</tr>
<tr>
<td>Live Grammar</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>361</td>
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</table>

DSU Writing Studio staff enhances the written and oral communication efforts of a wide range of peers, both undergraduate and graduate, from most campus disciplines and for various documents types and research styles. Tutors are required to attend traditional writing training sessions and complete “weekly refreshers” under the direction of the Writing Studio Coordinator. Weekly refreshers were created to reinforce and assess training concepts and provided new strategies, knowledge, and skills to enhance the writing tutor’s aptitude. The enhanced training model worked in concert with CRLA and professional development training, which focused on the general tutoring and professional skills for all IASS paraprofessionals.

Writing Studio efforts to increase collaboration with faculty and staff resulted in the creation of organic “on-demand” workshop opportunities in which a professor would seek writing support for a specific assignments and send his or her entire class(es) for an supplemental instruction SI model writing workshop session led by the tutors. The studio staff held two of such workshops in the Spring of 2020. The studio also piloted on-demand grammar services help for an ESL student who sought customized lessons to increase his written communication, and offered on-demand grammar help to Learning Strategies students who did want assistance with a paper, but were required to attend some form of tutoring.
While enhanced training models helped to strengthen one-on-one and small or large group writing sessions, the Writing Studio also offered a comprehensive list of academic programming and workshops to engage the DSU Community on both written and oral writing topics in addition to grammar, documentation styles and career writing objectives. Topics were selected to align with the university’s 5C Communication Rubric. The A-T-C (Across the Curriculum) Rubrics for “Writing in the Major – outside of capstone” and “Senior Capstone” were also factors in the content selection for tutor training and workshop offerings. During Fall 2019, student satisfaction surveys captured student preferences for potential spring workshop offerings.

Write Nights were created in the fall of 2019 to offer interactive engagement opportunities to teach students strategies related to the writing process in a relaxing, evening atmosphere equipped with food and activities such as Brainstorming challenges, Grammar Kahoot, and a Poetry Night.

The Writing Studio also created a partnership with Career Services to facilitate programming to help students articulate their worth to potential employees. The Writing Studio supported joint Career Services initiatives including Senior Night and a Resume Mixer to enable writing support for career writing and to market IASS programming. The studio managed a table at the Senior Night to promote the student Writing Café. Other unique academic writing workshops and events were designed for cover letters, resumes, email etiquette and personal statements; all of which are writing styles that deviate from academic writing. Tutors were also encouraged to attend these events to enhance their ability to assist their peers with the same.
Author Spotlights continued in the fall and spring and included nationally recognized talents including Mrs. Cosmos World, a national TV host, and international speaker. The Writing Studio collaborated with the HBCU Up program to incorporate a STEM initiative within the October Delano A. Johnson visit for TEAL Fellows and to enable for a stipend for the facilitator. At least three students per workshop received free books at the conclusion of the events. Books were shipped to digital participants during the virtual spotlight during the COVID-19 pandemic.

During the fall semester, the Writing Studio piloted mobile services for student athletes to determine if athletes would be more receptive to writing tutoring within their study hall domain. However, the mobile services were not attended.

Workshop attendance decreased in the spring of 2020. We no longer offered catered food options at each workshop and multiple events were cancelled due to the quarantine. Also, faculty members and DSU community members attended workshops and were not captured on Appointment Plus and were not counted in the attendance numbers. The virtual workshop attracted a few potential DSU students who were also not captured in the attendance numbers. Students dropped in and out of the virtual Blackboard Collaborate Ultra workshop and attendance data was not automatically saved. Therefore, the true attendance number is unknown aside from the student recalled by memory.

<table>
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<tr>
<th>Writing Studio Workshop Attendance 2019-2020</th>
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<tr>
<td></td>
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<tr>
<td>Fall 2019</td>
</tr>
<tr>
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<tr>
<td>Student Attendees</td>
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In the spring of 2020, Dr. Clytrice Watson envisioned a writing series to give STEM students and faculty the motivation and support necessary to write and publish their scholarly work. The writing coordinator planned and facilitated one student café in February of 2020.
alongside Dr. Kim Milligan and with the support of Dr. Sharnetta Lillard. Two additional student cafes were planned by cancelled due to COVID19. However, participates were contacted and provided access to optional office hours for virtual one-on-one writing support as needed. The inaugural Faculty Writing Café was held on March 9, 2020. The writing coordinator worked alongside Dr. Milligan to create the conference theme and secure the event speakers in addition to serving as the mistress of ceremonies for the event.

Workshops, Write Nights, and Author (Success) spotlights were marketed on eNews, among chairs, and volunteer students focused on distributing flyers in nearly every building around campus, including dormitories. During the COVID19 pandemic, digital video and image files were uploaded to Instagram in the form of posts and “stories.” Announcements were sent from the Writing Studio Blackboard community page which send emails to all enrolled DSU students. The Blackboard organization also served as a hub for resources. In lieu of a workshop, APA style formatting video and links were sent campus wide for student to quickly access APA and MLA logistics vie helpful online resources. A virtual poetry night was planned but cancelled. Only two students signed up to compete.

Since reading comprehension is a core process for accurate writing, literacy efforts at a young age were encouraged through story time offerings with the DSU lab School. Although those session were not enacted as planned due to flu season concerns, the coordinator and a tutor did some volunteer community outreach and read to a 3rd grade class at North Dover Elementary School during their “Read Week” to promote literacy and excite potential future hornets towards academic success.
<table>
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<th>Achievement Targets</th>
<th>Action Plans</th>
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<tbody>
<tr>
<td><strong>Program Strategic Outcome:</strong> Increase utilization of “on-demand” SI modeled workshops and small group writing sessions either on-line or in person.</td>
<td>The total number of on-demand workshops and small groups will be tallied and analyzed at end of each semester by collection of attendance sheets and Appointment Plus.</td>
<td>The total number of on-demand workshop to increase by two per semester by the end of 2020-2021 academic year.</td>
<td>Expand outreach to faculty and staff through surveys and personalized contact. Educate the DSU community on the availability of these options via strategic marketing initiatives and interdepartmental meeting attendance.</td>
</tr>
<tr>
<td><strong>Program Strategic Outcome:</strong> Increase the number of online resources available on the Writing Studio Blackboard Community Page and/or through the DSU “Writing Well” website.</td>
<td>The total number of resources will be tallied at the end of each semester, evaluated for usage and effectiveness, and revised as needed. This number will be compared to the previous year’s resources.</td>
<td>The number of online resources will increase by 50%.</td>
<td>Meet with faculty in the department of Languages and Literature (DLL) to continue joint resource effort plans between the Writing Studio and the DLL to provide quality and user-friendly technical writing video and modules to promote writing right at DSU. Collaborate with writing tutors to create informative yet appealing content for their peers.</td>
</tr>
</tbody>
</table>
**Program Strategic Outcome:**

Implement a customized referral process to increase Writing Studio Usage from students with pre-specified topics and issues.

The number of referred patrons will be counted and delineated from the total number of studio contacts who attend with a referral.

The total number of studio contacts will increase by 3% as a result of referrals.

Create a writing specific referral form.

Educate professors on the availability of the referral process.

Create a marker to delineate referred students from traditional contacts.

Assess the effectiveness of the referral system to address the concerns listed on the referral by the professor through qualitative assessment and analysis.

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**SI Initiatives**

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 Understanding the Family Education Rights and Privacy Act (FERPA). In addition, the supplemental instruction program hosted three student support workshops during the fall 2019 semester: Understanding Orders of Operations, Problem Solving Strategies, and Test Anxiety. During the spring 2020 session Learning Preferences, Communications Styles and Working with Student Accessibility Services were the three workshops planned for spring semester 2020 initiatives. Upcoming 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.

**SI: Academic Year 2020 – 2021 Strategic Goals and Student Learning Outcomes and Action Plan**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Measure(s)</th>
<th>Achievement Targets</th>
<th>Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI Program Strategic Outcome: Provide academic support to targeted courses by assigning SI leaders.</td>
<td>Total number of contacts to SI sessions will be tallied and analyzed at end of each semester by collection of attendance sheets and AppointmentPlus. Comparison of pass rates (A, B, C) of students who attended SI sessions vs students who did not attend SI sessions within each course assigned SI leader will be tallied by collection of final grades.</td>
<td>At least 75% of the students of the targeted course who attend SI sessions will pass with a A,B,C grade versus those students who did not attend SI sessions. Analysis of pass rates (A, B, C) and fail rates (D, F, W) for all courses for four semesters to determine SI targeted courses to include re-evaluation of those already assigned SI. Dialogue with Deans, chairpersons, and faculty to educate about SI program as well as encourage participation. Facilitate training for SI leaders and professional development workshops in partnership with IASS and OSS.</td>
<td></td>
</tr>
</tbody>
</table>
Please see attached entirety of Annual Report for tables in Appendix.
Library Services
Library Services Annual Report
Executive Summary:

William C. Jason Library - Delaware State University
Executive Summary – 052920

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’s 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 and in compliance with an established Collection Development Policy.

**Unit Initiatives:**

**Access Services and Reference**

The Access Services Department connects the academic community with library resources; builds relationships with students and develops/implements 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.

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. Monthly, we service 8,000 patrons onsite and answer over 300 questions virtually.

**Technical Services**

The Technical Services department provides access to, organizes, and makes 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. Monthly, we service 4,000 persons.

**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. Monthly, we catalog 26 monographs, 120 eBooks, and 700 peer reviewed journal articles.

**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. Monthly, we service 30 patrons onsite and virtually.

**Interlibrary Loan**

The Inter-Library Loan (ILL) department manages and provides greater access to articles and books in both print and electronic format for university patrons. Through partnerships the department has a world-wide reach to resources. With the use of a cloud based ILL management software, Tipasa, the process was streamlined, and the volume greatly enhanced. This system upgrade has provided the department the ability to better manage requests from other institutions in addition to developing mutually beneficial new relationships while strengthening Delaware State University’s research community. Monthly we service 900 persons exclusively virtually.

**Archives**

The University Archives is responsible for the preservation of Delaware State University’s institutional history through the maintenance of visual, textual, and artifactual records of the university's administration, academics, and student life. Organizing the records into collections is a primary function of the archives and involves arranging, describing, inventorying, and rehousing materials into acid-free folders and boxes for long-term preservation. The records are made accessible to the campus and general public through a finding aid, a descriptive document identifying the make-up of a collection and location of specific subjects within the collection. Records of significant historical value are additionally made available anywhere, anytime, in a digitized format within an online digital repository. The University Archives routinely engages in three forms of outreach, a blog, exhibits and a LibGuide.

**Serials**

The Serials unit maintains the library's print and microfilm serials collection (i.e. academic journals). The serials librarian actively communicates with subject selectors and library liaisons regarding weeding and accruing new additions to the serials collection. In 2019-2020 the unit began the process of removing all non-scholarly and popular culture related materials.
Opportunity Scholars Program
2019-2020 Annual Report

Executive Summary:

The Opportunity Scholars Program was created in the fall 2016 when Delaware State University – under the leadership of Dr. Harry Williams – was selected to be a Partner College of TheDream.US – the nation’s largest college access and success program for Dreamers. Due to the partnership with and through TheDream.US, Delaware State University is able to offer Dreamers two scholarships, the Opportunity Scholarship and the National Scholarship.

Dreamers are undocumented immigrant youth who came to the U.S. at a very young age. In the fall 2016, the Opportunity Scholars Program started with 34 Dreamers. During the fall 2019 – spring 2020 academic year, the Program was comprised of 145 Dreamers. Delaware State University Dreamers have a DACA status – Deferred Action for Childhood Arrivals – which permits them to matriculate at higher education institutions, apply for SSN, drivers license, have further access to health care, among other few benefits. It is important to mention that not all Dreamers matriculated at Delaware State University have a DACA status. There are approximately seven (7) Dreamers matriculated at Delaware State University who do not have DACA, but have been awarded TheDream.US scholarship.

The mission of the Opportunity Scholars Program is to serve and provide academic, personal, career, mental and professional support to all Dreamers both matriculated at Delaware State University, and members of the Program. The Program, in collaboration with DSU faculty, staff, and administrators, render such service and support with the purpose to ensure Dreamer Scholars have a successful post-secondary education and a welcoming, inclusive, and successful transition at Delaware State University.

During the fall 2019 – spring 2020 academic year, the Opportunity Scholars Program had the following accomplishments:

- First Dreamer Graduated at DSU

During the Fall 2019 semester, the 1st Dreamer graduated from Delaware State University with a cumulative GPA of 3.53. The Dreamer Scholar was part of the 1st cohort of Dreamers, who matriculated at DSU in the fall 2016 semester.

- First Cohort of Dreamers

During the spring 2020 semester, out of the 28 Dreamers that comprised the 1st cohort of Dreamer Scholars, 25 of them graduated. With regards to the remaining 3 Dreamer Scholars:

- One is expected to graduate this Summer 2020
- One is expected to graduate in the Fall 2020 semester
One does not have a determined graduation date.

Graduated Dreamers – Spring 2020 Semester

A total of 28 Dreamers graduated from Delaware State University this spring 2020 semester.

- 25 Dreamers were from the 1st cohort (matriculated in fall 2016)
- 3 Dreamers were from the 2nd cohort (matriculated in fall 2017)
- Cumulative GPA of graduated Dreamers (28 students): 7

Opportunity Scholars Program Cumulative GPA & Per Cohort

The following data is calculated based on 145 Dreamers that make up the Program.

- Cumulative GPA: 4
- 1st Cohort: 3.6
- 2nd Cohort: 3.4
- 3rd Cohort: 3.5
- 4th Cohort: 3.4

Fall 2019 – Spring 2020 Opportunity Scholars Program Retention Rate per Cohort

In the fall 2019, thirty-five (35) new Dreamer Scholars (4th cohort) matriculated at DSU. However, thirty-four (34) remained matriculated through the end of spring 2020. This represents a retention rate of 97%.

Below is the retention rate breakdown of the 1st, 2nd and 3rd cohort of Dreamers during the fall 2019 – spring 2020 academic year:

- 1st Cohort: Twenty-nine (29) Dreamers matriculated at DSU during fall 2019 and all scholars remained matriculated through the end of spring 2020. This represents a retention rate of 100%.

  NOTE: One Dreamer part of the 1st cohort graduated in the fall 2019

- 2nd Cohort: Forty-six (46) Dreamers matriculated at DSU during fall 2019 and all scholars remained matriculated through the end of spring 2020. This represents a retention rate of 100%.
• **3rd Cohort**: Thirty-seven (37) Dreamers matriculated at DSU during fall 2019 and all scholars remained matriculated through the end of spring 2020. This represents a retention rate of **100%**.

• **Opportunity Scholars Program Progression Rate per Cohort**

• **1st Cohort**: Thirty-four Dreamers (34) Dreamers matriculated at DSU during fall 2016 and twenty-nine (29) scholars remained matriculated through the end of spring 2020. This represents a progression rate of **85%**.

• **2nd Cohort**: Forty-eight (48) Dreamers matriculated at DSU during fall 2017 and forty-six (46) scholars remained matriculated through the end of spring 2020. This represents a progression rate of **96%**.

• **3rd Cohort**: Thirty-eight (38) Dreamers matriculated at DSU during fall 2018 and thirty-seven (37) scholars remained matriculated through the end of spring 2020. This represents a retention rate of **97%**.

• **4th Cohort**: Thirty-five (35) Dreamers matriculated at DSU during fall 2019 and thirty-four (34) scholars remained matriculated through the end of spring 2020. This represents a progression rate of **97%**.

**Unit Initiatives:**

• With the purpose to continue addressing the financial challenges that the DSU Dreamers face, the Director of the Program continues to engage in fundraising initiatives throughout the State of Delaware and some areas of Maryland. A total of approximately **$2,314** have been fundraised as of the latest account report rendered by the Office of Institutional Advancement (February 2020). Further, a total of approximately **$8,453** have been distributed to Dreamers to use for immigration status renewals, books, access codes, internship related expenses, conference related expenses, exam fees, graduation related fees, and more.

• Virtually connected with Dreamers at the University of Delaware with the purpose to increase support beyond Dreamers matriculated at Delaware State University. Although an official partnership has not been created, this initiative is a subject in the works.

• Hosted a webinar to inform DSU Dreamers of the different DACA potential scenarios as it pertains to the Supreme Court Decision on such program. The webinar was a collaboration with the following individuals:
  • Juliana Regina Macedo do Nascimento – State and Local Policy Manager at United We Dream.
  United We Dream is considered the largest immigrant youth-led community in the country
  • Joella Roberts – Founder of Migration Matters
A survey that will collect data on how COVID-19 has affected DSU Dreamers and their mental health has been distributed. The survey was titled “COVID-19 Survey” and it was a collaboration between Dr. Jarid Goodman, Dr. Xuanren Goodman, and the Program Director. The survey was distributed by Dr. Jarid Goodman via SurveyMonkey. Jarid Goodman is an Assistant Professor at DSU’s Department of Psychology. Further, Dr. Xuanren Goodman is a professor at DSU’s Department of Sociology and Criminal Justice. Once data is collected and assessed, the two DSU faculty members and the Program Director will convene to generate initiatives to tackle mental and COVID-19 related challenges. Initiatives may include financial support, mental health support, professional support, and more.

The survey was created due to the significant and apparent mental health and financial challenges that undocumented students face, particularly since COVID-19 began to greatly impact the U.S.

Planned for next cycle

- Continue to engage in fundraising initiatives to increase financial resources for the DSU Dreamer Scholars.
- 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.
Student Accessibility Services
SAS Annual Report 2019-2020

Executive Summary:

The mission of 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 481% increase of students registered with SAS and actively using their accommodations. This percentage 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:

- The SAS Coordinator successfully held virtual training for faculty and staff on creating accessible electronic content and online learning environments in line with the Web Consortium Accessibility Guidelines 2.1 (WCAG 2.1). This training was recorded and made available through the Blackboard Faculty and Staff page.
This accomplishment is of particular importance due to the all-online learning environment necessitated by COVID-19, and the hundreds of already standing settlement and resolution agreements between colleges and universities and the Department of Justice, Office of Civil Rights which have all found in favor of the complainant and referred the higher education institution to WCAG 2.1 for immediate action to reach compliance.

- The SAS Coordinator held the first ever virtual trainings on working with students with disabilities for the University community. The flexible nature of the online environment allowed more individuals to participate in training and allowed the training to be recorded and captioned to ensure equal access.

- In collaboration with the Delaware Division for the Visually Impaired (DVI) the first Annual Mission Transition Program at was held at Delaware State University. This program prepares current high school students with visual impairments for a productive transition to higher education. The Program took place from June 17-21, 2019 and the SAS Coordinator served as liaison, speaker, and guide. It is anticipated that this will be an ongoing yearly event of community partnership with people with disabilities.
  - Due to COVID-19, the Summer 2020 Mission Transition Program will be held virtually with guidance and education provided by the SAS Coordinator.

- A work-study student model was designed and implemented to process and track alternate format book requests and to edit print material for electronic accessibility for students who are blind or visually impaired.

- 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.

- The population of students registered with SAS and actively using their accommodations increased by 481% from Fall 2016.

**Planned for Next Cycle**

- Pending final funding approval, establishing the Center for Disability Resources:
  - Space
  - Staffing
• Equipment/Software needs
• Collaboration with University Stakeholders on the development of accessibility policy
• Updating SOPs
• Establishing the CDR as a University and Community resource regarding disability, disability law and policy, best practice in pedagogy for Universal Design for Learning, the social model of disability, independent living theory, community and k-12 professional development opportunities, etc.

• 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. Additional focus will be placed on the utilization of technology to created recorded trainings or modules.

• Continued implementation, assessment, and development of Student Learning Outcomes, Professor Learning Outcomes, and Program Outcomes.

• Utilize Student Pulse Survey (Spring 2020) data to influence future Learning Outcomes, Program Outcomes, and office goals/initiatives.
Summer Academy 2019-2020 Summer Academy Annual Report

Executive Summary:

- Executive Summary

Summer Academy 2019-2020

In the summer of 2019, the OSS (Office of Student Success) implemented a newly redesigned summer program format that offered prospective students 12-13 credits within eight weeks, instead of the 6-9 credits traditionally given within five or six weeks. Some courses were offered in person, while others were provided online. While the new program format provided the benefit of more credit hours earned per student, many challenges arose that required further revision of the program structure.

In planning for Summer Academy 2020, OSS decided to revisit the previous program model, which offered 6-9 credit hours and created a tiered Student Support System designed to provide individualized interventions to the most at-risk students entering the University. The decision to revisit the program structure was based on data gathered from the Summer Academy Satisfaction Survey and student performance (summer and fall GPA).

In March of 2020, in response to the COVID 19 pandemic, the University decided to offer Summer Academy online. The decision to move the program online resulted in a restructuring of the program management. Distance Education and Enrollment Management took the lead in managing the program. At the same time, the Office of Student Success offered support during the transition and continued to serve as Academic Advisor for students in Summer Academy.

Summer Academy 2019 Student Performance

Overall, 77% of the 2019 Summer Academy cohort were retained from summer 2019 to spring 2020. Below, we have outlined the grade point averages in detail.

1. 71% of the Summer Academy 2019 cohort has earned a grade point average of 2.0 or above. Note the remaining 29% earned below a 2.0 GPA

Detailed Summer Academy 2019 Grades

<table>
<thead>
<tr>
<th>Grade Point Average</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 - 2.9</td>
<td>36%</td>
</tr>
<tr>
<td>3.0 - 3.5</td>
<td>23%</td>
</tr>
</tbody>
</table>
### Summer Academy 2019 Grades Summary

<table>
<thead>
<tr>
<th>Semester</th>
<th>Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2019</td>
<td>2.4</td>
</tr>
<tr>
<td>Fall 2019 Semester</td>
<td>2.13</td>
</tr>
<tr>
<td>Fall 2019 Cumulative GPA</td>
<td>2.28</td>
</tr>
<tr>
<td>Spring 2020 Semester GPA</td>
<td>2.62</td>
</tr>
<tr>
<td>Spring 2020 Cumulative GPA</td>
<td>2.52</td>
</tr>
</tbody>
</table>

#### Unit Initiatives:

**Program Data**

- **160%** increase in participation from 45 students to 117 students from 2018 to 2019

- **89%** of the 2019 Summer Academy Cohort stated that the Peer Mentors demonstrated an interest in their progression

- **87%** of the 2019 Summer Academy cohort thought that the Peer Mentors were approachable, available and supportive

- **78%** of the Summer Academy 2019 cohort believed the program was beneficial
Undergraduate Research, Experiential Learning, and Honors Program
2019-2020 Annual Report

Executive Summary:

The Office of Undergraduate Research, Experiential Learning and Honors Program (URELAH) was established in September 2019 and includes the Honors program. The office resides under the Office of Student Success and reports to the Associate Provost for Academic and Student Services in Academic Affairs. Mrs. Shonda L. Poe, joined the unit in February 2020 as the program director and is assisted by Mrs. Terry Pauls-Smith, program secretary and assistant and the office is located in the William C. Jason Library. URELAH was developed via a Title III grant to support the preparation of students for graduate school or direct entry into the workforce, by assisting students in identifying real-world work experiences that allow the transfer of academic theory into action. The University’s Honors Program was merged with URELAH to maximize opportunities and resources for students and to expand the professional development and leadership activities of the Honors program to the entire student population. The integration of the Honors Program with undergraduate research and experiential learning creates a unit where students will be able to gain access to additional professional development resources and training opportunities.

A total of fifty-nine new honors students were accepted into the Honors program for the 2019-20 academic year. Due to the COVID 19 pandemic, these students and the 2020-21 cohort will be inducted in the fall 2020 semester through a virtual ceremony. In efforts to increase enrollment in the Honors Program, new recruitment strategies were employed which included updating the program website and the development of new program brochures and signature items. Recruitment efforts have been via new student orientations and outreach activities at Dover High School.

The Honors Program was redesigned to enhance student learning outcomes and activities curriculum to improve student retention and completion rates of the program. The new program student learning outcomes have been approved by the faculty senate. Several activities have been implemented for program improvement. These include the Honors Course Options (HCO), redesign of existing and developing new honors colloquia courses and the implementation of the Hornet Leadership Academy (Spring 20). The leadership academy is designed to assist all undergraduate students to transition from Scholars into Leaders. While the activities were initiated in the spring, activities were stalled due to the COVID 19 pandemic. Another newly implemented initiative was the Honors Students Ambassadors, which recruited existing honors students to serve as peer mentors for new honors recruits. The ambassadors are developing their leadership skill as they are assigned 10-12 mentees and are required to develop a curriculum for their mentees each semester. Additionally, the student thesis requirement is currently under revision to provide appropriate options that will complement the students major or program. These revisions will be implemented in the 2020-21 academic year. All thesis activities were suspended this year due to the ongoing revisions.

The Honors Program continues to offer the Living Learning Community (LLC) for new and first year students in Wynder Towers. As a part of the program redesign, the Honors ambassadors are responsible for developing activity curricula for students to promote program engagement and
peer mentoring. The opening of the new Tubman/Laws dormitories provided the opportunity to extend the LLC to returning students. The LLCs create an environment of engagement and support for students to promote academic success and program retention. Each dorm creates a vibrant living and learning environment and strengthens student support through its’ services.

The results of the new program initiatives and increased student engagement provided positive outcomes. A record number 18 students successfully completed the program and graduated in the spring commencement. The 2019-2020 cohort had an 83% success rate of students maintaining the required 3.25 GPA or higher. The average GPA for the 2019-2020 cohort for the Fall 2019 semester was 3.55 and the average GPA for the Spring 2020 semester is 3.6. With the new initiatives, it is expected the program retention and completion rates will increase annually. Overall, the Office of URELAH and the Honors Program will continue to provide talented and motivated students opportunities for intellectual growth and achievement, enhance student skills for analytical and critical thinking, and engage students in an excellent learning environment to transition from scholars into leaders.

Attached Files
Annual Report URELAH June 2020.docx

Unit Initiatives:

1. Unit Initiatives
   - Accomplished in this cycle
     - The Honors Program participated in the annual HBCU Career Marketplace Conference (October 28-31, 2019) in Baltimore, MD. Two staff members and 13 students attended the conference and participated in professional development workshops and activities.

Dr. Clytrice Watson
Mrs. Terry Pauls Smith
Honors Program students: Kyla Bonelli, Taylor Coleman, Khamiya Davis, Essence Graham, Jamiece Hopper, Gabrielle Mills, Kaylynn Pride, Estelle Rivas, Charley Smith, Taylor Sparks-Faulkner, Morgan Thornton.

- In effort to develop the Office of Experiential Learning and the design a formal program at DSU, three DSU representatives attended the National Society of Experiential Education (NSEE), St. Pete, FL September 2019. This conference provided insight on merging ExL into the curricula and provided networking opportunities.
• Delaware State University was the hosting institution for the HBCU Retention Summit in Ocean City, MD (March 2020). Two staff members attended the conference. Mrs. Shonda Poe and Mrs. Terry Pauls Smith.

• The Honors Student Ambassadors participated in an Outreach event at the Dover HS Black History month program in February 2020 (students presented Honors Program brochures/giveaways to recruit HS Seniors). Student activity: Netflix movie night for Student Ambassadors and mentees in Tubman/Laws Residential Hall.

• The Office of URELAH and the Hornet Leadership Academy has partnered with OSLA and the DSU Chapter of the National Society for Leadership and Success (NSLS) to offer a 6-week leadership training for DSU students whom qualify for the NSLS Program. Once the students are inducted into the NSLS Program, each student will gain a lifetime membership to access benefits such as tuition awards, internships, awards for school supplies, building resumes, and applying to graduate/professional schools. This program will expose students to various networking and professional development opportunities.

• URELAH has partnered with Office of Career Services to strengthen the accessibility to internship opportunities, resume writing, 21st Century skills, and various benefits for their academic and career path.

• One Honors course “The Modern Urban Imaginary” has been redesigned/upgraded to improve student engagement and reframes the course research paper as a product of a new partnership with a community organization. Jesse Zuba received payment of $2000 as a course content expert.

• Planned for next cycle
  o Introduce two online Honors courses in the upcoming academic year which will provide additional course options.
  o In the upcoming academic year, the Hornet Leadership Academy will provide 5 professional leadership workshops (virtual or in person) which will cover methods of transitioning scholars into leaders.
  o A new Honors Colloquia will be offered focusing on Minorities and Health Disparities in America. The course will be designed and taught by Dr. Latia Scott from the department of Biological Sciences. This would be the first colloquia in STEM.
University Seminar
University Seminar 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.

During the Spring 2020 Semester, the General Education Sub-Committee partnered with OSS to change University Seminar curriculum to include the new student learning outcomes 5C rubric. As a result of the sub-Committee’s work, University Seminar will now offer those activities that assess the student learning outcomes as outlined in the new 5Cs rubric. Students will engage in the process by accessing CONNECT Master, at a lower course, which introduces students to focused instruction and assessments, taking them beyond basic knowledge of the subject to mastery of foundational concepts with adaptive learning and just-in-time learning resources, as well as practical assessments (Retrieved from https://www.mheducation.com/highered/connect/master.html).

This report highlights University Seminar in its current form and the work of the sub-Committee of General Education, to include collaboration with McGraw Hill CONNECT and blackboard, which is instrumental in offering digital access to textbook and assessments that support DSU first-year students and the Apple Initiative.

Attached Files
Annual_Report_2019 - 2020_University_Seminar.OSS.docx

Unit Initiatives:

Accomplishments: During the reporting year, University Seminar continued its present platform and implemented curricular changes from the previous year that report positive results on behalf of first-time full-time students. These changes include:

- Students continued to use their Apple ipads and notebooks in University Seminar to access the etext (Feldman, 7e, 2018) and use CONNECT digital platform.

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. On average, 85% of the students received CliftonStrengths profiles to use in their final culmination e-portfolio project.
Out of 1021 Fall 2019 freshman cohort, 868 (85%) students took the CliftonStrengths Inventory and received their results. This is an increase by 2.4% from the Fall 2018 cohort who completed the CliftonStrengths (83%).

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. During the Spring 2020 semester, the McGraw Hill team continued to support faculty in pairing their course in Blackboard to Connect and giving access to students enrolled in University Seminar II.

**University Seminar Freshman Forum.** Freshman Forum is designed to enhance first year student’s college experience. It is a vital part of the first-year experience program and University Seminar course. Students are required to attend the required number of forums on Thursdays during common hour (11-11:50am) to hear from a variety of campus-wide guest speakers and events, including participation in DSU’s Convocation (Fall Semester) and Founders’ Day (Spring Semester). A dress code is required. On an average, 700 students attended Freshmen Forum, with 1067/1107 (96%) of the students who attended the first forum in the Fall semester. Table 1 show the topics covered for both Fall and Spring Semester of the 2019-2020 academic year. All forums took place prior to the COVID-19 mandatory stay at home order in Spring Semester 2020.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Speakers</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5, 2019</td>
<td>Forum Presentation – Difference between HS and College</td>
<td>Dr. Cassandra C. Green Assist Vice-President</td>
<td>Office of Student Success</td>
</tr>
<tr>
<td>September 12, 2019</td>
<td>Pep Rally</td>
<td>Pep Rally replaced Frosh Forum</td>
<td></td>
</tr>
<tr>
<td>September 17, 2019</td>
<td>Convocation</td>
<td>Dr. Wilma Mishoe, President</td>
<td></td>
</tr>
<tr>
<td>January 30, 2020</td>
<td>Stay Motivated!</td>
<td>Mr. Delano Johnson</td>
<td></td>
</tr>
<tr>
<td>February 6, 2020</td>
<td>Founders Day</td>
<td>Presentational Walk and Tour of historic Loockerman Hall</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>February 13, 2020</td>
<td>Maximizing Your Apple Product</td>
<td>Mr. Curtis Winslow</td>
<td></td>
</tr>
</tbody>
</table>

Planning continues in preparation for Fall 2020 to include: working collaboratively with McGraw Hill to build a master template for pairing in Blackboard, and to provide digital products for University Seminar. Connect Master 2.0 will cost $25 per student per semester. Students will have immediate access to their textbook through IncludeEd (cost of book(s) included in tuition bill).
Virtual training in Connect Master 2.0 was provided by McGraw-Hill personnel on May 19, 2020. Over 40 teaching faculty, chairs, and administrators participated in the training. The next plan involves McGraw Hill providing individual sessions with faculty to assist in pairing Connect Master 2.0 in their blackboard courses.

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 2020 new freshman cohort.

Table 2
University Seminar Planning Meetings

<table>
<thead>
<tr>
<th>Dates</th>
<th>Agenda Items</th>
<th>Presenters</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 15, 2019</td>
<td>Presentation to Chairs Council of new University Seminar 5C rubric addition to Common Syllabus</td>
<td>Dr. Phyllis Brooks Collins</td>
<td>Chairs Council</td>
</tr>
<tr>
<td>April 16, 2020</td>
<td>Meeting create master template for Connect Master</td>
<td>Lisa Granger, Lashana Stokes (McGraw Hill Education); Ms. Alexander (DSU).</td>
<td>Drs. Collins/Green; Tiffany Alexander</td>
</tr>
<tr>
<td>May 19, 2020</td>
<td>University Seminar Connect Master Faculty Training</td>
<td>McGraw Hill; Dr. Phyllis Brooks Collins, Dr. Cassandra Green; Ms. Tiffany Alexander</td>
<td>Faculty, Administrators, Chairs</td>
</tr>
<tr>
<td>August 1, 2020 and throughout</td>
<td>Individual Appointments with Faculty and McGraw Hill representatives to pair course</td>
<td>Jill Fox and representatives; Blackboard support</td>
<td></td>
</tr>
</tbody>
</table>

School of Graduate, Adult, and Extended Studies (SGAES)
2019-2020 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.

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.

To meet University, student, and community needs, the SGAES expands throughout the entire state of Delaware, with each location focused on specific programmatic activities that collectively assist in meeting key performance indicators that contributes to University success overall.

**DSU Wilmington** houses the Graduate Admissions Office and five (5) professional Master’s degree programs, namely:

- Masters of Business Administration (MBA);
- Masters of Public Administration (MPA);
- Masters of Social Work (MSW);
- Masters of Sport Administration (MSA); and
- Master of Science in Nursing (MSN); the newest professional degree offering.

Unlike the other professional degree programs listed, the MBA and MPA programs are the only two for which the SGAES is directly responsible. With Wilmington’s status of being Delaware’s largest city and economic engine, offering marketable, in-demand degrees like MBAs and MPAs to working professionals is imperative. DSU Wilmington’s intention is to continue to work with city businesses and professional communities to plan, design and implement degree/career pathways for in-demand occupations that serve to support and invigorate the city/state economy.

The **Office of Graduate Studies and Research (OGSR)** is the largest entity within the SGAES and is located on the main campus in Dover. The intent of the Office of Graduate Studies and Research is to establish a structure, along with processes and procedures, to support the 18 Master’s and five doctoral degree programs in the areas of admissions, academic quality, student services, records management, professional
development, and networking opportunities necessary for the successful matriculation of graduate students at Delaware State University.

The Office of Distance Education and Learning Technology (ODELT), in collaboration with Deans and department chairs, is responsible for administering online and distance education programs that enhance the design and improve the quality of online courses. Workshops, consultations, and instruction are offered to enhance online courses, teaching skills and pedagogical approaches. As a result of careful planning, service and resource provision, and attention to scalability, online and distance education has proven to be an affordable and convenient means of assisting DSU students and busy professionals in acquiring needed courses, improving skills, and pursuing a degree. Bachelor’s programs offered online are:

- Accounting, BS
- General Management, BS
- Psychology, BS
- Public Health, BS

In-demand Master’s programs offered online are:

- Business Administration, MBA
- Nursing, MSN
- Public Administration, MPA
- Social Work, MSW
- Sport Administration, MSA

Office of Testing Services, Adult and Continuing Education /Technology & Training Center (TACE/TTC)

Over the last year, the Office of Testing and Adult and Continuing Education has expanded to incorporate the former Delaware Technical and Training Center (DTTC). Accordingly, it is now the Office of Testing, Adult Continuing Education & Technology and Training Center (TACE/TTC). Its online and face-to-face services are available to the public in an effort to provide workforce training, professional development, certifications, and personal enrichment. All programming is designed to adapt to changing technological and workforce development needs through careful assessment and strategic planning. The office has made great strides, in a short period of time, by offering high quality programming and credentialing certificates that bring revenue to the University and provide a service to stakeholders.

DSU Georgetown is currently in partnership with Delaware Technical Community College (DTTC) to offer completion degrees to DTTC Sussex County graduates. In keeping with this partnership, the Bachelor’s of Social Work (BSW) program is currently offered in Georgetown. This program has consistently graduated DSU students on-time and most are fully employed upon graduation. Additionally, nearly one-half of the graduates continue through the Advanced Standing MSW program offered by the
University. Additional degree program offerings are currently under consideration based upon career and business demand.

Attached Files
  KPI Data.xlsx

Unit Initiatives:

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 2019--2020 academic year was 117 as opposed to 106 last year.

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 and strategic marketing. Recruitment efforts (in-person/virtually) 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 and contiguous communities 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.

The growth of online programming has made it apparent that online education opportunities will continue at the university. Online course and program options will remain a focus, with the goal of attaining (and hopefully surpassing) the targeted online program goal of fifteen (15) over the next academic year. 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. Building upon international partnerships for these purposes will be a greater focus moving forward.
In partnership with the Office of Strategic Enrollment, a Prior Learning Assessment process (PLA) will be developed to provide college credit, certification, or advanced standing toward learning gained outside a traditional academic environment.

Strategies and partnerships will persist to attract "degree completers" to the University. Locating the "right-fit" partners to implement this project this past academic year proved to be somewhat problematic, however, this potential project funded by the Thurgood Marshall College Fund (TMCF) and related stakeholders continues to be an interest to internal stakeholders of the university to include the SGAES.

Due to data collection issues, the Office of Testing, Adult and Continuing Education & Technology and Training Center had to postpone attempts to acquire IACET (International Association for Continuing Education and Training) accreditation. The program has refocused its data collection plans and is scheduled to acquire this certification during the 2020-2021 academic year.

Certification, credentialing, and digital badging opportunities will be continued efforts via the Office of Testing, Adult and Continuing Education & Technology and Training Center. The Office will 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.

Due to the high demand and revenue generating nature of testing, the Office of Testing, Adult and Continuing Education & Technology and Training Center will continue to serve DSU and the local community by providing proctored exam and multi-tier testing programs. The challenge for the office is keeping up with the demand of testing requests and balancing them with necessary resources and other ongoing activities.

Strategic partnerships and collaborative grant projects will continue to be identified and nurtured. Besides internal university partnerships, examples of other partnerships include:

- The City of Wilmington
Major initiatives to have the graduate admissions process automated are underway, but not completed. These efforts will continue until completed.

**SGAES DSU Wilmington**

**Executive Summary:**

The city of Wilmington is Delaware’s largest city and economic engine. It is for this reason that **DSU Wilmington**, a unit within the School of Graduate, Adult and Extended Studies (SGAES), is being established as an industry resource center, a professional hub for the workforce development activities, and offers graduate professional degree programs in the following areas:

- Masters of Business Administration (MBA);
- Masters of Public Administration (MPA);
- Masters of Social Work (MSW);
- Masters of Sport Administration (MSA); and
- Master of Science in Nursing (MSN); the newest professional degree offering.

The Graduate Admissions Office, also a unit within SGAES, is located at **DSU Wilmington**. This office evaluates and processes graduate applications and assesses students’ academic qualifications to determine if they meet academic standards for admission.
Unit Initiatives:

Over the last year, many partnerships and collaborations with the Wilmington business community have increased. They include:

- Reach Riverside
- Wilmington Housing Authority
- Zip Code Wilmington
- Delaware State Chamber of Commerce
- State Department of Labor
- Trinity Health
- New Castle County Vocational-Technical School District
- Barclays
- United Way of Delaware
- City of Chester
Public Administration (M.P.A.)
2019 - 2020 Annual Report

Executive Summary:

In the annual report for the MPA Program for the year 2018-2019, it was indicated that the program was found to be in need of significant overhaul. The MPA Advisory Committee was assembled in Fall 2018 and quickly set to work honestly and critically evaluating the state of the program, its curriculum, its admissions requirements and general strategy. Over the course of the next several months, all of these were revised heavily and these changes were approved for implementation in mid-June 2019.

Since that time, the focus has been on developing and structuring course content and delivery, standardizing practices and procedures, and identifying resources and supports that can best serve MPA students. Of the 12 program courses, seven have been redeveloped from scratch and the rest have been updated. Where possible, free, open-source materials have replaced textbooks for students to purchase, the program’s online instruction through Blackboard has been significantly enhanced in partnership with ODELT, and opportunities for additional student support services have been identified and utilized.

The MPA Program still has no staff. Program courses are still taught by a combination of the MPA Director, Adjunct Instructors and Online Contractors. While this makes it difficult to guarantee continuity, most instructors return several times to teach subsequent sections of their courses.

Several areas for improvement have been identified and efforts are still underway to close gaps. One challenge has been making sure that students who were in the program prior to Summer of 2018 were matriculating without Plans of Study, and were therefore registering for courses seemingly as they came up. This left several students nearing the end of matriculation as the only students in need of one course or another – as not to hinder the student, the MPA Director has taught special sections of these courses with no expense incurred by the University. Course offerings have now been scheduled as to appear in regular blocks so future Plans of Study can be made in coordination and economies of scale can be achieved. In this way, low-enrollment courses will be reduced. Other challenges, including a high attrition rate, and flagging traditional classroom course enrollments are ongoing challenges that continue to be addressed.

I am pleased to report that the initiatives undertaken in this year are beginning to add up. Applications seem to be accelerating, and enrollment is growing. The students that do join us are mostly very engaged – with some of course still struggling with external factors. Based on current enrollments and costs, the MPA program has been found to generate several times the revenue that it once has. Most importantly, I feel confident in saying that the students that are a part of the MPA Program are receiving a higher-quality education and experience than the program has ever previously delivered.

Sincerely,

Jason Bourke, MPA Director
Unit Initiatives:

In the last annual report, the MPA Curriculum was undergoing significant revision and was working its way through the approval process. Final approvals of changes occurred in June 2019.

In this cycle, these changes were implemented beginning in Fall 2019. This was a comprehensive program redesign complete with new and updated Mission, Goals, Student Learning Outcomes, complete curriculum overhaul, new assessment plan and updated course content. The new curriculum has been implemented for roughly one year, with seven courses undergoing redevelopment from scratch and the rest being updated to align with current program goals.

In the next cycle, course content will continue to be updated and refreshed based on findings from this cycle’s assessment and other recognized needs. Additional courses may be added as elective options, and ideas for expansion will be considered. Additionally, a partnership with the Warren Dennis Center for Urban Ministry will be finalized for implementation to offer a joint certificate in Urban and Community Development.

2020-2021 Annual Report MPA

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 and revenue 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.

The reports that follow pertain to SGAES programs that expand throughout the entire state of Delaware and focus on specific programmatic activities that collectively assist in meeting key performance indicators that contribute to University success overall.

The COVID-19 pandemic continued to make this academic year challenging, but, with an excellent team, in collaboration with other University faculty, staff and administrators, the SGAES successfully accomplished (and in some instances surpassed) its goals and objectives for the year. Further, unlike previous years, the SGAES received grant funding for a number of initiatives to either combat the impact of COVID-19 and/or to transform and enrich the academic experiences of students.
The Office of Graduate Studies and Research (OGSR) for the third consecutive year has grown in graduate student admissions. This year there was an approximate 34% growth in graduate admissions and a significant uptick in the number of graduate professional development opportunities offered to students to enrich their academic and career competencies and trajectories.

The Office of Distance Education and Learning Technology (ODELT) provided the leadership and expertise for curriculum delivery during the pandemic. Online enrollment increased by approximately 76%, approximately 1400 online/hybrid/synchronous course sections were managed, and virtual training and support were offered to faculty and students during this period of time. Additionally, grants were received for two (2) new initiatives that are underway:

*Thurgood Marshall College Fund: Near Completer Pilot Project* is designed to support prior students with 90 college credits through to graduation and to serve as a model for implementation across a broader set of higher education institutions; and

*JP Morgan Chase Foundation: Changing the Scope of Technology in Education Beyond COVID-19* is designed to assist faculty in gaining the skills necessary to adapt courses to the online environment and more highly engage students.

The Office of Adult and Continuing Education (ACE) has acquired significant attention for its statewide and international programs. The office now employs an Employability Coach and offers 23 programs of study in three high demand vocational areas. Further, a partnership between the Department of Labor, Tech Impact, and ACE has resulted in a $9,193,902 award of a H1B One Workforce Grant to serve over 700 underrepresented customers interested in obtaining a skill and earning credentials to prepare them to enter mid to high-level occupations in the IT field.

At the Wilmington/Kirkwood DSU location, a new state-of-the-art *Delaware State University Assessment Center* opened. Throughout the year, at both its previous and current locations, the Assessment Center provided a myriad of exams for more than 180 test-takers monthly. The Assessment Center received accolades and national recognition from nationally known vendors (e.g., ETS/College Board, Pearson Vue, FAA, etc.) and was the only Testing Center to offer the SAT exam to the entire Eastern Seaboard, during the pandemic.

The *Connected Degree Program* offered in Georgetown/Sussex County DSU location has transitioned from offering a BSW degree to offering instructional delivery in online formats for the following programs of study: Accounting, Education, General Management, Psychology, Public Health, Social Work, and TESOL.

The *Masters of Public Administration Program (MPA)* has grown significantly this year with its largest enrollment yet and a growth over last year of approximately 58%. Both the curriculum and student experience have been improved and efforts continue to close programmatic gaps.
The Masters of Business Administration Program (MBA) has grown this year with an approximate 10% growth over last year. A new MBA program in Jamaica, an Executive MBA, and two concentrations in Human Resource Management and Agriculture are in the development phase.

Growth in all of these areas is not sustainable without additional staff for support. ODELT, for example continues to operate with only three full-time staff and Assessment/ACE currently operates with only four. Accordingly, over the next year, focus will be on succession and strategic staff planning with the anticipation that University leadership will assist in providing the resources needed to support the plans.

*****

For the MPA Program specifically, this was a year in which the new and improved MPA was honed, refined and polished. The new curriculum has been refined with updated readings and content, but also with other products that improve delivery. One initiative this cycle was to improve the look and feel of the student experience of the program. Attention has been paid to making sure all students receive high-quality, branded materials, and that touchpoints reflect the quality of the content. This has included the acquisition and use of an MPA logo that adorns program publications, a program-specific YouTube channel, and refinement of the program’s Blackboard courses.

As the quality of the course content continues to improve, so have the secondary items that students require. As always, areas for improvement have been identified and efforts are still underway to close gaps. Namely, there have been continued issues with discipline and student preparedness. To address these issues, resources have been developed to help students keep track of their progress and prepare for coursework. These include a Matriculation Checklist, Program-Wide list of required texts, and an orientation module that is deployed and required of students in all Foundation courses.

The MPA Program has no staff. Program courses are taught by a combination of the MPA Director, Adjunct Instructors and Online Contractors. Continuity issues have been addressed at least in part by the aforementioned products. Further, instructors are now receiving additional support, as an Instructor Handbook has been developed to help orient them to the program, set expectations, describe policies, and guide key technical processes they need to complete.

The program has grown in the last year both in number and in quality. We currently have our largest crop of students and graduated a record eleven students in 2020-2021. As the program continues to grow, there will be a continued need to improve and streamline processes and procedures, as well as add administrative assistance to ensure all students have the attention they need. That said, I’m confident that the program will continue to improve. I am quite proud of the accomplishments of all of those associated with the MPA Program and grateful to the support team that exists within SGAES. I invite any questions, concerns or feedback.

Sincerely,
Unit Initiatives:

This cycle, the focus was on quality improvement. The curriculum was redeveloped and relaunched for 2019-2020, and this cycle has been spent honing and refining delivery. This has meant Blackboard classes were refined in content and aesthetics. The goal was to improve all student touchpoints as related to the program. This has included acquiring new logos from the department of marketing, a universal template for blackboard courses in the MPA, a new handbook for instructors and refining of processes.

Content has been updated as well on an ongoing basis. As new events arise and new content is made available, it has been added to classes where relevant. Further, course delivery methods have improved as well. For example, the program started a YouTube channel with content developed in-house with program instructors and local experts. This channel contains DSU MPA branding and is able to be deployed into MPA courses online, as well as shared outside the program for marketing purposes.
Testing Services, Adult and Continuing Education & Technology and Training Center

2019-2020 Annual Report

Executive Summary:

Testing Services, Adult Continuing Education & Technology Training Center mission is to attract, enroll and assist adult learners and their families who reside in Delaware, Delmarva and across the lower Mid-Atlantic region seeking educational opportunities leading to:

- workforce training
- professional development
- recertification
- personal enrichment
- family engagement
- youth enrichment.

The Office of Testing Services, Adult Continuing Education & Technology Center offers lifelong training 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. To facilitate these wide-ranging services, DSU Wilmington has been established as an industry resource center and professional hub of activity due to its central location. ACE/TTC goal projection for 2020-2021 is to create additional satellite facilities to accommodate customer surges in the following areas:

- Sussex County (Lewes/Seaford)
- Eastern Shore, MD
- Virginia (Accomack County)

Technology and Training Center

On February 25, 2020, TS & Adult Continuing Education (ACE) was given the oversight of the Technology and Training Center (*TTC). The aim and objective of the TTC is to provide delivery of technology and credentialing certification programs across various technical industry platforms. This will increase job skills and employability opportunities. This is accomplished through technology-based blended (online, hybrid, F2F) activities composed of enrollment, assessment, and delivery tracks. At this time, we have our workforce development officer handling virtual and face-to-face trainee coaching.

*formerly DSU Training and Technology Center (mission and objectives have been updated based on the strategic plan sent to Barclays.

ACE outreach efforts are statewide, available to the public, and are accomplished through special learning activities for corporate, international professional development, training and personal enrichment. All TS, ACE & TTC 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 areas are under our unit -

Continuing Education

Youth Enrichment & Family Engagement

Outreach Community Services

Technology and Training Center

University Summer School (F2F)

Summer Camps

Testing Services

ACE is currently undergoing a restructuring and expansion process that will continue through June 2021, our objective is to establish programming based on needs and projected job forecast through 2025. We are in the process of working on a strategic plan for 2020 to 2025 to ensure that our programming is meeting the stakeholder needs. We are continuously working on programming to ensure alignment with the following accreditation agencies/associations: 1) Continuing Education and Training Standards; 2) International Association of Continuing Education and Training (IACET); 3) American National Standard Institute; 4) Learning Resources Network (LERN).

Through internal self-assessment, review of standards, best practices and internal/external feedback from our stakeholders, ACE continues to develop improvement models for our platforms and programs.

Continuing Education - 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 TTC. The final policies (handbook) and procedures for CE and TTC is set for June 30, 2021. TSP procedures and policies are evaluated every two years as governed by NCTA.
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.

Portfolio:

- 70 Credentialing certifications courses
- 47 Certificate programs
- 15 Micro certification
- 35 Training plans
- 20 WHI Certifications
- 10 Workshops
- 10 Allied Health
- 8 Lunch & Lunch programs
- 4 Work-based Learning Projects
- 4 Outreach Partnership Programs
- 13 New partnerships
- 4 new grant collaborative projects

Youth Enrichment - The goal is to provide year-round programming for grades 5 to 8 (ages 9 to 15). During this duration (5/2019 to 5/2020), we served 118 youth and we are looking to surpass that amount by May 2021.

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.
- Life Skills and Money Management for single moms
- Tying Toasty Blankets
- Year – round STEAM enrichment programs
• Technology programs
• Learning workshops for Teachers

Now Generation on the Move Program (ages 16 -20) – Program to assist planning a road map for success to equip and empower learners with fulfilling their goals. At the core is making connection for personal and professional development (soft skills, protocol and etiquette training, study skills strategies, technical and business writing, job readiness tools, externships, career explorative assessments and mentorships.

Testing Services - Testing Services 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 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:

- Accreditation through IACET and LERN (in progress) for ACE
- Parent Engagement and Family Outreach efforts (in progress)
- Service learning programs in low-income housing communities (upcoming)
- Community partnerships and grants

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. **KPI #2 and #6**